

INCREASED LEARNING MOTIVATION AND DISCIPLINE THROUGH THE PAIKEM MANJA PROGRAM FOR ELEMENTARY SCHOOL TEACHERS

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ABSTRACT

This study aims to improve teachers' learning motivation and discipline through the implementation of the PAIKEM MANJA program at SDN 2 Kupuk Bungkal Ponorogo. The background of this research is the low level of teachers' motivation and discipline, which affects the quality of the learning process. This study employed school action research using a cyclical model consisting of planning, action, observation, and reflection. The research subjects were nine teachers at SDN 2 Kupuk. Data were collected through observation sheets, documentation, and reflective notes, and analyzed using descriptive quantitative and qualitative techniques. The results showed a significant improvement in teachers' motivation and discipline after the implementation of the PAIKEM MANJA program. Teachers' learning motivation increased from 33% in the pre-cycle to 77% in Cycle II, while teachers' discipline improved from 33% to 78%. These findings indicate that the PAIKEM MANJA program is effective in fostering professional attitudes, enhancing motivation, and strengthening discipline among elementary school teachers. The implementation of PAIKEM MANJA also contributed to creating a more active, innovative, and enjoyable learning environment. This study recommends the ongoing implementation of PAIKEM MANJA as a sustainable strategy to enhance teacher professionalism in elementary schools.

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INTRODUCTION

Education is one of the important aspects in a country's development. According to KBBI, education in Indonesia is the process of changing a person's or group's attitudes and behaviors to mature individuals through teaching and training. Through education, the young generation is prepared to face future challenges. Education is the key to creating quality human resources. One of the factors that plays an important role in the implementation of education is teachers (Syahputra 2018). By fostering a conducive learning environment, teachers can develop students' potential and monitor their development across the affective, psychomotor, and cognitive domains (Anggarwati, Anggraini, and Chotimah 2024; Mufidah and Sholekah 2022; Muhibbin et al. 2021).

According to UURI No. 14 of 2005, teachers must meet several competencies: personality competence, social competence, pedagogical competence, and professional competence (Usman, 2011). If teachers meet the above competencies, learning can proceed well. Good learning implementation can make students achieve learning goals from the material presented. However, the reality is that the results of the research conducted by the researcher on the teachers of SDN 2 Kupuk Bungkal Ponorogo related to teacher motivation and discipline are very low. Based on this data, problems were identified: the motivation of SDN 2 Kupuk teachers to learn remains very low, and their discipline remains very low. One of the ways the researcher proposes to increase teachers' motivation and discipline is through the PAIKEM MANJA (Active, Innovative, Creative, Effective, Fun, and Faith and Unpretentious Education) program, which will be implemented at SDN 2 Kupuk Bungkal Ponorogo to improve teaching quality.

This study aims to find out the increase in the learning motivation of teachers at SDN 2 Kupuk Bungkal Ponorogo through the PAIKEM MANJA program and to find out the improvement of teacher discipline at SDN 2 Kupuk Bungkal Ponorogo through the PAIKEM MANJA program. Program implementation, PAIKEM MANJA, is a strategic intervention to overcome the low motivation and discipline of teachers in schools (Sari 2024). Strengthening these two aspects is fundamental because they are the main determinants in creating an active, innovative, and fun learning environment for students. Therefore, academic supervision and measurable managerial support for school principals are key factors in ensuring the optimization of teachers' professional competencies and the success of the program in a sustainable manner (Prasetyo 2022).

