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**Creativity in Teaching PAI Teachers in the Industrial Revolution
4.0 Era in Improving the Professionalism of PAI Teachers at SMP
IT Bintang Serdang Bedagai**

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Abstract

This study aims to determine: 1) The skills of teachers in implementing PAI learning in the 4.0 revolution era at SMP IT Bintang Serdang Bedagai. 2) The ability of teachers to manage classes. 3) Creativity in teaching PAI teachers in the 4.0 revolution era. This study used a descriptive qualitative approach. The data were collected by observation, interviews, and documentation. and analyzed qualitatively by using data reduction, and drawing conclusions. The results of this study indicate that: 1) teachers were skilled in developing learning materials by carrying out varied learning and using a scientific approach, learning strategies and methods such as demonstration methods, snowball throwing methods, and problem solving methods. 2) The ability of the teacher to manage the class is very interesting and varied 3) The creativity of teaching PAI teachers in the 4.0 revolution era was very creative in teaching by apply various strategies and learning methods.

Keywords : Creativity; Industrial Revolution 4.0; Profesionalism

**Kreativitas Mengajar Guru PAI Di Era Revolusi Industri 4.0 Dalam
Meningkatkan Profesionalisme Guru PAI Di SMP IT Bintang
Serdang Bedagai**

Abstrak

Penelitian ini bertujuan untuk mengetahui : 1) Keterampilan guru dalam melaksanakan pembelajaran PAI di era Revolusi Industri 4.0 di SMP IT Bintang Serdang Bedagai. 2) Kemampuan guru dalam mengelola kelas. 3) Kreativitas mengajar guru PAI di era Revolusi Industri 4.0. Penelitian ini menggunakan pendekatan kualitatif deskriptif. Data dikumpulkan dengan cara observasi, wawancara, dan dokumentasi dengan melibatkan 1 orang guru Agama Islam dan dianalisis secara kualitatif dengan menggunakan cara reduksi data, dan penarikan kesimpulan. Hasil penelitian ini menunjukkan bahwa 1) guru terampil dalam mengembangkan bahan pembelajaran dengan melaksanakan pembelajaran yang bervariasi dan menggunakan pendekatan saintifik, strategi dan metode pembelajaran yang menarik seperti metode demonstrasi, metode *snowball throwing*, dan metode *problem solving*. 2) Kemampuan guru dalam mengelola kelas sangat menarik dan bervariasi 3) kreativitas mengajar guru PAI di era Revolusi Industri 4.0 yaitu sangat kreatif dengan menerapkan berbagai strategi dan metode belajar.

Kata Kunci: Kreativitas; Revolusi Industri 4.0; Profesionalisme

INTRODUCTION

Education is the most important foundation for all humans on earth, the function of education itself is to prepare human resources who will later be able to carry out their lives in their respective fields such as politics, religion, economics and so on. Islamic education in Indonesia is still undergoing changes in the field of education, for that educators or teachers must be wise in dealing with all the problems that occur in the future (Jemani & Zamroni, 2020).

In the era of the Industrial Revolution 4.0, it has an impact on an educator to prepare mentally and his abilities to become an advantage in competition to others. In preparing the most important ability an educator has is good behavior or character, this supports the educational process today (Lisnawati, 2021). According to (Ali et al., 2021) every era, education will experience changes to be more advanced and can keep pace with technological developments so that it is easy to access by all circles of society. This is the impact of the Industrial Revolution 4.0 which plays an important role in the advancement of digital and information technology in Indonesia.

As for an educator must have the ability in accordance with his expertise, therefore teachers are required to be professional. Professional teachers, namely prioritizing the quality and quality of services and product results, teacher services in the form of standardizing community needs to maximize the ability of students as a whole. To become a professional teacher, one must have several competencies, namely pedagogic competence, personality competence, social competence and professional competence. Researchers will discuss according to the focus of this research, namely pedagogic, personality, and social competencies which discuss the creativity of a teacher (Muhammad Yunus, 2016).

Pedagogic competencies that must be mastered by teachers are teacher understanding of students, design and implementation of learning, evaluation of learning outcomes and development of students to actualize their various potentials. The essential indicators are: 1) Understanding students with indicators utilizing the principles of cognitive development, personality, and identifying students' initial teaching provisions. 2) Designing learning with indicators, namely understanding the educational foundation, applying learning theory, determining learning strategies according to the characteristics of students, determining competencies to be achieved, compiling learning designs based on the chosen strategy. 3) Implementing conducive learning. 4) Design and implement evaluation of learning processes and outcomes using various methods, analyze evaluation results to determine learning completeness, and utilize learning assessment results to improve the quality of learning programs. 5) and develop students according to their potential by facilitating students (Bali Sastrawan, 2016).

