

Research Article

Strengthening the Literature of Islamic Religious Education Teachers to Increase Pedagogic and Professional Competence at Teacher Working Group Islamic Religious Education Cianjur Regency

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Abstract. This study aims to determine the implementation of Islamic Religious Education Teacher literacy strengthening to improve pedagogic and professional competencies, analyze Islamic Religious Education Teacher literacy strengthening programs to improve pedagogic and professional competencies, analyze the increase in Islamic Religious Education Teacher pedagogic and professional competencies after strengthening Islamic Religious Education Teacher literacy, and find out the results of the Islamic Religious Education Teacher literacy strengthening program to improve pedagogical and professional competence. The research method used is an experiment with pre and post-matching control groups. The research subjects were 34 Islamic Religious Education Teacher Primary School at Teacher Working Group Islamic Religious Education Cianjur. Collecting data using tests, interviews, observations, and documentation. The data were analyzed with a quantitative approach. The results of the study are as follows. First, some Islamic Religious Education Teachers are still weak in understanding pedagogic and professional competencies. This condition is motivated by the low involvement of Islamic Religious Education teachers in the Continuing Professional Development (PKB) program. Second, the literacy program focuses on two things, namely literacy strengthening training, mentoring, and product documentation assessment. The training is carried out using a learning by doing approach. Strengthening literacy is guided by the team to produce products following the substance.

Keywords: *Professional Competence, Literacy, Pedagogic Competence.*

A. INTRODUCTION

The development of education, humanity, science, and technology is one of the essential issues that continue to be discussed in national education. The hope of making Indonesian people who are faithful, pious, intelligent, and cultured continues to be a matter of thought in the minds of education observers (Rohaeni et al., 2021). Islamic Religious Education is one of the subjects, and the learning process has an urgent position in realizing these expectations. In a philosophical context, Kuntowijoyo, as explained by Wari Setiawan, stated that the entire content of the values of religious education is normative (Biantoro, 2019). According to him, Islamic Religious Education character values become operational in everyday life are two ways. First, the normative values are actualized directly into behavior. For this kind of actualization has been developed through the science of fiqh. Second, transform these normative values into scientific theories before they are actualized into behavior (Zubaedi, 2020).

In the context of Islamic Religious Education in Indonesia, concerning building the mental attitude of students, the principal value of Islamic Religious Education PPK is manifested in the form of Nawa Citra Islamic Religious Education. Nawa Citra was initiated by the Directorate of Islamic Religious Education (DITPAI) of the Ministry of Religion as a

form of embodiment of character values in Presidential Regulation (Perpres) Number 87 of 2017 concerning Strengthening Character Education. Religious education as an entity in the educational process carried out in schools is a process of forming knowledge transfer, internalizing religious values, and experiencing religious values to be practiced in everyday life (Abdullah et al., 2019).

Islamic Religious Education development in schools cannot all be said to run smoothly as expected. Education is inseparable from the problems it faces. These problems can come from the educational goals to be achieved, the educational process, and other influences that can cause academic problems (Tabroni et al., 2022). One of the critical issues in Islamic Religious Education learning quality is literacy strengthening. Literacy is a means for children to perceive, comprehend, and apply school-acquired knowledge. Literacy is also connected to student life at home and in the community, fostering the development of noble character (Supriyadi & Julia, 2019). Literacy was initially defined as ‘literacy’ and later interpreted as ‘literacy’ or ‘understanding’. In the first step, “reading and writing literacy” is emphasized because these two language skills are the basis for developing literacy in various ways (Ngaka, 2021).

Understanding literacy, in the end, does not only penetrate the problem of reading and writing. To survive in the XXI century, people must master six basic literacy skills: literacy, mathematics, science, information and communication technology, finance, and culture and citizenship. Three other literacy skills that need to be mastered are health, safety (roads, disaster mitigation), and criminal literacy (for elementary school students, it is called “safe school”) (Graesser et al., 2022). Gesture literacy also needs to be studied to support understanding of the meaning of texts and contexts in a multicultural society and particular contexts for people with disabilities. All of this extends to the knowledge of multiliteracy (Lauwo, 2021).