RESEARCH METHODS

This research uses a School Action Research (SART) approach with a cycle model that includes planning, implementation of actions, observation, and reflection (Anwar 2021; Sugiyono 2017). The research will be carried out at SDN 2 Kupuk Bungkal, Ponorogo, in 2025. The subject of the study is a teacher of SDN 2 Kupuk Bungkal, Ponorogo. This research was carried out from April to December 2025. Data collection techniques in this study include observation, interviews, and documentation of teachers' learning motivation and discipline, as well as interviews with teachers to explore their perceptions, experiences, and responses to the PAIKEM MANJA program. The research procedure can be divided as follows:

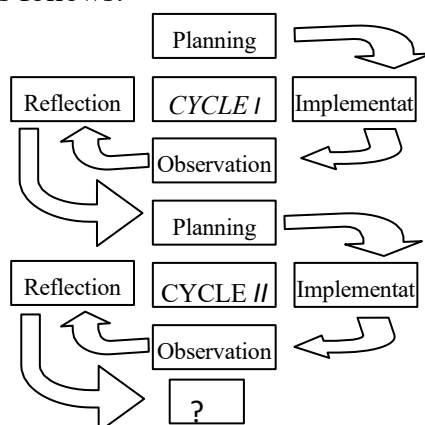


Figure 1: PTK Implementation Method (Suharsimi Arikunto et al., 2008)

To determine the success of this research, research performance indicators are needed, namely:

Table 1. Policy-Based Research Performance Indicators at SDN 2 Kupuk

Problem Formulation (1)	Purpose (2)	Performance Indicators (3)
<p>1. Can the implementation of the PAIKEM MANJA program increase teacher learning motivation at SDN 2 Kupuk Bungkal Ponorogo?</p> <p>2. Can the implementation of the PAIKEM MANJA program improve teacher discipline at SDN 2 Kupuk Bungkal Ponorogo?</p>	<p>1. To find out the increase in learning motivation of SDN 2 Kupuk Bungkal Ponorogo teachers through the PAIKEM MANJA program.</p> <p>2. To find out how to improve teacher discipline at SDN 2 Kupuk Bungkal Ponorogo through the PAIKEM MANJA program.</p>	<p>1. Teacher Learning Motivation Indicators</p> <p>This indicator is measured through increased active participation and quality of teacher teaching preparation, which includes the following points:</p> <ul style="list-style-type: none"> • Self-Development Initiative: Teachers independently seek and participate in training or workshops to improve pedagogic competence. • Quality of Learning Administration: The preparation of a Learning Implementation Plan (RPP) that integrates active and innovative methods according to the principles of PAIKEM MANJA to the maximum. • Intensity of Educational Interaction: The creation of responsive two-way communication between teachers and students during the learning process. • Technology Literacy and Innovation: Teachers can operate digital technology-based learning media or innovative teaching aids in each class session. • Objectivity of Evaluation and

		<p>Reflection: Teachers analyze student learning outcomes and conduct self-reflection for the next teaching strategy improvement.</p> <p>2. Teacher Discipline Indicators</p> <p>This indicator measures teachers' compliance with school regulations and professional ethics as follows:</p> <ul style="list-style-type: none"> • Punctuality (Attendance): The teacher's presence in the school and in the classroom according to the predetermined schedule without delay. • Compliance with Operational Regulations: Full compliance with all school written regulations and applicable official instructions. • Quality of Professional Communication: Build intensive and polite coordination with students' parents and peers regarding school development. • Integrity of Teaching Ethics: Carrying out teaching duties with full responsibility, maintaining professional authority, and complying with the teacher's code of ethics. • Time Management Efficiency: Optimize the use of face-to-face hours in the classroom for effective instructional activities
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		without wasting free time.
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Performance indicators provide concrete metrics to increase teachers' motivation to learn and to discipline themselves. The success indicator in this study is whether at least 80% of all teachers increase learning motivation and discipline during PAIKEM MANJA program activities in SDN 2 Kupuk, as indicated by average changes in learning motivation and teacher discipline.

Data analysis was carried out in a qualitative descriptive manner using the Miles and Huberman interactive model, which consisted of data reduction, data presentation, and conclusion drawing (Miles, Huberman, and Saldaña 2014; Miles, M. B., & Huberman 1992).