The personality competence of a teacher is an internal ability that shows a mature, stable, good character and authoritative personality, and can be a role model for students. Mature personality indicators can display independence in acting as an educator and have a high work ethic. A stable personality is an indicator that the teacher can behave in accordance with social norms, and is proud to be a professional teacher. Teachers who have good morals and authority can be role models for students because the teacher will behave honestly, taqwa, sincere, helpful, and have a positive influence on students.(Nasir, 2013).

Professional competence is the mastery of broad and deep learning material that is mastered by the teacher in the curriculum material of subjects at school and the scientific substance that overshadows the material, as well as mastery of the structure and scientific methodology. Indicators of professional competence are understanding teaching materials in the school curriculum, understanding structures, concepts and scientific methods in the teaching and learning process. Mastering scientific structures and methods with research steps and critical studies to deepen knowledge/materials in the field of study(Kunandar, 2007).

Improving teacher professionalism is an effort to help teachers who are not able to manage classes so that they become able to manage, teachers who do not meet the qualifications to be able to meet the qualifications, teachers who have not been accredited to be able to be accredited. Increasing teacher professionalism to help unprofessional teachers become professionals because this has an impact on the quality of teacher learning in schools.

Teacher creativity can be observed from the active, fun and enthusiastic learning process for students. Teachers must be able to develop learning methods that can be combined with other learning methods so that they are interesting and make children motivated in participating in ongoing learning(Shaikhudin, 2013).

Creativity is a human effort to channel his abilities in various activities in his life. Creativity will lead to something new or rarely he appears so as to produce a new work that is accepted in the community and provides benefits for everyone. According to Slameto, creativity is the discovery of something that can produce something new and is obtained from actions or behavior(Rina et al., 2019).

Education can be said to be successful if it can explore educators to be creative, so that educational institutions prioritize for a teacher to channel his abilities so that he will understand and be easy to explore the abilities of his students. Creativity can be created by creating various and varied teaching aids, learning methods and learning media to be applied to students(Yuliani & Pratitis, 2013).

Creative and professional teachers must have significant and interesting

concepts and qualities of learning. because the quality of learning can develop emotional intelligence, develop creativity in learning, discipline students with compassion, arouse enthusiasm for learning, assist in problem solving, can use learning resources and media(Lubis, 2017). Therefore, researchers conducted research on the creativity of PAI teachers in improving the professionalism of PAI teachers at SMP IT Bintang Serdang Bedagai.

RESEARCH METHOD

This study used descriptive qualitative research, meaning a research approach that can solve problems by collecting data, compiling, clarifying and analyzing research data. Qualitative research is a source of research that produces descriptive data in the form of written and oral sentences from the observed subjects(Jufni, 2015). This study aims to describe the creativity of teaching PAI teachers in the Industrial Revolution 4.0 Era in increasing the professionalism of PAI teachers at SMP IT Bintang Serdang Bedagai.

The location of this research was in SMP IT Bintang Serdang Bedagai, Jl. Dusun III Health Center, Sei Rejo, Kec. Sei Rampah, Kab. Serdang Bedagai, North Sumatra. The subject of this research is a PAI teacher who teaches in class VIII SMP IT Bintang Serdang Bedagai. The object of this research was about the creativity of PAI teachers in the Industrial Revolution Era 4.0 in increasing professionalism at SMP IT Bintang Serdang Bedagai. The data collection techniques used by the researchers were observation techniques for class VIII children at SMP IT Bintang Serdang Bedagai, interviews with PAI teachers at SMP IT Bintang Serdang Bedagai and documentation.

RESULT AND DISCUSSION

Based on the results of observations and interviews that the author has carried out on PAI Teacher Teaching Creativity in the Industrial Revolution 4.0 Era in Improving the Professionalism of PAI Teachers in Star IT Middle SchoolSerdang Bedagai.Field data were collected from informants and then the data was reduced by separating and summarizing, presenting in the form of analysis of research questions, formulated and drawn conclusions.

The results of this study were obtained based on observations and answers to the questions asked by the author to parties related to the direct interview process in the field.

1. Teacher skills in implementing PAI learning in the Industrial Revolution 4.0 Era at SMP IT BintangSerdang Bedagai.

Teacher skills in the 4.0 era in the learning process are very important, because the teacher is a regulator or actor in learning, who holds all control in the teaching and learning process is a teacher, then if the teacher does not have the skills in teaching how can an active, creative learning atmosphere be created , and fun.

