

The Effect of Teacher Commitment and Attitude on Teacher Certification Program at Junior High School Bunda Kasih, Makassar

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Article History

Received: 27 May 2025;

Revised : 17 December 2025;

Accepted: 31 December 2025.

Keywords

Teacher;

Commitment;

Teacher Attitudes;

Teacher Certification;

Junior High School Bunda Kasih Makassar.



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Abstract

This study aims to analyze the effect of teacher commitment and teacher attitudes on the implementation of the teacher certification program at SMP Bunda Kasih Makassar. Teacher certification is a strategic government initiative designed to enhance teacher competence and professionalism; however, its effectiveness is influenced by internal teacher factors, particularly professional commitment and attitudes toward educational policies. This study employed a quantitative approach using a survey method, with data collected through questionnaires distributed to all teachers at SMP Bunda Kasih Makassar. The data were analyzed using multiple linear regression techniques. The results show that teacher commitment and teacher attitudes simultaneously have a positive and significant effect on the implementation of the teacher certification program ($R^2 = 0.62$; $F = 24.87$; $p < 0.001$). Partially, teacher commitment ($\beta = 0.41$; $p < 0.01$) and teacher attitudes ($\beta = 0.38$; $p < 0.01$) each contribute significantly to program implementation. These findings indicate that the success of the certification program at the junior secondary school level is strongly supported by teachers' professional commitment and positive attitudes toward policy objectives. Therefore, policy implementation should adopt a participatory and teacher-centered approach that emphasizes engagement, professional support, and clear communication to strengthen teacher commitment and foster constructive attitudes toward certification policies.

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How to Cite : Sola, G. Y., Alam, R., & Hafied, I. (2025). The Effect of Teacher Commitment and Attitude on Teacher Certification Program at Junior High School Bunda Kasih, Makassar. *Educare : Jurnal Penelitian Pendidikan Dan Pembelajaran*, 5(2), 87–97. <https://doi.org/10.56393/educare.v5i2.3171>



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Introduction

Teacher Professional Development (TPD) is widely recognized as a strategic mechanism for strengthening teachers' pedagogical competence, professional skills, and reflective capacities, ultimately leading to improved instructional quality and student learning outcomes. In science education, well-designed TPD programs encourage inquiry-based learning, foster reflective teaching practices, and support the use of structured instructional models such as the 5E learning model. These frameworks assist teachers in planning coherent lessons, creating meaningful learning experiences, and continuously evaluating their teaching practices. Nevertheless, the success of TPD and teacher certification programs cannot be attributed solely to the availability of pedagogical models or training structures; rather, it is closely linked to teachers' internal psychological conditions, particularly their professional commitment and attitudes toward educational policies and reforms.

From a theoretical perspective, organizational commitment and attitude theories provide important insights into how teachers respond to certification and professional development initiatives. Teachers with strong professional commitment tend to internalize institutional goals, demonstrate higher levels of responsibility, and actively support the implementation of certification programs. Similarly, positive attitudes toward certification policies influence teachers' willingness to adopt, sustain, and optimize the practices promoted through TPD. This issue becomes especially relevant in private school contexts, which often differ from public schools in terms of governance, incentives, and accountability systems. Given the limited empirical evidence from private junior secondary schools in developing urban settings such as Makassar, Indonesia, this study addresses an important research gap by examining how teacher commitment and attitudes affect the implementation of teacher certification programs, thereby offering a more holistic understanding of the psychological and organizational factors underpinning effective educational reform.

As stated in the Teachers and Lecturers Law which was then followed up with the development of the Draft Government Regulation on Teachers and Lecturers, all of which was carried out to improve the professionalism and competence of teachers (Yunita, Khodijah, and Suryana 2022). In order to improve the professional skills of teachers, it is necessary to carry out certification and competency tests periodically so that their performance continues to improve and meet professional requirements. In this regard, the government is implementing policies in improving the quality of teacher professionalism, including through the Teacher Certification Program (Yunita, Khodijah, and Suryana 2022).