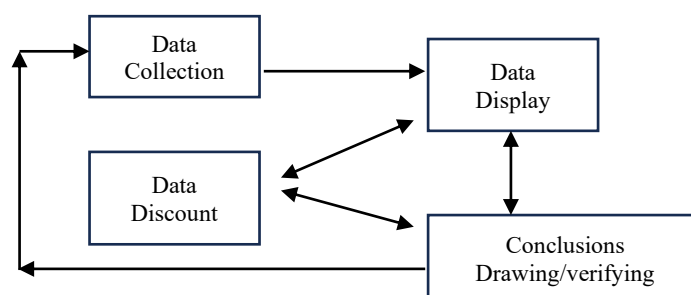


Figure 2 Components in Interactive Model Data Analysis

RESULTS AND DISCUSSION

Given the condition of the school, the teacher's character, and the available infrastructure, the implementation of this research is considered highly feasible and can be carried out optimally. The support of the principal and the openness of teachers to the improvement of learning practices are one of the supporting factors for the successful implementation of the PAIKEM MANJA program at SDN 2 Kupuk Bungkal Ponorogo.

Before researching teachers' use of PAIKEM MANJA to increase teachers' learning motivation and discipline at SDN 2 Kupuk Bungkal Ponorogo, the researcher observed and documented teachers' activities to enhance learning motivation and discipline. From the results of observations made on teachers of SDN 2 Kupuk Bungkal Ponorogo related to teacher motivation and discipline, it is very low, namely only 33% for learning motivation and only 33% for discipline. The results of observations about the learning motivation and discipline of SDN 2 Kupuk Bungkal Ponorogo teachers before being given research actions (pre-cycle or initial conditions) can be seen in the table below:

Table 2. The initial condition of learning motivation of teachers of SDN 2 Kupuk Bungkal Ponorogo.

No.	Name	Indicator/ Score					Quantity	Introduce yourself
		A	B	C	D	E		
1	Sukasmi, S.Pd.	1	1	2	1	2	7	35%
2	Soitun, S.Pd.	1	1	1	1	2	6	30%
3	Sri Yuni Lestari, S.Pd.	1	1	2	1	2	7	35%
4	Haris Tantowi, S.Pd.	1	1	2	1	2	7	35%
5	Nita Dian Astuti, S.Pd.	1	1	1	1	1	5	25%
6	Mariyono, S.Pd.	1	1	2	1	2	7	35%
7	Danang Suwito, S.P.I.	1	1	2	1	2	7	35%
8	Setya Bagus Hermawan, S.Pd.	1	1	1	1	2	6	30%
9	Nur Ima ME, S.Pust.	1	1	1	1	2	6	30%
Quantity		9	9	14	9	17	58	33%
Average		0,25	0,25	0,38	0,25	0,47		
Introduce yourself		25%	25%	38%	25%	47%		

Indicator Description :

- 1 : Less
- 2 : Enough
- 3 : Good
- 4 : Very good
- A : Initiative in developing Self
- B : Maximum learning preparation
- C : Interaction with Students
- D : Use Technology or Innovation in Learning
- E : Self-Evaluation and Reflection

Table 3 The initial condition of discipline of teachers of SDN 2 Kupuk Bungkal Ponorogo.

No.	Name	Indicator/ Score					Quantity	Introduce yourself
		A	B	C	D	E		
1	Sukasmi, S.Pd.	1	1	2	1	2	7	35%
2	Soitun, S.Pd.	1	1	1	1	2	6	30%
3	Sri Yuni Lestari, S.Pd.	1	1	2	1	2	7	35%
4	Haris Tantowi, S.Pd.	1	1	2	1	2	7	35%
5	Nita Dian Astuti, S.Pd.	1	1	1	1	1	5	25%
6	Mariyono, S.Pd.	1	1	2	1	2	7	35%
7	Danang Suwito, S.P.I.	1	1	2	1	2	7	35%
8	Setya Bagus Hermawan, S.Pd.	1	1	1	1	2	6	30%
9	Nur Ima ME, S.Pust.	1	1	1	1	2	6	30%
Quantity		9	9	14	9	17	58	33%
Average		0,25	0,25	0,38	0,25	0,47		
Introduce yourself		25%	25%	38%	25%	47%		

