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## Educational Process Standards: The Identity of a Professional Teacher

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**Abstract:** Educational process standards are commonly regarded as guidelines for instructional implementation and instruments for improving educational quality. However, studies examining their role in shaping teachers' professional identity remain limited. This study aims to analyze the role of educational process standards in fostering teachers' professional identity through competency development and the internalization of professional values. This study employed a qualitative approach using a library research method. Data were collected from educational regulations, academic books, and scholarly journal articles and were analyzed using content analysis techniques. The findings indicate that educational process standards function not only as technical guidelines for teaching and learning activities but also as an institutional mechanism that supports the development of teachers' professional identity. The implementation of these standards through lesson planning, instructional practices, assessment, and reflective activities contributes to the enhancement of pedagogical, professional, social, and personal competencies. Furthermore, this process facilitates the internalization of essential professional values, including responsibility, integrity, discipline, and commitment. The study proposes a conceptual model demonstrating that teachers' professional identity is shaped through the implementation of educational process standards, continuous competency development, reflective practice, and the internalization of professional values.

**Keywords:** Educational Process Standards; Teacher Professional Identity; Teacher Competence.

## **INTRODUCTION**

Education plays a strategic role in developing high-quality human resources who are knowledgeable, possess strong character, and are capable of adapting to the various changes occurring in society. The success of educational implementation is influenced not only by curricula, supporting facilities, and educational policies but also by the quality of the learning process conducted in classrooms. Within this process, teachers occupy a central position because they are responsible for planning, implementing, evaluating, and continuously improving instructional activities. Therefore, efforts to enhance educational quality are closely linked to strengthening teacher professionalism as the primary agent of the educational process (Law No. 20 on the National Education System, 2003).

Educational process standards constitute one of the key components of the National Education Standards and serve as guidelines for the implementation of teaching and learning activities. These standards encompass lesson planning, instructional implementation, assessment, and supervision, all of which are directed toward achieving educational objectives effectively. Through the application of educational process standards, learning activities are expected to create active, interactive, inspiring, and student-centered learning environments that foster the development of learners' potential (Regulation of the Minister of Education and Culture of the Republic of Indonesia, 2016).

In line with this perspective, Sanjaya argues that educational process standards are oriented toward the comprehensive development of students' potential through systematic instructional management, while Mulyasa emphasizes that professional teachers must possess the ability to manage learning effectively and respond adaptively to developments in the field of education (Sanjaya, 2007; Mulyasa, 2013). Consequently, the successful implementation of educational process standards cannot be separated from teachers' competencies and professionalism in carrying out their educational responsibilities.

Numerous studies have shown that the implementation of educational process standards continues to face various challenges in classroom practice. Research conducted by Nurdin et al. (2021) found that teachers' understanding of educational process standards has not yet been fully translated into practice, particularly in lesson planning and the preparation of instructional materials aligned with curriculum requirements. Similarly, research by Totalia et al. (2024) revealed that the implementation of active learning approaches and assessment systems consistent with national education standards still encounters significant obstacles. These findings indicate a gap between established educational policies and their actual implementation in educational settings.

In addition to the implementation of process standards, teacher competence remains a critical factor influencing the quality of learning. A study by Munawir, Masithah, and Firdausy (2025) demonstrated that strengthening teachers' professional competencies is essential for responding effectively to educational reforms and policy changes. This finding is consistent with the work of Darling-Hammond (2000), who emphasized the strong relationship between teacher quality, instructional effectiveness, and student learning outcomes. Together, these

studies highlight that the successful implementation of educational process standards is highly dependent on the competencies possessed by teachers.

Although considerable research has examined educational process standards, teacher competence, and teacher professionalism, studies specifically investigating educational process standards as a mechanism for shaping teachers' professional identity remain relatively limited. This gap is significant because professional identity influences teachers' professional commitment, performance quality, adaptability, and continuous professional development (Beijaard et al., 2004).

Teacher professional identity develops through ongoing processes of reflection, experience, social interaction, and professional practice. From this perspective, educational process standards can be viewed as an important instrument in fostering professional identity because they require teachers to engage systematically and continuously in planning, implementing, evaluating, and improving learning activities (Akkerman & Meijer, 2011). These professional practices encourage teachers to internalize educational values, strengthen their professional commitment, and continuously enhance their competencies.

