



The Role of Collaborative Learning and Technology in Teacher Professional Development

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Abstract: Importance development professional teacher in increase quality education No can viewed adjacent eyes. However, even though various training programs has applied, still there is gap significant between the theory taught in training and practice carried out in class. This is show the need approach newer one effective in development teacher professionalism. Research This aiming For explore ways For bridge gap between theory and practice in teacher training, as well as evaluate effectiveness approach collaborative and use technology in increase quality teaching. Methods used in study This is studies literature and analysis policy, with dig various study past and experience relevant field. Data is collected through study to various articles, books and reports study related development professional teacher. Research result show that teacher training that combines approach collaborative, such as lesson study and community learn, more effective in increase teacher understanding and skills. In addition that, integration technology in training can expand access and provide experience more learning flexible as well as adaptive. Support strong institutions, including time For collaboration and provision source power, also plays role important in success training. Research This recommend the need design more training holistic and based context local, as well as focus on reflection and evaluation sustainable For ensure success term long in development professional teacher.

Keywords : Development Professional, Learning Collaboration, Learning Technology, Teacher Training

INTRODUCTION

Development teacher professionalism is one of the element important in system global education. Teachers hold role strategic as the mover main in the teaching and learning process, which in the end determine quality education in a way Overall. According to Darling-Hammond (2017), teacher quality is highly correlated with success system education a country. Teachers who have competence high and always try develop self capable create environment supportive learning growth intellectual, social, and emotional students (Darling-Hammond, 2017). However, in the middle development rapid technology and change social, demands to the role of teachers is also increasing increased. The teacher does not only expected control theory education, but also capable adapt theory the to in relevant practices with need students and context local. Changes This demand



teachers to own approach adaptive and innovative learning. As explained by Guskey (2002), the development of professional teachers must designed For bridge gap between theory and practice, ensuring that the teacher does not only understand draft but also can apply it For increase results Study students (Guskey, 2002),.

Change modern society, such as globalization, migration, and integration technology, influences method student learn and interact. As a result, teachers must Keep going renew knowledge and skills them to stay relevant (Sholeh, 2023). As example, mastery technology education, such as use application online learning, now become skills mandatory. This is show that development professional teacher not only important For fulfil need students, but also for maintain relevance the role of teachers in the digital era. More Far again, development professional teacher function as means For strengthen competence pedagogical, personality, social, and professional. Teachers who participate in the development program professional in a way sustainable tend more believe self in manage class, designing curriculum, and evaluate learning. Therefore that, effective training No only impact on the teacher Alone but also on students, schools, and communities in a way overall.

One of constraint the biggest in development professional teacher is existence gap between theory education and practice in the field (Sholeh, 2024). Teacher training often focuses on teaching theory, such as principle learning constructivist or approach based on competence, without give adequate opportunity for teachers to test theory mentioned in class (Desimone, 2009). As a result, many teachers feel difficulty For connect what they learn in training with challenge real that they face in space class. The Gap This can caused by several factors. First, the training program often designed by experts theory education or maker lack of policy understand condition real in the field. This program tend nature general or generic, without consider need teacher specific based on level experience, location geographical, or characteristics student them. Second, the lack of ongoing support after training also becomes problem main. Many teachers attend seminars or workshops without get act further to ensure that they can implement what has been studied.

The impact is that training is not relevant or No application This precisely can cause frustration among teachers (Sholeh, 2024). They feel that the time and effort they put in invest in training No produce real benefits. This can also influence motivation they For involved in development program professionals in the future. For overcome challenge this, development



professional teachers need designed repeat to make it more practice - oriented. Approach based on practices, such as simulation, micro -teaching, and lesson study, can help teachers understand How theory can applied in situation real. Besides that, collaboration between teachers, coaches and leaders school can create environment that supports knowledge transfer from theory to practice.

In context education 21st century, development professional teachers must notice challenges and opportunities new ones that have emerged. One of them is integration technology in learning. Teachers are expected No only control technology, but also capable of use it in a way effective For support the teaching and learning process. As example, learning online and hybrid based has become need main in many school, especially since COVID-19 pandemic. In situation this, training technology for teachers not Again choice, but rather necessity. Besides that, education inclusive also becomes priority in system modern education. Teachers must capable manage heterogeneous class, where students own background behind different cultures, abilities, and needs. According to Fullan (2011), training that focuses on the needs of individual students and context local school tend more effective compared to training that is of a nature general. This is emphasize the importance of a well -designed training program in a way special For answer need teacher and student specific they (Fullan, 2011).