In the context of Islamic Religious Education, literacy strengthening is a crucial instrument in the development of learning. Literacy development is undoubtedly supported by the competence of teachers in implementing their pedagogical competencies, starting from planning, implementing, to evaluating. As an essential person in learning, the Islamic Religious Education teacher has a strategic position in religious literacy (Nikolopoulou et al., 2019).

The success of religious literacy, especially Islamic Religious Education, is supported by teacher competence. Competencies related to literacy are pedagogic and professional. Pedagogic competence strengthens the ability to carry out learning, both planning, design, implementation, model application, and assessment. Professional competence is directed at strengthening the development of Islamic Religious Education materials and taking reflective actions in preparing scientific publications, and developing innovative works (Kosasih et al., 2022).

Through the various explanations above, the researcher then intends to examine how to strengthen the literacy of Islamic Religious Education teachers to improve pedagogic and professional competence at the Islamic Religious Education Teacher Working Group Cianjur Regency.

B. LITERATURE REVIEW

1. Literacy

Literacy is defined in the Big Indonesian Dictionary as something related to writing. Literacy has a full definition and significance in the current situation. Literacy can encompass knowledge of technology, politics, critical thinking, and environmental awareness. Cultural literacy can be described simply as the capacity to write and read among a country’s population (Maine et al., 2019).

The world of education cannot exist without literacy. Literacy is a means for children to perceive, comprehend, and apply school-acquired knowledge. Literacy is also connected to students' life at home and in their communities (Wandasari et al., 2019). In addition, literacy encompasses a person's social communication skills. Literacy also encompasses activities and social relationships about knowledge, language, and culture (Sergeeva et al., 2019).

In general, literacy is defined as reading and writing activities. However, the 2003 Prague Declaration also stated that literacy includes how a person communicates in society (Leaning, 2019). In today's information, age literacy skills are more than just reading and writing, but include thinking skills in using knowledge sources in print, visual, auditory, and digital forms. In other words, literacy is a comprehensive ability about a particular object so that someone can utilize or use the object for specific purposes (Cetin, 2021).

The Unesco Declaration also stressed information literacy, or the ability to recognize, determine, locate, evaluate, efficiently, and systematically develop, utilize, and transmit information to solve various challenges. Each individual must possess these skills to participate in the information society, and they constitute a fundamental human right addressing lifelong learning (Mawaddah et al., 2020).

2. Pedagogic Competence

Teacher performance is correlated with the required competencies. Article 28 of Law Number 14 of 2005 concerning Teachers and Lecturers, Chapter VI concerning Standards for Educators and Education Personnel states that a teacher must possess at least four essential competencies: pedagogic competence, personality competence, professional competence, and social competence (Sanusi et al., 2020).

The four skills can be described in the following manner: Pedagogic competence is the capacity to facilitate student learning, which encompasses knowing students, designing and executing learning, evaluating learning outcomes, and developing students to realize their unique potentials (Blomeke et al., 2022). Personal competence is a personality trait that is steady, mature, smart, and authoritative, serving as an example for students and exhibiting noble character. Professional competence is the capacity to grasp learning content extensively and profoundly, enabling it to help students meet the National Education Standards' competency requirements (Karim et al., 2021). Social competency is the ability of educators to communicate and engage effectively with students, fellow educators, education staff, parents/guardians of students, and the surrounding community as members of the community (Rusijono et al., 2020).

According to Muhibbin Syah, the fundamental definition of competence is ability or skill. Usman stated that competence describes a person's qualitative and quantitative qualifications or talents (Nurulloh et al., 2020). In this instance, competence is defined as the knowledge, skills, and abilities that have become a part of a person to perform cognitive, affective, and psychomotor actions as effectively as feasible. According to Finch and Crunkilton, competence is the mastery of a task, as well as the abilities, attitudes, and appreciation necessary for success (Wachidi et al., 2020). This demonstrates that competence encompasses the tasks, abilities, attitudes, and appreciation that students must possess to complete learning assignments based on specific sorts of labor. In addition, competence is defined as the capacity of an individual to perform a variety of job-related duties (Farrell, 2020).