Furthermore, technological advancements and paradigm shifts in education during the digital era have increased the demand for teachers to possess strong adaptive capabilities. In this rapidly changing environment, professional identity serves as a crucial foundation that enables teachers to maintain high performance standards, sustain professional commitment, and remain open to educational innovation. A strong professional identity helps teachers navigate educational transformations while preserving the core values and responsibilities of the teaching profession (Banegas, 2023).

Based on the foregoing discussion, the novelty of this study lies in its effort to analyze educational process standards not merely as guidelines for instructional implementation and instruments for improving educational quality, but also as mechanisms for shaping teachers' professional identity through the strengthening of pedagogical, professional, social, and personal competencies. Unlike previous studies, which have generally examined educational process standards and teacher competencies as separate constructs, this study integrates both dimensions within a comprehensive analytical framework for understanding the development of teachers' professional identity. Through this perspective, the study seeks to provide a deeper understanding of how educational process standards contribute to the formation of competent, reflective, and professionally committed teachers in contemporary educational contexts.

## **METHODS**

This study employed a qualitative approach using a library research design. A qualitative approach was chosen because the study focuses on understanding and interpreting the concept of educational process standards and their relationship to the formation of teachers' professional identity. Library research was considered appropriate because all data were obtained from relevant written sources without involving field data collection. Through this approach, the study analyzes the relationship between educational process standards, teacher competency

development, and the formation of teachers' professional identity based on educational regulations, theoretical perspectives, and previous research findings.

The data sources consisted of both primary and secondary sources. The primary sources included major educational regulations that serve as the foundation of the Indonesian national education system, namely: Law of the Republic of Indonesia No. 20 of 2003 on the National Education System; Law of the Republic of Indonesia No. 14 of 2005 on Teachers and Lecturers; Government Regulation No. 19 of 2005 on National Education Standards, as amended by Government Regulation No. 32 of 2013; Government Regulation No. 57 of 2021 on National Education Standards; and Regulation of the Minister of Education and Culture No. 22 of 2016 concerning Process Standards for Primary and Secondary Education. These sources were selected because they contain normative provisions regarding educational process standards and teacher professionalism.

Secondary sources were obtained from academic books and national and international scholarly journal articles discussing educational process standards, teacher competencies, teacher professionalism, and teacher professional identity. The literature reviewed included works by Wina Sanjaya (2007), E. Mulyasa (2013), Douwe Beijaard, Paulien C. Meijer, and Nico Verloop (2004), Anna F. Akkerman and Paulien C. Meijer (2011), Christopher Day and Qing Gu (2007), Linda Darling-Hammond (2000), Canrinus et al. (2011), Darío Luis Banegas (2023), Cecep Hilmi Nurdin et al. (2021), Salman Alfariy Totalia et al. (2024), and Munawir et al. (2025). These sources were selected based on their thematic relevance, academic credibility, and contribution to the study of educational process standards and the development of teachers' professional identity.

Data were collected through documentation techniques involving the identification, inventory, reading, examination, and classification of documents, books, scholarly articles, and educational regulations related to the research focus. All collected literature was subsequently screened and selected according to its relevance to the study themes, namely educational process standards, teacher competencies, and teacher professional identity.

Data analysis was conducted using content analysis combined with the interactive analysis model developed by Miles, Huberman, and Saldaña. The analytical process consisted of three stages: (1) data condensation, which involved selecting and focusing information relevant to the research objectives; (2) data display, which involved organizing the findings into systematic conceptual descriptions; and (3) conclusion drawing and verification, which involved interpreting the relationships among educational process standards, teacher competency enhancement, and the formation of teachers' professional identity in order to develop a conceptual framework for the study. The analysis was carried out through comparative and interpretive approaches by examining and synthesizing various theories, regulations, and previous research findings to generate a comprehensive conceptual understanding.