Indicator Description :

- A : Attendance and Punctuality
 B : Compliance with School Regulations
 C : Communication with Parents and Colleagues
 D : Ethics and Responsibility in Teaching
 E : Using Effective Study Time

The researcher implements the action and collaborates with the supervisor as the observer. At this stage, teachers carry out their duties from the beginning of school entry through the learning process, in accordance with the learning implementation plan and learning objectives prepared. At the implementation stage, teachers apply actions referring to the scenario, namely using the PAIKEM MANJA program, which includes habituation activities, providing understanding, modeling, and reinforcement (Hamdani 2022). After implementing the PAIKEM MANJA Program in Cycle I, teachers' learning motivation increased, even though they had not met the set success indicators.

Table 4 Observation Results of Teacher Learning Motivation Cycle I Meeting II

No.	Name	Indicator/ Score					Quantity	Introduce yourself
		A	B	C	D	E		
1	Sukasmi, S.Pd.	2	2	3	2	2	11	55%
2	Soitun, S.Pd.	3	2	2	3	3	13	65%
3	Sri Yuni Lestari, S.Pd.	3	2	3	3	3	14	70%
4	Haris Tantowi, S.Pd.	2	3	2	3	3	13	65%
5	Nita Dian Astuti, S.Pd.	2	2	3	3	3	13	65%
6	Mariyono, S.Pd.	3	2	2	3	3	13	65%
7	Danang Suwito, S.P.I.	2	2	2	3	3	12	60%
8	Setya Bagus Hermawan, S.Pd.	2	2	2	3	3	12	60%
9	Nur Ima ME, S.Pust.	2	3	2	3	3	13	65%
Quantity		21	20	21	26	26	114	63%
Average		0,58	0,56	0,58	0,72	0,72		
Introduce yourself		58%	56%	58%	72%	72%		

Indicator Description :

- A : Initiative in developing Self
 B : Maximum learning preparation
 C : Interaction with Students
 D : Use Technology or Innovation in Learning
 E : Self-Evaluation and Reflection

Table 5 Results of Teacher Discipline Observation Cycle I Meeting II

No.	Name	Indicator/ Score					Quantity	Introduce yourself
		A	B	C	D	E		
1	Sukasmi, S.Pd.	3	2	3	2	2	12	60%
2	Soitun, S.Pd.	3	2	2	3	3	13	65%
3	Sri Yuni Lestari, S.Pd.	3	2	3	3	3	14	70%
4	Haris Tantowi, S.Pd.	2	3	2	3	3	13	65%
5	Nita Dian Astuti, S.Pd.	2	2	3	3	3	13	65%
6	Mariyono, S.Pd.	3	2	3	3	3	14	70%

7	Danang Suwito, S.P.I.	2	2	2	3	3	12	60%
8	Setya Bagus Hermawan, S.Pd.	3	2	2	3	3	13	65%
9	Nur Ima ME, S.Pust.	2	3	2	3	3	13	65%
Quantity		23	20	22	26	26	117	65%
Average		0,64	0,56	0,61	0,72	0,72		
Introduce yourself		64%	56%	61%	72%	72%		

Indicator Description :

- A : Attendance and Punctuality
 B : Compliance with School Regulations
 C : Communication with Parents and Colleagues
 D : Ethics and Responsibility in Teaching
 E : Using Effective Study Time

The researcher collaborated with a colleague, namely the supervisor, and acted as an observer. The results of the observation showed that teachers' motivation and discipline changed, though not optimally.