Approach based on competence also becomes the more relevant. The teacher is not only expected teach material lesson, but also helpful student develop skills 21st century, such as think critical, creativity, collaboration, and communication. To that, development professional teachers must covers training in design experience supportive learning mastery skills This. However, the approach traditional in development professional often not in line with the needs of teachers in the field. A top-down approach, where training programs designed without involving teachers, tends to not enough effective(Sholeh, 2024). On the contrary, the approach participatory involving teachers in the design, implementation, and evaluation processes of training programs more Possible produce positive impact (Avalos, 2011). Approach this can also increase teachers' sense of ownership and motivation to apply results training in work they daily.

Researches previously give Lots outlook about How development professional teachers can designed For bridge gap between theory and practice. As For example, research by Stoll et al. (2006) shows that approach based on community learning, where teachers work The same For share experience and solutions, can increase understanding they about practice best. Approach This



also helps teachers feel supported and appreciated in effort they For increase professional skills (Stoll et al., 2006). Lesson study, which originates from from Japan, is one of the example approach collaborative that has proven effective. In lesson study, teachers work The same For design, test, and reflect lesson certain. This process allow they For connect theory education with situation real in class, while get bait come back from colleagues they.

Besides that, research by Timperley et al. (2007) highlighted importance bait continuous return in development professional teacher. Feed come back No only help teachers understand strengths and weaknesses them, but also encourage they For Keep going learn and grow. Support from leader school, such as head school or supervisor, is also important in ensure that the training program can applied in a way sustainable (Timperley et al., 2007). In context technology, research by Wei, Darling-Hammond, and Adamson (2010) shows that training designed technology with Good can help teachers integrate technology in teaching they with meaningful way. Training This must covers aspect practical, such as use device soft education, as well as aspect strategic, such as How technology can used For support learning based on project or learning personalization.

In general overall of the research This emphasize that development effective teacher professional must nature sustainable, based collaboration, and relevance with context local. With integrate elements this, training program can help the teacher not only understand theory education but also apply it in a way effective in work they. Study This aiming For to design approach new in development professional teacher who integrates theory education with practice class in a way effective. Through approach this, it is expected can found solution practical For overcome gap between theory and practice, as well as increase quality teacher teaching. Study This own contribution significant in give guide practical for maker policy, leader schools, and providers teacher training in designing development programs more professional relevant and effective. With bridge theory and practice, research This potential increase quality education in a way overall and prepare student For face global challenges.

METHOD

Study This use approach qualitative descriptive, which aims to For explore teacher experience in development programs professional, especially in connect theory education with practice classroom teaching. Approach This chosen Because allow deep understanding about



perceptions, challenges, and experiences participants, according to with the principle put forward by Creswell (2014), that approach qualitatively very suitable For understand phenomenon complex from corner view individual (Creswell, 2014).

The research design used is **studies case**, considering focus study This is delve into the details of the development process professional teacher in context certain. Study case allow researcher For inspect How theory applied in practice, as explained by Yin (2018), that studies ideal case for answer the questions " how " and " why " in a phenomenon certain (Yin, 2018).

Subject study consists of from three group main : teacher, leader schools, and training program developers. Teachers are selected Because they is perpetrator main implementing theory education in practice teaching. Leader school, such as head school, involved For understand How support institutional given during training. In addition that, program developers are involved For know design and implementation training. Purposive sampling technique used For select 15–20 participants with diverse background background and experience, as suggested by Merriam and Tisdell (2016), who stated that purposive sampling is effective For ensure data variation in study qualitative (Tisdell, 2016).

Research location done in several school middle that has running development programs teacher professionalism. Selection location covers schools in the area urban and rural For to obtain diverse perspectives. Diversity location This give outlook about challenges and needs teacher specific in different contexts (Miles, Huberman, & Saldaña, 2014).

Data collection was carried out through a number of Method. Interview used For dig teacher experience, leader schools, and program developers in detail. Interviews allow researcher For understand How theories studied in training applied in teaching everyday (Kvale & Brinkmann, 2009). In addition that, observation class done For see direct implementation theory in practice, while observation training help understand dynamics and approaches used in session development professional. Documentation also becomes important data sources, including module training, plan learning, and reporting evaluation. For enriching data, Focus Group Discussion (FGD) with teachers held For identify challenge collective and recommendations related development professional (Bloor et al., 2001).