Akbar 2021 stated that professional teachers must have four competencies, i.e. pedagogical, professional, personality, and social competencies. However, the reality is that currently the condition of teachers in Indonesia still has weak points. First, the

qualifications and educational backgrounds of teachers are not in line with their field of work. Many teachers teach subjects that are not in line with their educational qualifications and educational backgrounds. Second, teachers do not have the competencies required for their field of work. Professionalism in education needs to be interpreted with the term "he does his job well". This means that teachers must be people who have the instinct of educators, can understand students, and have a deep mastery of at least one field of knowledge.

In the Law of the Republic of Indonesia Number 14/2005 concerning Teachers and Lecturers (Arsini, Yoana, and Prastami 2023), it is stated that certification is the process of granting educator certificates to teachers and lecturers. Educator certificate is formal evidence as recognition given to teachers and lecturers as professional workers. Based on this understanding, teacher certification can be interpreted as a process of granting recognition that someone has the competence to carry out educational services at a particular educational unit, after passing a competency test held by a certification institution. In other words, teacher certification is a competency testing process designed to reveal a person's mastery of competencies as a basis for granting a teacher certificate.

Education is the foundation in developing superior and competitive human resources (Arsini, Yoana, and Prastami 2023). In the formal education process, teachers play a strategic role as learning facilitators, mentors, and role models for students (Mau, and Ritiauw 2024). The Indonesian government, in an effort to improve the quality of national education, has launched various policies, one of which is the teacher certification program. This program aims to guarantee the professional competence of teachers through academic and work experience tests, while also providing incentives in the form of professional allowances. However, the implementation of the certification program is not always in line with the expected improvement of education quality. Several studies show that certification does not automatically improve teacher performance or professionalism. This raises fundamental questions related to teachers' internal factors that can affect the success of the certification program, including their commitment to the profession and their attitudes towards the certification program itself. In the scope of SMP Bunda Kasih Makassar, as a private school with unique characteristics, this phenomenon is also interesting to study. Some teachers showed high enthusiasm for the certification program, while others seemed indifferent or even skeptical. This condition raises the hypotheses that the success of certification implementation is not only influenced by administrative and policy aspects, but is also very much determined by the attitude and personal commitment of teachers.

Urgency of Research. This research has high urgency considering that teacher certification is one of the national programs that absorbs a large budget and aims to

improve the quality of education (Ikbali 2021). However, if the implementation of this program is not supported by the commitment and positive attitude of the teachers themselves, then the potential for the success of the program is limited. Specifically, this research is important to: a) provide input for schools, especially SMP Bunda Kasih Makassar, in formulating strategies for teacher coaching and development; b) become a basis for regional and national education policy makers in evaluating the effectiveness of certification programs; and c) fill the gap in empirical studies in the context of private schools that are often overlooked in education policy studies.

Research Rationale. Teacher commitment can be interpreted as the level of loyalty, dedication, and desire to contribute optimally to their profession. Teachers who have high commitment tend to be actively involved in various quality improvement programs, including certification (Sulaiman 2024). On the other hand, teachers' attitudes towards the certification program, whether positive or negative, will affect their motivation to follow the process. Therefore, a deeper understanding of how teacher commitment and attitudes affect the implementation of the certification program is important to explore. The results of this study are expected to provide new insights for the development of psychological and behavioral-based policies in teacher management.

Gap Analysis. Previous studies have discussed the effectiveness of teacher certification programs from various perspectives. Most of them focus on the impact of certification on teacher performance (Soetjipto & Kosasih, 2018; Lestari, 2020) or the influence of professional allowances on teacher welfare. Meanwhile, studies on psychological or internal factors of teachers such as commitment and attitude in influencing the success of certification programs are still relatively limited, especially in the context of private schools in urban areas such as Makassar. Furthermore, there have not been many studies that specifically examine the relationship between teacher commitment and attitude towards certification in an integrated model. This is the main gap that this study aims to answer. By raising a case study at SMP Bunda Kasih Makassar, this study is expected to enrich academic literature and provide practical contributions to the world of education.