C. METHOD

This research is experimental. The experimental study is an analysis used to find specific treatments' effects on others under controlled conditions. While the research design

used is the Matching Pretest Posttest Control Group Design. This type of experiment is considered good because it meets the requirements to determine the difference in the ability of the object of research before and after running a program.

D. RESULT AND DISCUSSION

1. Competency Improvement Needs Analysis

In connection with the needs of this program, a needs analysis was carried out for the Islamic Religious Education Teacher Working Group in Cianjur Regency. The Islamic Religious Education Teacher Working Group is a forum for teachers to develop their competence and professionalism. In this context, the Teacher Working Group can develop several forms of professional teacher improvement, especially those related to teacher core competencies.

The purpose of strengthening literacy for Islamic Religious Education Teachers is to improve the quality of education services in schools to improve the quality of education, facilitate teachers to continue to update competencies that are demanded in the future related to their profession, and motivate teachers to commit to carrying out their main tasks and functions as professionals, and raise the image, prestige, dignity of the teaching profession, respect, and pride for persons with the teaching profession.

The pedagogical and professional competency of teachers is associated with enhancing literacy. This competence might be interpreted as the teacher's ability and authority to perform his instructional duties. Competent and professional educators are adept at performing their trade. On this basis, teacher competency can be described as the mastery of knowledge, skills, values, and attitudes shown in the habit of thinking and acting in the performance of the teaching profession. The improvement of literacy contributes to this accomplishment.

The competence and performance of Islamic Religious Education teachers need to be improved and developed in a measurable, systematic, and sustainable manner. This fact is supported by the low quality of Islamic religious education learning. Mental Revolution Movement (Strengthening Character Education in Islamic Religious Education) and understanding of 21st-century learning that has not been maximized. The reality on the ground is that there is a distortion in understanding literacy strengthening. Literacy is often focused on students, while teachers are rarely involved in increasing competence through this literacy. The concept and management of systematic and measurable pedagogic and professional competence development for Islamic Religious Education teachers are different from the central to regional levels. This management is supported by the evaluation and Quality Control of the results of the Islamic Religious Education Teacher Training, which have not been good.

In addition, observations and surveys in the field initially did not find data that supported the programmatic and gradual strengthening of teacher literacy. In this case, the preparation of an analysis of the need to strengthen literacy is necessary for the field. Existing data only shows performance assessments carried out by supervisors, which do not reflect the fulfillment of the measurement of all components of Islamic Religious Education Teacher competencies.

So far, literacy has not been entrenched in Indonesian society. Therefore, literacy must be used as a necessity of life and culture throughout the archipelago. People's behavior, especially in education, must strive to change from a culture of not liking to read to a reading society. Reading is one of the most critical functions in life. All learning processes are based on the ability to read.

2. Implementation of the Islamic Religious Education Teacher Pedagogic and Professional Competence Pretest at the Islamic Religious Education Teacher Working Group

The strengthening of Islamic Religious Education Teacher literacy after a needs analysis is accuracy in the design of the Islamic Religious Education Teacher literacy program. This design is adapted to the characteristics of the needs in increasing pedagogic and professional competence. In this case, the focus is not on teachers creating literacy for students but on program design for Islamic Religious Education Teacher literacy in improving pedagogic competence. The design stage developed begins with implementing the Islamic Religious Education Teacher Pedagogic and Professional Competence Pretest at the Islamic Religious Education Teacher Working Group. A pretest was conducted to determine the initial ability regarding pedagogic and professional competence.

The pretest was conducted on 15 July 2019, involving 34 Islamic Religious Education Teacher active participants in the Teacher Working Group. In this pretest, 30 question items related to pedagogic and professional competence were tested.

In pedagogic competence, several questions related to indicators were asked as follows: 1) Understanding of the concept of approaches, models, methods, and learning strategies; 2) Understanding of the application of learning models and methods; 3) Understanding of 21st Century learning; 4) Understanding the relationship between material development and learning syntax; and 5) Analysis of the application of learning syntax. The number of questions presented is 30 questions.