As educators, teachers must master the knowledge taught and be skilled at teaching and their personalities can be used as role models, especially in the era of the Industrial Revolution 4.0, which is very important to create creative and innovative teachers. Education is a process and a long way of seeking knowledge that does not stop, even facilities are provided to go to heaven, as the Messenger of Allah, peace and blessings be upon him, said in his hadith narrated by Muslim from Abu Hurairah.(Muslim, nd):

لَكَ التَّمَسُّهُ لِمَا لَ اللَّهُ لَهُ طَرِيقًا إِلَى الْجَنَّةِ

"...and whoever takes a path in search of knowledge, Allah will make easy for him a path to heaven."

According to Turney's research results cited by Wahyudin Nur Nasution, there are eight basic teaching skills that are considered to determine learning success(Wahyudin Nur Nasution, 2017). Those skills are as follows:

a. Questioning skills

In learning activities, educators really need to have the skills to ask, because with questions educators can activate students so that they are optimally involved in learning, in addition to being able to check students' understanding of the material being discussed.

b. Reinforcement skills

Reinforcement is a response given to a behavior or act that is considered good, which can make the repetition or increase of the behavior/deed that is considered good. Reinforcement has an important role in increasing the effectiveness of learning activities. Praise or positive response from educators on positive student behavior/deeds will make students feel happy because they are considered to have abilities.

c. Variation skills

Variation is the variety that makes something unobtrusive. Variation can be in the form of changes or differences that are deliberately created to give a unique impression.

d. Explaining skill

The activity of explaining contains the meaning of systematic review of information so that those who receive the explanation have a clear picture of the new relationship with information that is already known, the relationship between theory and practice or the relationship between propositions and examples.

e. Skills of opening and closing lessons

The activity of opening and closing the lesson is an activity to prepare students to enter the core of the activity, while the activity of closing the lesson is an activity to strengthen or follow up on the topics that have been discussed. It is different with activities related to administration and management such as filling out attendance lists, preparing lesson tools. or observing textbooks is not included in the activities of opening and closing lessons.

f. Skills for guiding small group discussions

So that educators can guide group discussions effectively, there are 6 components that need to be mastered by educators, namely focusing attention by reformulating the problem if there is a deviation, clarifying the problem or description of opinions, analyzing students' views, improving student descriptions, spreading opportunities for participation, and closing the discussion. discussion by summarizing the results of the discussion.

g. Class management skills

Class management skills are the skills to create and maintain optimal learning conditions, as well as the skills of educators to restore disturbed learning conditions to optimal learning conditions. If educators can manage optimal learning conditions, the learning process will take place optimally as well.

h. Small group and individual management skills.

One of the roles of educators in teaching small groups and individuals is as an organizer of learning activities, so educators must master the skills of providing general orientation about the objectives of the task, the objectives of the problem to be solved, varying activities that include determining/unifying workspaces, equipment, working methods, forming groups. in a certain amount, coordinate activities by looking at the learning progress achieved and the use of materials and resources, dividing attention to the tasks and needs of students until educators are ready to help anyone in need, ending the activity with a culmination in the form of reports on the results achieved by students accompanied by shared abilities about the progress achieved by students in these activities.

Teachers are said to be skilled when carrying out the learning process, namely when providing comfort and a pleasant atmosphere in the learning process, especially in the era of the Industrial Revolution 4.0, this cannot be done without having skills in teaching, every lesson taught by the teacher must be something that students enjoy including Islamic studies, this is why a teacher must be professional in teaching and have skills. Students have different backgrounds and characters from one another, for that the teacher must understand the character of the students, a teacher must be able to create an active teaching and learning atmosphere with all the skills he has.

Based on the results of observations that have been observed by researchers, in fact, Islamic Religious Education teachers at SMP IT BintangSerdang Bedagai using various learning methods, namely demonstration methods, snowball throwing, and problem solving. On several occasions, Islamic Religious Education teachers combined the question and answer method in the learning process, while for the media, teachers used laptops, monitor screens, and teaching aids. Therefore, students feel happy when participating in the learning process.

The teacher also uses the school environment as a place of learning so that students do not feel bored just studying in class, the teacher invites students to do learning and take advantage of several school facilities such as parks and school fields as a place for students to learn, so that students feel entertained and feel a new atmosphere in learning. As a professional teacher, the teacher should realize that teacher skills in teaching are needed in the 4.0 era, this has a good impact during the learning process.