Instrument study covering guide interview, sheet observation, checklist documents, and frameworks discussion for FGD. Instruments This designed For ensure relevant data collection



with objective research. Data validity is maintained through **triangulation** method, where data from interviews, observations, documentation, and FGD compared For ensure consistency. Besides that, technique **member checking** used For validate findings with participants (Lincoln & Guba, 1985).

Data analysis was performed using interactive models from Miles, Huberman, and Saldaña (2014), which involved three stages Main : data reduction, data presentation, and data extraction Conclusion. Data reduction is done with sort and organize data according to with themes main, such as gap between theory and practice or support institutional. Data presentation is done through table, narrative, or visualization For help interpretation. Withdrawal process conclusion done with identify patterns, themes, and relationships in the data. For delve deeper analysis, coding process used For categorize data systematic (Saldaña, 2016). Research ethics also becomes attention main. Participant given information complete about objective research and requested For give **informed consent**. Data confidentiality is maintained with anonymity, and participants given freedom For to resign self from study When only (Creswell & Poth, 2018).

RESULTS AND DISCUSSION

The Gap between Theory and Practice in Development Professional Teacher

Development professional teachers often face challenge main in the form of gap between the theory taught in training with reality practice in the field. Research show that training professional teacher too emphasize aspect theoretical without give guide relevant practice. Teachers feel that the teaching strategies taught difficult For customized with need students and dynamics complex class (Kennedy, 2016). This is cause frustration Because training No in a way direct help they face challenge teaching daily.

The Gap This reflect lack of emphasis on transferability theory to in practice. Lots of training focused on mastery concepts pedagogical, but seldom give opportunity for teachers to apply theory the in a similar context situation class real. According to Opfer and Pedder (2016), method effective For bridge gap This is through element training that involves practice directly (Opfer & Pedder, 2016). Practice This Can in the form of simulation learning, analysis studies case contextual, or observation direct to implementation of certain strategies in class. Elements This give experience direct to the teacher for apply the theory that they learn so that more relevant and



able applied. Besides that, theory education delivered in training should relevant with challenge specific problems faced by teachers teaching everyday. Research by Darling-Hammond et al. (2017) revealed that training that provides chance For reflection in-depth and learning based on experience Far more effective compared to with approach abstract theoretical. Reflection allows teachers to evaluate what works and what doesn't succeed in teaching they, meanwhile learning based on experience help they develop more teaching strategies relevant with condition class they.

However the problem No only lies in the design training, but also on support institutional. Teachers often face constraint in the form of lack of time and resources Power For apply theory or their new strategy learn. Leader schools and administrators often do not give sufficient support, good in form logistics, motivation, and allocation time For supporting activities development professional. In matter this, support institutional become factor important that often ignored. Research by Kraft, Blazar, and Hogan (2018) confirms that role leader school is very important in success implementation results training (Kraft et al., 2018). Support from leader covers various things, such as provide time special For collaboration inter -teacher, supply source power required For implementation of new strategies, and monitoring implementation of training programs in a way sustainable. Support This No only help teachers implement theory to in practice but also creates culture school that encourages innovation and learning sustainable.

More far research show that collaboration inter -teacher is one of the the most effective way For bridge gap between theory and practice. When teachers work together in group small For share experience and practice best, they own opportunity For understand How theory can applied in various context teaching. Darling-Hammond et al. (2017) underlined importance approach collaborative in teacher training. Through discussion group, teachers can share the challenges they face face and find solution relevant practical For applied in class them (Darling-Hammond et al., 2017). Besides that, the gap between theory and practice can also reduced with use approach based on contextual attention to need specific teachers and students in the environment they. Needs -based training local give opportunity for teachers to learning relevant and applicable strategies. Fullan and Hargreaves (2016) emphasize that training customized professional with need local more tend succeed because of the strategies taught relevant with condition real problems faced by teachers (Fullan and Hargreaves, 2016). In the end, the gap between theory and practice in training professional teachers need a more approach holistic and strategic. Training must covers elements



that enable teachers to connect theory with reality teaching them. Besides that, support institutional, good from leader school or administrator, play role that is not lost important in ensure that results training can applied in a way effective. With a comprehensive approach this, development professional teachers can become more relevant and impactful on improving quality teaching.