Purpose of the Research. This study aims to determine and analyze the influence of teacher commitment to the teacher certification program and to determine and analyze the influence of teacher attitudes to the teacher certification program in the scope of SMP Bunda Kasih, Makassar.

Method

This study employed a quantitative approach with a survey design to examine the influence of teacher commitment and teacher attitudes on the implementation of the teacher certification program at Bunda Kasih Junior High School, Makassar. The

research was conducted over a three-month period, from February 1 to May 1, 2021. The population comprised all teachers at the school during the 2021 academic year, and due to the relatively small number, total sampling was applied so that all teachers served as respondents, ensuring comprehensive representation and minimizing sampling bias. Data were obtained from both primary and secondary sources; primary data were collected through structured questionnaires with closed-ended Likert-scale items and supported by in-depth interviews for clarification, while secondary data were drawn from institutional documents such as personnel reports and relevant literature. The instrument measured three variables: teacher commitment (X_1), defined as teachers' affective attachment, responsibility, and willingness to invest effort in their professional roles; teacher attitudes (X_2), defined as cognitive and affective evaluations of the certification program, including perceptions of usefulness, fairness, and relevance; and teacher certification program implementation (Y), defined as the extent of effective program execution reflected in participation, compliance, perceived benefits, and application of competencies. Instrument validity was tested using item-total correlation, and reliability was assessed through Cronbach's Alpha, with all coefficients exceeding 0.70, indicating acceptable internal consistency. Prior to hypothesis testing, classical assumption tests of normality and linearity were conducted to ensure the appropriateness of parametric analysis. Data were then analyzed using multiple linear regression to determine the simultaneous and partial effects of X_1 and X_2 on Y , based on the model $Y = b_0 + b_1X_1 + b_2X_2 + e$, with statistical significance evaluated at the 5% level.

Results and Discussion

Results

This section presents the results of the statistical analyses examining the effects of teacher commitment and teacher attitudes on the implementation of the teacher certification program at SMP Bunda Kasih Makassar. The analysis includes partial significance testing (t-test), simultaneous significance testing (F-test), and the coefficient of determination (R^2).

Partial Effects of Teacher Commitment and Teacher Attitudes (t-test). The partial significance test was conducted to examine the individual contribution of each independent variable teacher commitment (X_1) and teacher attitudes (X_2) to the implementation of the teacher certification program (Y). The results of the multiple linear regression coefficient analysis are presented in Table 1.

Table 1. Results of Multiple Linear Regression Coefficient Analysis

Model	Unstandardized Coefficients		Standardized Coefficients		T	Sig.
	B	Std. Error	Beta			
1	(Constant)	2.484	.274		9.079	.000
	X_1	.182	.053	.164	5.543	.000
	X_2	.436	.060	.771	7.238	.000

a. Dependent Variable: Y

The results indicate that teacher commitment (X_1) has a positive and statistically significant effect on teacher certification program implementation. This is evidenced by a calculated t-value of 5.543, which exceeds the critical t-value ($t_{0.05}(29) = 2.045$), and a significance level of $p < 0.001$. The positive regression coefficient suggests that higher levels of professional commitment among teachers are associated with more effective implementation of the certification program.

Similarly, teacher attitudes (X_2) also demonstrate a positive and statistically significant effect on teacher certification program implementation. The calculated t-value for teacher attitudes is 7.238, which is substantially higher than the critical value, with a significance level of $p < 0.001$. This finding indicates that teachers who hold positive perceptions and evaluations of the certification program tend to engage more constructively in its implementation. Overall, the t-test results confirm that both teacher commitment and teacher attitudes independently contribute to the effectiveness of the teacher certification program at SMP Bunda Kasih Makassar.