In addition to using a set of methods and media to support the learning process, the teacher also uses the school environment as a place to learn so that students do not feel bored just studying in class, the teacher invites students to do learning and take advantage of several school facilities such as parks and school fields as where students learn, so that students feel entertained and feel a new atmosphere in learning.

Because, one of the achievement of learning objectives is the suitability of the learning method with the material taught to students. to strengthen or be compatible in learning objectives including the learning method accompanied by the creativity of teaching an Islamic Education teacher in the context of learning, this is used to achieve learning objectives in general. The teaching creativity of PAI teachers is also an indicator of the achievement of collective, innovative, effective, efficient, and productive learning. Researchers see that PAI teachers teach by inserting laughter so that learning does not seem to be watching.

It can be described that a teacher does not only teach subject matter to students, but more than that when viewed from a broad perspective, in addition to having duties as a teacher, educators must also have soft skills or skills that must

exist in an educator.

In the 4.0 era, to become a skilled teacher, it is neither easy nor difficult, but there must be seriousness in applying it, and it cannot be denied that students must have different character backgrounds by observing in advance the needs of student learning that must be teachers. know.

2. Teacher's Ability in Managing Classes at Star IT Middle SchoolSerdang Bedagai.

Teachers should realize that teaching is a job that is not simple and easy. On the other hand, nature is very complex because it involves pedagogical, psychological, and didactic aspects simultaneously. The pedagogical aspect refers to the fact that teaching in schools takes place in an educational environment. Thus, teachers must accompany their students towards learning success or maturity.

According to Imam Al-Ghazali quoted by Ngainun Nain in his book, the obligations that must be considered by an educator are as follows:

- a. You have to love your students, and treat them like you would your own child.
- b. Don't expect anything in return or a thank you. Carrying out teaching duties intends to seek pleasure and draw closer to God.
- c. Provide advice to students at every opportunity.
- d. Prevent students from a bad character.
- e. Speak to students according to their language and abilities.
- f. Do not cause hatred in students about other sciences (not fanatical in the field of study).
- g. To minors, clear and appropriate explanations are given to him, and there is no need to mention to him the secrets contained in and behind something, so as not to disturb his mind.
- h. Educators must practice their knowledge, and do not differ in words with their actions (Ngainun Nain, 2016).

According to Imam Al-Ghazali, the main task of the teacher (educator) is to perfect, clean and purify and bring the human heart to draw closer to Allah Ta'ala. Almost in line with what was stated by Imam Al-Ghazali, Abdurrahman al-Hahlawi divides the main task of educators into two parts. First, purification, development, cleansing and elevating the soul to its creator, keeping it away from evil and keeping it in its natural state. Second, teaching, namely the transfer of various knowledge and beliefs to the minds and hearts of the believers, so that they realize it in their behavior and life.

The opinions of the two scholars if we look closely, we can see how big and heavy the task of a teacher is. For a teacher, educating students is not only about imparting knowledge to their students, but also how to bring them to a mental

state of faith and piety to Allah Ta'ala. In this way, a teacher does not only deal with cognitive aspects, but is also tasked with how to instill moral-religious values into the souls of his students.

In addition to skills, the teacher must also have the ability to manage the class, because without it the teacher will lose the program he has compiled, based on the observations of researchers during the learning process, the Islamic Religious Education teacher in Star IT Middle SchoolSerdang Bedagaiso proficient in managing the class by restoring the concentration of students in learning. The researchers observed this when the teacher asked the students to do Brain gym activities, and some ice breaking that the teacher applied when they saw the students getting sleepy, feeling bored, and when the class conditions were not conducive.

The teacher does not force students to continue learning and writing, but the teacher asks students to stand for a while, and do some movements that can reactivate the right brain and left brain, this trick is called brain gym. After doing some movements, the researcher saw that the students were active again and enthusiastic to continue learning.

As a teacher who has the ability to master the class and provide something new and interesting for students is something that should be appreciated, because with awareness there is a will, with a will, new innovations arise that are related to the context of the discussion, namely the ability to PAI teachers in managing the class.

The teacher is alive, so awareness or sensitivity will also come by itself. Because the father of education said that the method is more important than the material, the teacher is more important than the method, the soul of the teacher is more important than the teacher himself.