To ensure data trustworthiness, this study employed source triangulation by comparing and validating information obtained from educational regulations, academic books, and relevant national and international journal articles. This technique was used to enhance the credibility, consistency, and reliability of the

findings, ensuring that the study's conclusions were supported by both theoretical and empirical evidence.

Through these procedures, the study produced a conceptual analysis of the mechanisms through which teachers' professional identity is formed through the implementation of educational process standards, supported by the strengthening of pedagogical, professional, social, and personal competencies. This framework highlights the role of educational process standards not only as guidelines for instructional practice but also as a strategic instrument for developing competent, reflective, and professionally committed teachers.

## **RESULTS & DISCUSSION**

### ***Educational Process Standards***

Educational Process Standards constitute an integral component of the National Education Standards and regulate the implementation of teaching and learning activities to achieve the Graduate Competency Standards. According to Government Regulation No. 19 of 2005, as amended by Government Regulation No. 32 of 2013, educational process standards are understood as guidelines for the implementation of learning activities within educational institutions to ensure that educational objectives are achieved effectively. In line with this, Regulation of the Minister of Education and Culture No. 22 of 2016 specifies that educational process standards encompass lesson planning, instructional implementation, assessment, and supervision, all of which should be conducted in an interactive, inspiring, enjoyable, challenging, and student-centered manner that encourages active participation from learners (Regulation of the Minister of Education and Culture No. 22, 2016).

According to Wina Sanjaya in *Learning Strategies Oriented Toward Educational Process Standards*, Educational Process Standards refer to the standards that regulate how learning activities are designed and implemented so that students can acquire effective and meaningful learning experiences in accordance with predetermined educational objectives (Sanjaya, 2007). This perspective highlights the importance of systematic instructional management in ensuring the quality and effectiveness of educational practices.

The primary objective of Educational Process Standards is to guarantee the quality of learning by creating learning environments that foster students' creativity, independence, and potential development according to their individual characteristics. Consequently, these standards do not merely regulate the technical aspects of instruction but also ensure the establishment of high-quality educational interactions between teachers and students (Regulation of the Minister of Education and Culture No. 22, 2016). Thus, the purpose of Educational Process Standards extends beyond procedural guidance; they serve as a framework for promoting meaningful learning experiences and productive educational relationships.

Operationally, the implementation of Educational Process Standards is realized through three major components: lesson planning, instructional implementation, and learning assessment. During the planning stage, teachers formulate learning objectives, select instructional materials, determine teaching

methods and media, and develop assessment instruments aligned with the competencies to be achieved. Mulyasa emphasizes that planning is a strategic activity that determines the direction and effectiveness of the learning process (Mulyasa, 2013). In the implementation stage, teachers facilitate active, dialogical, and student-centered learning experiences. Meanwhile, assessment is conducted comprehensively to evaluate students' knowledge, skills, and attitudes, serving both as a measure of learning outcomes and as a basis for improving instructional practices.

Therefore, the successful implementation of Educational Process Standards depends on the integration of planning, instruction, and assessment. These three components contribute not only to students' academic achievement but also to their character development and overall personal growth. As a result, Educational Process Standards play a crucial role in fostering holistic educational development that encompasses cognitive, affective, and behavioral dimensions.

### ***The Role of Educational Process Standards in Shaping Teachers' Professional Identity***

Educational Process Standards are a fundamental component of the National Education Standards that regulate the implementation of learning activities within educational institutions. Regulation of the Minister of Education and Culture No. 22 of 2016 emphasizes that learning should be conducted in an interactive, inspiring, enjoyable, challenging, and participatory manner. In practice, these standards function not only as administrative guidelines but also as a professional framework that directs teachers to systematically and responsibly plan, implement, evaluate, and reflect upon their instructional practices (Mulyasa, 2013).

Within the field of teacher professional identity studies, professional identity is understood as a dynamic and evolving construct shaped through the integration of knowledge, beliefs, experiences, and teaching practices throughout a teacher's professional career. Beijaard and colleagues argue that teachers' professional identity develops through continuous professional experiences, while Akkerman and Meijer emphasize that identity emerges through the interaction between personal experiences and the institutional demands encountered in educational practice (Akkerman & Meijer, 2011; Beijaard et al., 2004). This perspective suggests that professional identity is not a fixed attribute but a continuously developing aspect of teachers' professional lives.