Effectiveness Approach Collaborative in Teacher Training

Training based on collaboration the more acknowledged as effective approach in development teacher professionalism. Approach this, such as lesson study and community learn, proven more succeed compared to with training model more traditional focuses on individualized teaching. In context this, training collaborative No only increase skills teach teachers, but also enrich experience they through interaction and discussion with colleague peer. Research This find that discussion group and share practice best help teachers adapt the theory that they learn in training to in practice teaching daily they. According to Darling-Hammond et al. (2017), the approach collaborative give chance for teachers to Study One each other, get bait come back constructive, and developing solution together For various challenge teaching (Munif, 2023). In training based on collaboration, teachers do not only accept material from instructor but also plays a role active in build understanding together with colleagues they. This create room for teachers to each other support and strengthen One each other, which in turn increase confidence self and involvement they in development process professional. This is very important Because more involvement big often related with more changes significant in practice teaching (Kraft, Blazar, & Hogan, 2018).

Approach collaborative also provides chance for teachers to involved in reflection collective, a process that is considered very important For deepen understanding them and improve effectiveness teaching they. Knight et al. (2017) emphasized that structured collaboration with Good can help teachers overcome gap between theory and practice in a way more effective (Knight et al., 2017). Through reflection collectively, teachers can each other exchange experience and effective methods in face challenges faced in class, which are then enrich approach they to teaching. This process allow they For evaluate and adjust theory with condition real in the field, improving quality the education they have give to student. Relevance context local become factor important in success training based on collaboration. Research This find that designed training



with consider need teacher specifics and characteristics school they own more impact significant compared to with detached training from context said. The teacher feels more motivated For adopt new strategy If training the relevant with the challenges they face face in class them. According to Fullan and Hargreaves (2016), training based on context local allow training For more in accordance with situation and conditions what's real in the field, so the results obtained more relevant and applicable (Hargreaves, 2016).

Training based on context local This involving teacher involvement in design training, so that need they can identified and considered with more clear. With involvement direct teacher in the design process, training can customized with challenge specific that they face it, okay That in matter dynamics class, needs students, or limitations source power. This also allows teachers to feel own in development process professional they, who can increase commitment they to training and its implementation. Besides that, training based on context local must covers element continuous reflection and evaluation For ensure that the strategies taught can adapted with Good in various situation. Continuous reflection process help teachers evaluate to what extent the strategy is implemented succeed in context them, and adjust approach the For more in accordance with need student them. This is very important in ensure that training No only become activity one time, but is part from the continuous learning process, where teachers continue to develop skills they in accordance with change needs in the field.

One of profit from approach collaborative is ability For create community in- depth learning among teachers. In community this, teachers can share source power, ideas and experiences they in teaching. This is strengthen network support that can help teachers deal with the challenges they face face it in his profession. According to research by Hargreaves (2015), community learning based on collaboration give benefit term long Because building a sense of mutual believe in between members and improve teacher involvement in the professional learning process (Hargreaves, 2015). As For example, lesson study is a training model. based on collaboration that has been proven effective in overcome gap between theory and practice. In lesson study, a group of teachers designs, teaches, and reflects on the same lesson. This model give they chance For observe One each other, discuss about method applied teaching, as well identify and address problems that arise during the learning process. Through lesson study, teachers do not only Study theory teaching but also get experience direct in implement theory mentioned in the class.



Research conducted by Darling-Hammond et al. (2017) shows that lesson study allows teachers to share thoughts, ideas and practices best with colleague peer they, who help they enrich understanding they to the theory studied (Darling-Hammond et al., 2017). With method this, collaboration No only help teachers overcome gap between theory and practice but also creates supportive environment innovation and development sustainable professional. In general overall, approach collaborative in teacher training no only increase quality teaching, but also strengthening network support inter -teacher interaction that allows they Study One each other. When training based on collaboration implemented with notice context local and provide room For reflection and evaluation sustainable, teachers can overcome challenges in the field and improve quality the education they have give to student.

The Importance of Technology Integration in Development Professional

One of findings important in study This is the need integration technology in training professional for teachers. Technology give a very big opportunity For create environment learn more flexible, allowing access to source Power more training wide, and support development teacher skills with a better way efficient. In study This, many teachers reported that use technology, such as online modules and digital simulations, helping they understand and implement theory education with more effective. This is show that technology No only support learning in a way theoretical but also allows teachers to connect theory with practice teaching they are in class. According to Hill et al. (2018), technology can used For support learning adaptive, which allows teachers to access material customized training with needs and levels ability them (Hill et al., 2018). Learning adaptive this is very important in context teacher training, because every teacher has needs and levels different abilities (Sholeh, 2024). With technology, training Can customized with fast and easy, ensuring that every teacher can Study in accordance with speed and style each of them learn (Anam, 2023) . Technology allow more training interactive and dynamic, which is very important For increase teacher involvement and motivation in the development process professional they.