3. Creativity in teaching PAI teachers in the 4.0 Industrial Revolution Era at SMP IT BintangSerdang Bedagai.

A teacher is said to be creative if he is able to provide an active and fun learning atmosphere in the Industrial Revolution 4.0 era so that students do not feel bored and bored when the learning process takes place, creativity is needed to improve the quality of learning and achieve learning goals, teachers who are not creative in teaching This is due to many factors that make learning less interesting and enjoyable, one of which is that teachers do not master learning well, do not attend training for teachers, do not find new things to create active and fun power in the teaching and learning process.

Professional Competence is a broad and deep mastery of learning materials that must be mastered by teachers including mastery of curriculum subject matter in schools and the scientific substance that overshadows the material, as well as mastery of the structure and scientific methodology. Each of

these sub-competencies has the following essential indicators: (1) Mastering scientific substances related to the field of study. This means that teachers must understand the teaching materials in the school curriculum; understand the structure, concepts and scientific methods that are shaded and coherent with teaching materials; understand the relationship of scientific concepts in the teaching and learning process.

The overall competence of teachers in practice is a unified whole. The selection into four is solely for ease of understanding. Some experts say that the term professional competence is actually a "paying", because it includes all other competencies, while mastery of teaching materials broadly and deeply is more accurately referred to as mastery of teaching materials sources or often called fields of study expertise.

The role of a teacher is very important in the learning process, a teacher who works harder to make the learning atmosphere enjoyable for students, does not watch the same methods and strategies with different materials. Therefore, the creativity of teaching teachers determines success in the learning process. Teachers have an important role, especially Islamic Religious Education teachers, so that Islamic religious values that have been used as learning can be conveyed to students so that they understand Islamic religious values, know their knowledge, practice it, and are dedicated to the knowledge they have learned, this is where the importance of the creativity of an Islamic Religious Education teacher in teaching.

After conducting observations and interviews, the researcher found data that the learning process carried out by the teacher was quite creative, the researcher also found that the teacher made new innovations in the learning process that could make students entertained and asked the teacher to give assignments to them on the material. certain. In this era of advanced technology, commonly called the 4.0 era, where teacher creativity is needed in implementing learning, especially in the field of Islamic education. Teachers do not only apply one or two methods, however, teachers are also expected to be able to apply several methods and relate them to digital use.

Therefore, the results found by researchers related to the creativity of teaching PAI teachers are that teachers provide varied methods in each material presented. Learning in this digitalization era, of course, involves more students to be more active in the learning process. Therefore, teachers often emphasize discussion activities to provide opportunities for students to explore information.

After the discussion activities were completed, each group applied the jigsaw method in presenting what they had planned in the form of peer-teaching. Participants also reviewed the advantages and disadvantages of the methods and strategies used, answering questions from other groups. After each group presented the methods and strategies used, participants were returned to their original group and then each group was asked to make conclusions from the

results of the presentations in other groups.

The researcher sees that the PAI teacher has its own characteristics in delivering learning to students, occasionally on certain materials, the teacher uses the lecture and question and answer method in the learning process, and adjusts the existing media, the activeness of students in the class remains visible. The lecture method which is correlated with the question and answer method turns out to be able to make the class atmosphere look active and colorful, it all depends on the wisdom of the teacher in using the existing method.

CONCLUSION AND SUGGESTION

Based on the results of research and discussion in the previous chapter, this study provides the following conclusions:

1. Teacher skills in implementing PAI learning in the Industrial Revolution 4.0 Era at SMP IT BintangSerdang Bedagai. The first is, the teacher looks skilled in developing learning materials, the second the teacher looks skilled in determining strategies and methods that are appropriate to the subject matter, the third teacher does a creativity in the learning process so as to make students feel enthusiastic again to learn. The thing that is not missed is when the teacher makes the class look active even though some of the students look tired.
2. Teacher's Ability in Managing Classes at SMP IT BintangSerdang Bedagai. The first is that the teacher is able to manage the class in a conducive manner so that students are able to follow the class from beginning to end.
3. Creativity in teaching PAI teachers in the 4.0 Industrial Revolution Era at SMP IT BintangSerdang Bedagai. The first is that the teacher is quite creative in teaching, the second the teacher applies various learning methods, the third teacher often uses the Brain gym movement to train the students' right and left brains to be more active.

From the results of the discussion above, it can be concluded that PAI teachers Star IT Middle SchoolSerdang Bedagaihas been quite active in applying various methods during the learning process in class, the teacher also looks proficient in developing learning, and invites students to be actively involved in discussions, questions and answers and so on, researchers also see that teachers can take students' attention during learning, and teachers do various ways to make learning more fun and less monotonous.

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