Table 6. Improvement of learning motivation and teacher discipline in cycle I

Variable	Teacher Learning Motivation						Teacher Discipline					
	A	B	C	D	E	Av era ge	A	B	C	D	E	Av era ge
Cycle I Meeting 1	47 %	47 %	56 %	64 %	58 %	54 %	50 %	47 %	58 %	64 %	64 %	57 %
Cycle I Meeting 2	58 %	56 %	58 %	72 %	72 %	63 %	64 %	56 %	61 %	72 %	72 %	65 %

The results of the observation of the teacher learning motivation indicator at the first meeting of the first cycle showed that the percentage of completeness was still very low, namely 54% of the percentage of completeness could be increased at the second meeting of the first cycle to 63% Meanwhile, the observation of the teacher discipline indicator at the first meeting of the first cycle showed a reduction in completeness of 57% and an increase of 65% at the second meeting of the first cycle. From the results of the reflection with the observer, several weaknesses were found that still need to be improved, including:

1. The consistency of the implementation of PAIKEM MANJA has not been optimal, especially in the aspects of method variation, media use, and reinforcement during learning.
2. Some teachers are still not disciplined in punctuality, especially when they are present at school or start the learning process in class.
3. Preparation for learning administration has not been maximized, especially the preparation of lesson plans and teaching materials based on PAIKEM MANJA, which are still formal.
4. Teachers' self-evaluation and reflection are still low, as evidenced by the lack of effort to improve learning strategies after receiving feedback.
5. Teachers' involvement in active learning is still limited, as some still tend to use lecture patterns and conventional methods.

Based on these findings, it is necessary to improve the action plan in the next cycle with a priority focus on:

- a) Improve intensive mentoring through coaching and academic supervision.
- b) Facilitate teachers to practice using varied learning media and models.
- c) Reinforcing motivation, rewards, and a culture of positive discipline.
- d) Optimizing collaboration between teachers through lesson studies and reflective discussions.
- e) Provide examples of PAIKEM MANJA learning practices that are more concrete and applicable.

With these results and reflections, the implementation of cycle II is important as a follow-up to refine the program implementation strategy and achieve the target success indicators.

In cycle II, the increase in teachers' learning motivation was more significant, especially in self-development initiatives, learning preparation, student interaction, technology use, and self-evaluation and reflection. Teacher discipline has also increased in terms of attendance, compliance with school regulations, ethics, teaching responsibilities, and the effective use of learning time.

Table 7. Observation Results of Teacher Learning Motivation Cycle II Meeting II

No.	Name	Indicator/ Score					Quantity	Introduce yourself
		A	B	C	D	E		
1	Sukasmi, S.Pd.	4	4	4	3	4	19	95%
2	Soitun, S.Pd.	4	4	3	4	4	19	95%
3	Sri Yuni Lestari, S.Pd.	4	4	4	3	4	19	95%
4	Haris Tantowi, S.Pd.	4	3	4	4	4	19	95%
5	Nita Dian Astuti, S.Pd.	4	4	4	4	3	19	95%
6	Mariyono, S.Pd.	4	4	4	4	3	19	95%
7	Danang Suwito, S.P.I.	4	4	3	4	4	19	95%
8	Setya Bagus Hermawan, S.Pd.	3	3	4	4	3	17	85%
9	Nur Ima ME, S.Pust.	4	3	3	4	4	18	90%
Quantity		35	33	33	34	33	168	93%
Average		0,97	0,92	0,92	0,94	0,92		
Introduce yourself		97%	92%	92%	94%	92%		

Indicator Description :

- A : Initiative in developing Self
 B : Maximum learning preparation
 C : Interaction with Students
 D : Use Technology or Innovation in Learning
 E : Self-Evaluation and Reflection

Table 8. Results of teacher discipline observation cycle II meeting II

No.	Name	Indicator/ Score					Quantity	Introduce yourself
		A	B	C	D	E		
1	Sukasmi, S.Pd.	4	4	4	4	3	19	95%
2	Soitun, S.Pd.	4	4	4	4	3	19	95%

3	Sri Yuni Lestari, S.Pd.	4	4	4	3	4	19	95%
4	Haris Tantowi, S.Pd.	4	3	3	4	4	18	90%
5	Nita Dian Astuti, S.Pd.	3	4	4	3	4	18	90%
6	Mariyono, S.Pd.	4	4	3	4	4	19	95%
7	Danang Suwito, S.P.I.	4	4	4	4	4	20	100%
8	Setya Bagus Hermawan, S.Pd.	4	4	3	4	3	18	90%
9	Nur Ima ME, S.Pust.	4	4	4	3	4	19	95%
Quantity		35	35	33	33	33	169	94%
Average		0,97	0,97	0,92	0,92	0,92		
Introduce yourself		97%	97%	92%	92%	92%		