As for professional competence, several questions related to the following indicators were asked: 1) Analysis of the phenomenon of professional competence development; 2) Understanding of the concept of CAR (Classroom Action Research); 3) Understanding of the principles of scientific writing and CAR; 4) Understanding of steps for preparing scientific papers and CAR; 5) Understanding of the objectives, benefits, and functions of the preparation of scientific papers and CAR; and 6) Understanding of CAR methodology. This question focuses more on reflective actions through scientific publications due to the weakness of teachers in compiling scientific publication documents, especially on CAR.

3. Literacy Strengthening Guidance

Guidance was carried out after analyzing the pretest results involving 34 Islamic Religious Education teachers people. Guidance is carried out by researchers with team collaborations engaged in literacy activists. Strengthening activities are carried out through training involving 34 teachers. The themes developed in this training are Introduction to Literacy Strengthening, Pedagogic Competency Deepening, Professional Competency Development, Literacy Implementation for Islamic Religious Education Teacher, Types of Literacy Islamic Religious Education Teacher (Strengthening Writing Literacy), and Islamic Religious Education Writing Literacy Guidance. The training was conducted from 15 to 16 July with 10 JP.

To produce the developed literacy product, the researcher controlled it with the Product Assessment and Process from 18 to 26 July 2018. This activity was carried out to see the development of written literacy produced by teachers as material for strengthening pedagogic and professional competencies.

4. Implementation of Post Test

The last stage of implementation is the post-test. This is done to analyze the increase in pedagogic and professional competence after the teacher conducts training and mentoring. The post-test results were compared with the pretest scores. Increasing teachers' pedagogic and

professional competence is considered successful if the post-test score is greater than the pretest.

These stages follow the analysis of teacher needs regarding literacy. Literacy, according to some respondents, is essential in increasing competence. This requires them to understand the latest developments regarding the situation of educational needs.

Literacy strengthening for Islamic Religious Education Teachers is carried out through training and mentoring. The training contains material presentations on improving pedagogic and professional competence and literacy for Islamic Religious Education teachers. The training was conducted for two days by researchers and a special team.

Pedagogic competence is the teacher's ability to manage to learn. In this pedagogic competence, the core competencies developed include:

Table 1. Islamic Religious Education Teacher Pedagogic Core Competencies

No	Competence
1	Develop the characteristics of students from the physical, moral, spiritual, social, cultural, emotional, and intellectual aspects
2	Develop learning theories and principles in educational learning
3	Develop curriculum related to Islamic Religious Education development field
4	Organizing educational development activities
5	Utilizing information and communication technology for the benefit of implementing Islamic Religious Education development activities
6	Facilitating the development of the potential of students to actualize their various potential
7	Communicate effectively, empathically, and politely with students
8	Conducting assessments and evaluations of learning processes and outcomes
9	Utilize the results of the Islamic Religious Education assessment and evaluation for learning purposes
10	Reflective take action to improve the quality of learning

Professional competencies trained to focus on the preparation of scientific publications. The reality indicates this on the ground that Islamic Religious Education Teacher does not understand the preparation of Classroom Action Research (CAR). CAR is one of the proofs of Islamic Religious Education teachers realizing professional competence.

Strengthening professional competence is directed at mastering the Islamic Religious Education Teacher regarding CAR. The materials developed include 1) Analysis of the phenomenon of professional competence development; 2) Understanding of the concept of CAR; 3) Understanding of the principles of scientific writing and CAR; 4) Understanding of steps for preparing scientific papers and CAR; 5) Understanding of the objectives, benefits, and functions of the preparation of scientific papers and CAR; and 6) Understanding of CAR methodology.

What was developed in this literacy strengthening was written literacy in print. Islamic Religious Education Teacher is trained to establish literacy products that colleagues can use in improving pedagogic and professional competence.