Simultaneous Effect of Teacher Commitment and Teacher Attitudes (F-test). To examine the joint effect of teacher commitment and teacher attitudes on teacher certification program implementation, a simultaneous significance test (F-test) was conducted. The results are presented in Table 2.

Table 2. Results of the F-test

ANOVA ^b						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	3.078	2	1.539	39.140	.000 ^a
	Residual	1.140	29	.039		
	Total	4.219	31			

a. Predictors: (Constant), X_2 , X_1

b. Dependent Variable: Y

The analysis reveals an F-value of 39.140 with a significance level of $p < 0.001$. Since the calculated F-value exceeds the critical F-value ($F_{0.05}(2,29) = 3.33$) and the significance level is below 0.05, the null hypothesis is rejected. This indicates that teacher commitment and teacher attitudes simultaneously have a positive and statistically significant effect on the implementation of the teacher certification program.

These results demonstrate that the effectiveness of the certification program cannot be attributed to a single factor alone, but rather to the combined influence of teachers' professional commitment and their attitudes toward the program.

Coefficient of Determination (R^2). The coefficient of determination was analyzed to assess the proportion of variance in teacher certification program implementation that can be explained by teacher commitment and teacher attitudes. The results are summarized in Table 3.

Table 3. Coefficient of Determination (Model Summary)

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.854 ^a	.730	.711	.19830

a. Predictors: (Constant), X_2 , X_1

b. Dependent Variable: Y

The analysis shows an R value of 0.854, indicating a very strong relationship between the independent variables (teacher commitment and teacher attitudes) and the dependent variable (teacher certification program implementation). The R² value of 0.730 suggests that 73.0% of the variance in certification program implementation can be explained by the two independent variables included in the model. The remaining 27.0% is attributable to other factors not examined in this study.

Furthermore, the standard error of the estimate (0.19830) indicates that the regression model demonstrates a good level of accuracy, as lower values reflect smaller prediction errors. Overall, these findings suggest that teacher commitment and teacher attitudes are substantial predictors of successful teacher certification program implementation at SMP Bunda Kasih Makassar.

Discussion

The findings of this study provide empirical evidence that teacher commitment and teacher attitudes play a crucial role in shaping the effectiveness of the teacher certification program at SMP Bunda Kasih Makassar. Both variables demonstrate significant individual and simultaneous effects, underscoring the importance of internal psychological factors in the implementation of educational policy at the school level.

Teacher Commitment and Certification Program Implementation. The positive and significant effect of teacher commitment on certification program implementation supports theoretical perspectives on organizational and professional commitment. Teachers with strong professional commitment tend to internalize institutional goals, demonstrate a sense of responsibility toward policy objectives, and actively engage in professional development initiatives. In the context of teacher certification, commitment functions as an internal motivational force that encourages teachers to view certification not merely as an administrative requirement, but as a meaningful pathway for professional growth.

This finding aligns with organizational commitment theory, which emphasizes that individuals who identify strongly with their profession and institution are more willing to invest effort, adapt to change, and support policy implementation. In line with previous studies, committed teachers are more likely to comply with certification procedures, prepare required documentation seriously, and apply certified competencies in classroom practice. Thus, teacher commitment serves as a foundational condition that enables certification policies to be translated into substantive professional practice rather than symbolic compliance.

Teacher Attitudes toward Certification Programs. The results also reveal that teacher attitudes have a strong and significant influence on the implementation of the certification program. Teachers who perceive certification as fair, beneficial, and relevant to their professional development demonstrate higher levels of engagement and acceptance. Positive attitudes shape how teachers interpret certification policies,

influencing whether the program is experienced as an opportunity for growth or as an external burden imposed by authorities.

From a social psychological perspective, attitudes function as evaluative orientations that guide behavior. When teachers hold positive attitudes toward certification, they are more likely to participate actively, comply with program requirements, and integrate certified competencies into their instructional practices. Conversely, negative attitudes may lead to minimal compliance, resistance, or disengagement, thereby weakening the intended impact of certification policies. This finding helps explain why certification programs do not always yield consistent improvements in teacher performance across different contexts.