Training that uses technology also provides chance For increase effectiveness training through digital simulation and practice directly. Teachers can to practice technique teach through virtual simulation that allows they For face various situation in class without must is at in



environment real. Simulation kind of This give they chance For hone skills they before implementing it in class. The use of technology also opens up opportunity for teachers to access various type source Power training from worldwide, including video tutorials, articles scientific, and modules interactive that can help they deepen understanding they about various aspect teaching. Technology also plays a role role important in push approach more training collaborative. In training that uses technology, teachers can interact with colleague peer from various parts of the world, sharing experience, as well as discuss about the challenges they face face it in the field. Technology allow creation of an online platform that allows teachers to connected virtually, mutually give support and feedback back, and share practice best in teaching (Sholeh, 2024). This is create chance for teachers to expand network professional they, who in turn can enrich experience they in teach.

Research result This also provides a number of implications important For design training more professional effective. First, training must designed For integrate theory with practice in a way more holistic. This is covers provision opportunity For simulation, practice direct, and reflection critical (Shobirin, 2023). Technology can help create environment training that allows merger theory and practice in a way more seamless, where teachers can quick test the theory that they learn in relevant and practical situations. Second, training must involving approach collaborative that allows teachers to Study from experience colleague peer they (Rohman, 2023). Approach This increase chance For share knowledge and experience available enrich skills teach they. Besides that, training professionals must also relevant with context local, as well as designed based on need the reality faced by teachers and schools(Sholeh, 2024). Remember every school own different challenges, training must can customized For fulfil need specific from the teachers at school Therefore. that, training based on technology that can customized with context local is very important For ensure that the strategies and materials presented in training can applied with effective in the field. Teachers who feel that training they relevant with the challenges they face face it tend more motivated For adopt and implement new strategies in teaching they.

Sustainability training also becomes element the key that is not may ignored. Research show that training that only in progress in term short often not give significant impact to practice teaching. According to Opfer & Pedder (2016), the training conducted in longer period long and sustainable give more results Good in increase quality teaching (Opfer & Pedder, 2016). Therefore



that, training professional for teachers must designed as an ongoing process, which includes support post-training, such as mentoring and coaching. With existence support this, teachers can Keep going develop skills they after follow training, as well as get bait come back direct that helps they For Keep going repair practice teaching they. This mentoring and coaching can also done virtually with utilise technology, which allows teachers to get support sustainable without limitation geographical (Ibnu, 2023). With Thus, technology No only increase effectiveness training, but also support sustainability learning throughout teacher career. In general overall, integration technology in training professional for teachers to offer Lots benefits, start from increase flexibility and relevance training until provide opportunity more collaboration area and access to various source power. Technology open opportunity For create more training adaptive and context - based local, which ultimately can increase quality teaching and advancing development professional teacher sustainable. Implementation technology in training This must done with consider the needs of teachers and schools, as well as accompanied by with support sustainable in order to be able to give maximum impact.

CONCLUSION

Development Effective teacher professionalism relies heavily on a holistic, collaborative, and student-based approach. context. As the core of this process, teacher training must capable overcome gap between theory and practice. This is can achieved with to design training that is not only teach theory education but also provides chance for teachers to implement knowledge they in situation real in class. Approach This ensure that teachers can to hook learning received with experience directly in the field, so that they more Ready For face existing challenges. Besides that 's important For provide support strong institutional in development process professional. Support This can in the form of giving time For collaboration between teachers, there is community mutual learning support, and access to source relevant and adequate power. With existence system strong support, teachers feel more pushed For Keep going grow, share experience, and mutual give bait constructive feedback.

Use technology also becomes element the key that is not can ignored. Technology give flexibility in learning and enables teachers to access various material training in a way more easy



and fast. Besides that, technology allow more training interactive and adaptive, which can customized with need each individual teacher. With Thus, technology No only support the learning process but also expand access and enrich experience professional teacher. Development teacher professionalism based on an approach collaborative and based context also provides chance for teachers to involved in reflection collective and sharing practice best. In atmosphere collaborative, teachers can each other Study from experience colleague peer they, as well as to obtain bait back that builds. This is contribute to increased sense of trust teacher self and enrich method they overcome challenges in class. In general overall, holistic, collaborative, and community - based approach context in development professional teachers can become very effective tool in increase quality education. With approach this, teachers can Keep going develop skills they For face challenge education 21st century, and prepare they For become more educators competent and adaptive.

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