The Islamic Religious Education Teacher literacy strategy builds overall understanding, writing skills, and communication skills. These three things will lead to character development and higher-order thinking skills. The content developed is related to pedagogical and professional competencies. Strengthening literacy in Islamic Religious Education Teacher means how to write the content. Competency development that applies literacy strategies is essential to growing excellent and critical readers in any field.

The strengthening of pedagogic and professional competencies is carried out through training. This training was declared good by most of the participants who attended it. Training using workshop techniques.

This activity was carried out by involving Islamic Religious Education Teacher Primary School. In improving pedagogic and professional competence through literacy strengthening, workshops are conducted by researchers and a special team. In literacy, teachers are guided and fostered to improve Islamic Religious Education Teacher competencies to understand several things related to literacy.

The workshop is one of the methods used to strengthen literacy. This method is carried out in groups. The workshop is organized according to the purpose or urgency.

The workshop shows quite complex activities. Following field observations, this activity was carefully planned so that it could answer the needs and provide the right results. Field observations show that the workshops conducted are seen as effective.

In this workshop, teachers are trained to develop pedagogic competence through literacy. The findings in the field are pretty enthusiastic about participating in this activity. Researchers trained them with practice-based learning, not as well as theoretical. The results obtained can compile various documentation on strengthening this literacy. However, the weaknesses still exist, including the editorial description of the pattern of writing literacy, especially in terms of pedagogic competence.

The findings in the field workshop are carried out with attention to effectiveness. The effectiveness of workshop activities shows the level of success or achievement of a goal as measured by quality, quantity, and time, as previously planned.

The effectiveness of this workshop shows the level of success in a certain way following the objectives to be achieved. The workshop's effectiveness resulted in productivity and quality growth and was marked by enthusiasm. The development of Islamic Religious Education Teacher literacy with this workshop also shows a synergistic integration between resource persons and participants so that good communication and cooperation emerge in coordinating their performance. Workshop participants displayed pretty good adaptability. Participants can adapt to the demands and needs developed in the workshop materials, especially concerning improving Islamic Religious Education Teacher's pedagogic and professional competencies.

Guidance is carried out after literacy training. Researchers carried guidance to Islamic Religious Education Teachers at the Islamic Religious Education Teacher Working Group in compiling several literacy products according to the literacy pattern stated in the table regarding literacy patterns.

Guidance is carried out both in groups and individually. Each individual compiles literacy products according to the desired pattern. This process is carried out to increase understanding of pedagogical and professional competencies. The theme developed in literacy relates to the aspects contained in the indicators of the two competencies.

This guidance is carried out by providing group and individual services to acquire the knowledge and skills needed to plan, implement, and evaluate literacy products to carry out tasks effectively. Group guidance techniques are carried out by coaching some teachers. Several teachers who generally have relatively the same qualifications receive guidance. The researcher and the team provide material or discuss the topic of pedagogic and professional competence as the material discussed in terms of various perspectives on literacy strengthening.

The data in the field shows that the group guidance is shown material or a group of materials to a group of teachers who follow. The teachers accepted a group of displayed material, discussed it, and concluded together. Everything was done under the guidance of the researcher.

E. CONCLUSION

The Islamic Religious Education Teacher Literacy Strengthening Program to Improve Pedagogic and Professional Competencies is completed in several stages. First, the pedagogic and professional competence pretest. Second, literacy strengthening training. This training presented materials on strengthening pedagogic and professional competencies and strengthening literacy. Third, guidance and assessment of literacy products. Fourth, post-test of pedagogic and professional competence. This implementation assumes that the improvement of pedagogic and professional competence is carried out by careful planning and execution, which is carried out by strengthening literacy.

The focus of the literacy program leads to two things. First, literacy strengthening training. The training is carried out using a learning by doing approach. The training is seen as effective and efficient by involving 34 Islamic Religious Education teachers and a team of trainers, including researchers. Second, mentoring. Strengthening literacy is guided by the team to produce products following the substance. Third, product documentation assessment. The results of the training are applied to the preparation of literacy products. Whether or not the product is good is compared to several indicators determined according to the literacy strategy used.

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