In this context, Educational Process Standards can be viewed as a form of institutional demand that significantly influences the formation of teachers' professional identity. When teachers consistently engage in lesson planning, classroom management, assessment, and reflective practices, they are not merely carrying out technical responsibilities. Rather, they are developing a deeper understanding of their professional roles and responsibilities as educators. Through these ongoing activities, teachers cultivate professional awareness and strengthen their commitment to educational excellence.

The development of professional identity is further reinforced through reflective practice. Reflection enables teachers to critically evaluate their instructional decisions, identify areas for improvement, and continuously enhance

the quality of their teaching. According to Day and Gu, reflection is a crucial component of professional development because it fosters the emergence of reflective practitioners who are capable of adapting to educational changes and challenges (Day & Gu, 2007). Through reflective engagement, teachers become more self-aware, adaptive, and committed to lifelong professional learning.

Furthermore, teachers' professional identity is influenced by various psychological factors associated with their professional experiences. Research conducted by Canrinus and colleagues demonstrates that self-efficacy, job satisfaction, motivation, and professional commitment are closely interconnected elements in the formation of teachers' professional identity (Canrinus et al., 2012). Teachers who possess strong self-confidence in their teaching abilities, experience satisfaction in their professional roles, and maintain a high level of commitment to their profession are more likely to develop a strong and positive professional identity.

Consequently, continuous engagement in the cycle of Educational Process Standards not only enhances teachers' instructional competencies but also promotes the internalization of essential professional values such as responsibility, reflectiveness, commitment, integrity, and accountability. Through this ongoing process, teachers gradually develop a professional identity characterized by adaptability, reflective thinking, ethical conduct, and a commitment to educational improvement. These findings indicate that professional identity does not develop in isolation; rather, it emerges from the interaction between professional experiences, institutional expectations, and the psychological dimensions of teachers' work. Therefore, Educational Process Standards serve not only as a mechanism for improving instructional quality but also as a strategic instrument for shaping competent, reflective, and professionally committed educators.

### ***The Relationship Between Educational Process Standards and the Enhancement of Teacher Competencies***

Educational Process Standards are closely related to the enhancement of teacher competencies because their implementation requires teachers to integrate pedagogical, professional, social, and personal competencies into their instructional practices. These standards function not only as technical guidelines for teaching and learning activities but also as a framework through which teachers can actualize and develop their competencies in planning, implementing, and evaluating instruction in a systematic and continuous manner.

Pedagogical competence is reflected in teachers' ability to design learning experiences that accommodate students' characteristics, manage classroom environments effectively, and develop instructional strategies that support meaningful learning. This aligns with the requirements of Educational Process Standards, which emphasize well-planned, systematic, and student-centered learning processes. Through consistent engagement in lesson planning and instructional management, teachers strengthen their capacity to facilitate effective learning and respond to the diverse needs of learners.

Professional competence is also reinforced through the demands placed on teachers to possess a deep and contextual understanding of subject matter.

Teachers are expected not only to deliver content but also to develop and adapt learning materials so that they remain relevant to students' experiences and contemporary societal needs. Educational Process Standards encourage continuous professional growth by requiring teachers to update their knowledge, refine their teaching practices, and integrate current developments within their fields of expertise into classroom instruction.

Social competence develops through the educational interactions that occur between teachers and students during the learning process. Because Educational Process Standards promote active and participatory learning, teachers are encouraged to establish effective communication, foster collaborative relationships, and create inclusive learning environments that respect diversity and support student engagement. These interactions strengthen teachers' interpersonal skills and their ability to build positive educational relationships.

Personal competence is reflected in teachers' discipline, responsibility, integrity, and commitment to implementing learning activities in accordance with established standards. By consistently adhering to Educational Process Standards, teachers demonstrate professionalism and ethical conduct in their educational responsibilities. Consequently, the standards function not only as instructional guidelines but also as a mechanism for fostering the professional character and personal integrity of educators.