Indicator Description :

- A : Attendance and Punctuality
- B : Compliance with School Regulations
- C : Communication with Parents and Colleagues
- D : Ethics and Responsibility in Teaching
- E : Using Effective Study Time

Table 9. Increase in learning motivation and teacher discipline in cycle II meeting I and meeting II

Variable	Teacher Learning Motivation						Teacher Discipline					
	A	B	C	D	E	Average	A	B	C	D	E	Average
Cycle I Meeting 1	83%	75%	75%	75%	75%	77%	92%	89%	75%	75%	75%	81%
Cycle I Meeting 2	97%	92%	92%	94%	94%	93%	97%	97%	92%	92%	92%	94%

The results of the observation of the teacher's learning motivation indicators at the first meeting of the second cycle showed that the percentage of learning motivation had not reached completeness, namely 77% of the percentage of completeness could be increased at the second meeting of the second cycle to 93% so that it showed that in the second meeting of the second cycle the teacher's learning motivation had reached completeness and according to the researchers' expectations. Meanwhile, the observation of teacher discipline indicators at the first meeting of the second cycle showed a relapse of completeness of 81% and an increase of 94% at the second meeting of the first cycle, thus showing that in the second meeting of the second cycle, teacher discipline had reached completeness, according to the researchers' expectations.

DISCUSSION

Theoretically, this success aligns with Self-Determination Theory (Deci & Ryan, 1985), which posits that intrinsic motivation increases when individuals have learning experiences that provide space for creativity, meaning, and autonomy. The PAIKEM MANJA learning model is proven to provide this space through active, innovative,

creative, and fun learning practices, so that teachers feel they have more value in the teaching process (Afandi 2021).

In addition, support in the form of mentoring, coaching, collaboration, and learning examples is a driving factor, in line with the opinion of Robbins & Judge (2019), who state that motivation can increase through external support in the form of a work environment and positive feedback. Thus, it can be concluded that implementing the PAIKEM MANJA program significantly increases teachers' motivation to learn. The variable of teacher discipline also showed significant development. At the initial condition, teacher discipline was only 33%, indicating low compliance with school discipline, punctuality, and work ethics.

After the first cycle, teacher discipline increased to 57% at the first meeting and 65% at the second meeting. Despite the increase, this value has not met the success indicator of 80% or more. In cycle II, the increase in discipline was more significant, rising to 81% at the first meeting and 96% at the second. This indicates that the success indicators have been met. These findings align with Sutrisno's (2011) view that discipline is formed through repeated habituation, consistency, and a clear control system. The implementation of PAIKEM MANJA through routines, role models, and reward-punishment has been proven to help teachers be more consistent in implementing discipline.

In addition, reflection activities in each cycle have a positive impact, as teachers become aware of the performance improvements that must be made. This is in accordance with Mulyasa's (2017) theory of academic supervision, which holds that reflection and self-evaluation are important components in the formation of teachers' professional discipline. Thus, the PAIKEM MANJA program has proven to be effective in improving teacher discipline in carrying out learning and school administration tasks. This shows that the structured mentoring model through PAIKEM MANJA has succeeded in changing teachers' work patterns from passive to more productive, responsive, and professional.

CONCLUSION

Based on the results of the research and discussion, it can be concluded that the PAIKEM MANJA Program is effective in increasing the learning motivation and discipline of teachers at SDN 2 Kupuk Bungkal Ponorogo. This program not only improves the quantitative aspects of motivation and discipline but also positively impacts teachers' professional attitudes and work culture. This study is limited to one school, so it is recommended that further research be conducted in a broader context and at the school level to assess the program's sustainability and generalizability.

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