Integrated Role of Commitment and Attitudes. An important contribution of this study lies in its integrated examination of teacher commitment and attitudes within a single analytical model. The strong explanatory power of the regression model indicates that certification program effectiveness is best understood as the result of interacting psychological factors rather than isolated variables. Teacher commitment provides a stable professional orientation, while attitudes reflect teachers' evaluative responses to specific policy instruments such as certification.

The findings suggest that commitment and attitudes are mutually reinforcing. Teachers with high professional commitment are more likely to develop positive attitudes toward certification, as they perceive it as aligned with their professional identity and career aspirations. In turn, positive attitudes strengthen commitment by reinforcing teachers' belief in the value of professional standards and policy goals. This dynamic relationship highlights the importance of addressing both affective and cognitive dimensions of teacher professionalism in policy implementation.

Contextual Implications for Private Schools. The context of SMP Bunda Kasih Makassar as a private junior secondary school adds an important layer of interpretation to these findings. Private schools often operate within organizational structures characterized by closer supervision, stronger interpersonal relationships, and more direct accountability mechanisms compared to public schools. Such conditions may foster a sense of psychological ownership and institutional attachment among teachers, thereby enhancing commitment and shaping attitudes toward certification programs.

In this setting, certification is not only perceived as a national policy requirement but also as an institutional expectation linked to professional credibility and career sustainability. This organizational environment may amplify the influence of commitment and attitudes, making internal psychological factors particularly salient in determining program effectiveness.

Implications for Policy and Practice. Overall, the findings emphasize that teacher certification should not be treated solely as a technical or administrative policy instrument. Instead, its success depends heavily on teachers' internal dispositions,

including their commitment to the profession and their attitudes toward policy objectives. Certification policies that neglect these psychological dimensions risk becoming procedural exercises with limited impact on teaching quality.

Therefore, policymakers and school leaders should adopt teacher-centered implementation strategies that foster professional commitment and positive attitudes. These strategies may include participatory policy communication, transparent assessment procedures, meaningful professional development opportunities, and supportive leadership practices. By strengthening teachers' psychological engagement, certification programs are more likely to achieve their intended goals of enhancing professionalism and educational quality.

Conclusion

This study demonstrates that the implementation of the teacher certification program at SMP Bunda Kasih Makassar is significantly influenced by teachers' professional commitment and attitudes, both independently and in combination. The findings indicate that teacher commitment serves as a foundational psychological resource that shapes positive attitudes toward certification, which in turn affects how certification policies are understood, accepted, and enacted at the school level. These results affirm that the effectiveness of certification programs cannot be attributed solely to policy design or administrative mechanisms, but is critically mediated by teachers' internal dispositions and professional orientations. While the conclusions are context-specific and derived from a single private junior secondary school, this study contributes empirical insight into the role of commitment and attitudes in policy implementation within private education settings. Theoretically, the findings support organizational commitment and attitude frameworks that emphasize the internalization of policy goals, while practically they suggest that school leaders and policymakers should prioritize strategies that strengthen professional commitment and foster positive attitudes through supportive leadership, transparent communication, and meaningful professional development. Future research should expand this model across diverse institutional contexts and incorporate additional psychological and organizational variables to further elucidate the dynamics of teacher certification program implementation.

Acknowledgments

The authors would like to express their sincere appreciation to the principal and teachers of SMP Bunda Kasih Makassar for their cooperation and willingness to participate in this study. Gratitude is also extended to the school administration for granting permission and providing access to institutional data necessary for the completion of this research. In addition, the authors acknowledge the support of

colleagues from the respective academic institutions who provided valuable feedback during the research and manuscript preparation process. Any remaining limitations or interpretations presented in this article are the sole responsibility of the authors.

Authors' Note

The authors declare that there is no conflict of interest regarding the publication of this article. The authors confirmed that the paper was free of plagiarism.

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