From a theoretical perspective, the enhancement of teacher competencies through Educational Process Standards contributes significantly to the development of teachers' professional identity. This perspective is consistent with the work of Douwe Beijaard and colleagues (2004) in their article "*Reconsidering Research on Teachers' Professional Identity*," published in *Teaching and Teacher Education*. They argue that teachers' professional identity is formed through the continuous integration of knowledge, beliefs, and teaching practices. Professional identity develops as teachers engage in ongoing reflection and professional experiences that shape their understanding of their roles and responsibilities as educators.

Similarly, Sanne F. Akkerman and Paulien C. Meijer (2011), in their article "*A Dialogical Approach to Conceptualizing Teacher Identity*," also published in *Teaching and Teacher Education*, emphasize that teacher identity is dialogical in nature and develops through the interaction between teachers' personal experiences and the institutional expectations embedded within educational practice. In this regard, Educational Process Standards represent an important institutional framework that influences how teachers perceive and construct their professional identities.

Furthermore, Christopher Day and Qing Gu (2007), in their study "*Variations in the Conditions for Teachers' Professional Learning and Development*," demonstrate that teachers' professional growth is strongly influenced by reflective practice and sustained teaching experiences. Their findings suggest that continuous engagement in instructional planning, implementation, assessment, and reflection contributes to both competency development and professional identity formation.

Therefore, Educational Process Standards should be understood not merely as instruments for improving teacher competencies but also as institutional mechanisms that connect competency development with the formation of teachers'

professional identity. The integration of pedagogical, professional, social, and personal competencies through the implementation of Educational Process Standards ultimately contributes to the development of teachers who are professionally competent, reflective in their practice, committed to continuous improvement, and equipped with a strong professional identity. In this way, Educational Process Standards serve as a strategic foundation for fostering high-quality educators capable of meeting the evolving demands of contemporary education.

### ***Mechanisms of Teacher Professional Identity Formation through Educational Process Standards***

The formation of a professional teacher identity through educational process standards does not occur instantly; rather, it develops through a gradual, systematic, and continuous process embedded within teaching practice. Educational process standards, which encompass lesson planning, instructional implementation, assessment, and reflective practice, provide the primary framework through which teachers internalize professional values and gradually construct their professional identity.

The first stage involves instructional planning. At this stage, teachers are required to systematically design learning objectives, instructional materials, teaching strategies, learning resources, and assessment instruments. This process extends beyond administrative requirements, as it encourages teachers to think critically, analytically, and reflectively about the quality of learning experiences they provide. Through careful planning, teachers begin to develop structured pedagogical thinking, which serves as a foundational element of professional competence and identity.

The second stage is instructional implementation. During this phase, teachers translate their plans into practice through direct interaction with students. Educational process standards require learning activities to be active, interactive, student-centered, and engaging. Consequently, teachers continuously develop communication skills, pedagogical decision-making abilities, classroom management competencies, and adaptability to diverse classroom situations. These experiences reinforce teachers' professional identity as facilitators of learning rather than merely transmitters of knowledge.

The third stage consists of assessment and reflective practice. Assessment is not solely intended to measure student achievement; it also functions as a mechanism for teachers to evaluate the effectiveness of their instructional practices. Through continuous reflection, teachers critically examine their strengths, identify areas for improvement, and refine their teaching strategies. This process contributes to the development of reflective practitioners—educators who continuously improve their professional practice based on experience and evidence.

The fourth stage involves the internalization of professional values. Through repeated cycles of planning, implementation, assessment, and reflection, teachers gradually internalize essential professional values such as responsibility, discipline, integrity, accountability, and commitment to educational quality. These values become deeply embedded within teachers' professional consciousness and serve as

the foundation of a stable and enduring professional identity.

This mechanism aligns with the perspective of Douwe Beijaard and colleagues, who argue that teacher professional identity emerges through the continuous integration of knowledge, beliefs, and teaching practices over time. Similarly, Sanne F. Akkerman and Paulien C. Meijer emphasize that teacher identity is dialogical in nature, evolving through interactions between individual experiences and institutional expectations within educational settings.

Furthermore, Christopher Day and Qing Gu highlight the importance of continuous reflection in fostering teachers' professional growth and development. Their work reinforces the notion that educational process standards should not be viewed merely as technical or administrative requirements but also as powerful instruments for cultivating professional identity.

Within the context of this study, this mechanism reveals an important research gap. Previous studies have primarily examined educational process standards as instruments for improving instructional quality and student learning outcomes. However, limited attention has been given to understanding how these standards function as a gradual and systematic mechanism for shaping teachers' professional identity. Therefore, this study contributes a novel conceptual perspective by proposing a model of teacher professional identity formation through the sustained implementation of educational process standards.

### ***A Conceptual Model of Professional Teacher Identity Formation through Educational Process Standards***

Based on the findings and analysis presented above, a conceptual model can be formulated to illustrate how educational process standards contribute to the formation of professional teacher identity through competency development and the internalization of professional values.

This model suggests that educational process standards function not only as technical guidelines for instructional practice but also as an institutional structure that supports the continuous development of teachers' professional identity. The process begins with the implementation of educational process standards in planning, instruction, assessment, and reflection.

The first component of the model is the implementation of educational process standards during instructional planning. At this stage, teachers strengthen their pedagogical competence by systematically developing learning objectives, instructional materials, teaching strategies, and assessment methods. This process fosters reflective and analytical thinking, which forms the foundation of professional practice.

The second component involves instructional implementation. Through classroom interaction and student-centered learning activities, teachers actualize both professional and social competencies. Active and interactive learning environments require teachers to develop effective communication skills, adaptability, collaboration, and sound pedagogical judgment, thereby reinforcing their professional identity.

The third component is assessment and reflective practice. Educational process standards encourage teachers to engage in ongoing evaluation of both

student learning outcomes and instructional effectiveness. Through reflective practice, teachers continuously refine their teaching approaches and enhance their professional competence. Reflection thus becomes a central element of lifelong professional learning.

The fourth component is the internalization of professional values. Repeated engagement in planning, instruction, assessment, and reflection enables teachers to internalize values such as responsibility, discipline, integrity, commitment to excellence, and professional accountability. These values become integral elements of teachers' professional self-concept and identity.

Conceptually, the model can be represented as the following transformational pathway: This model demonstrates that professional teacher identity is not formed directly but develops through a gradual transformative process shaped by professional experiences, reflective practice, and institutional expectations. This perspective is consistent with Beijaard's view that teacher identity is the result of an ongoing integration of knowledge, beliefs, and teaching practices. Likewise, Akkerman and Meijer argue that teacher identity is dialogical and emerges through interactions between personal experiences and institutional structures.

Moreover, Day and Gu emphasize that sustained reflection is a crucial factor in continuous professional development. Accordingly, educational process standards should be understood not merely as regulatory frameworks for teaching and learning but also as mechanisms that facilitate the formation of a strong professional identity.

The conceptual model proposed in this study constitutes its primary contribution, demonstrating that educational process standards play an indirect yet significant role in shaping professional teacher identity through systematic competency enhancement and the internalization of professional values. As such, educational process standards serve not only as instruments for ensuring instructional quality but also as foundational mechanisms for developing reflective, competent, and professionally committed educators.

## **CONCLUSION**

Educational process standards serve not only as technical guidelines for the implementation of teaching and learning activities but also as institutional mechanisms that contribute to the formation of teachers' professional identity. Through the processes of instructional planning, implementation, assessment, and reflection, teachers develop pedagogical, professional, social, and personal competencies in an integrated manner while cultivating systematic, reflective, and responsible ways of thinking.

The formation of a professional teacher identity occurs through the internalization of core professional values, including discipline, integrity, reflectivity, and commitment to educational quality. The enhancement of teacher competencies resulting from the implementation of educational process standards not only improves the quality of instruction but also fosters the development of a more mature, adaptive, and sustainable professional identity.

This study demonstrates that educational process standards function as a gradual mechanism for the development of teachers' professional identity through teaching practice, competency enhancement, continuous reflection, and the

internalization of professional values. This finding represents the study's primary contribution, expanding the understanding of educational process standards beyond their traditional role as instruments for improving instructional quality and highlighting their significance as a means of shaping professional teacher identity.

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