

Analysis of the Implementation of the Teacher Learning Day Program (PHBG) in Improving Teacher Competence

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ABSTRACT

This study aims to analyze the implementation of the Teacher Learning Day Program (PHBG) in improving the pedagogical competence of early childhood education (ECE) teachers in the Drupadi Cluster, Dayun District. This study employed a qualitative approach with a descriptive method. The research subjects consisted of 14 ECE teachers who are members of the Drupadi Cluster. Data were collected through interviews, observations, and documentation. The results of the study indicate that the implementation of PHBG has a positive impact on improving teachers' pedagogical competence. Teachers have become more capable of creating a safe and comfortable learning environment, designing and implementing student-centered learning, conducting assessments of children's development, utilizing simple technology in learning, as well as engaging in reflection and professional collaboration. In addition, PHBG activities also help teachers in developing students' potential according to the characteristics of early childhood. Based on these findings, it can be concluded that the Teacher Learning Day Program (PHBG) plays an important role in improving the pedagogical competence of ECE teachers in the Drupadi Cluster, Dayun District, and can serve as an effective strategy for continuous teacher professional development.

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1. INTRODUCTION

Teacher competence is one of the key factors determining the quality of the learning process and educational outcomes. Teachers are required not only to deliver subject matter but also to design, implement, and evaluate learning effectively. In the Indonesian education system, Law Number 14 of 2005 concerning Teachers and Lecturers stipulates that teachers must possess four core competencies,

namely pedagogical, professional, social, and personal competencies in order to perform their duties professionally. These competencies need to be continuously developed, as the increasingly complex dynamics of education require teachers to adapt to curriculum changes and to create innovations in learning (Iswadi, 2019).

However, various studies indicate that teachers' pedagogical competence still faces several challenges, particularly in the aspects of planning, implementing, and evaluating learning. At the Early Childhood Education (ECE) level, these challenges are more complex because teachers must be able to design learning activities that are appropriate to the developmental characteristics of young children. ECE learning does not only focus on cognitive aspects but also on children's social, emotional, language, and motor development. Therefore, ECE teachers are required to have strong pedagogical competence in order to create a safe, enjoyable, and developmentally appropriate learning environment (Nadar, Yuni, & Hardiyanto, 2021).

Efforts to improve teacher competence in Indonesia were initially carried out through conventional top-down training programs. However, such training models are considered less effective because they often do not align with the actual needs faced by teachers in the classroom. Teachers tend to receive training materials without engaging in continuous reflection and collaboration in their teaching practices. Therefore, teacher professional development has shifted toward a collaborative learning model through professional learning communities. Stoll et al. (2006) explain that a professional learning community is a group of teachers who collaboratively and reflectively examine their teaching practices with the aim of continuous improvement.

In the context of education policy in Indonesia, this concept of a learning community is strengthened through the Teacher Learning Day Program (PHBG). This program is an innovation developed by the Ministry of Education, Culture, Research, and Technology to provide dedicated time and space for teachers to improve their competencies through collaborative learning activities. PHBG encourages teachers to reflect on their teaching practices, discuss challenges encountered in the classroom, and share best practices with their peers (Kemendikbudristek, 2022). Through these activities, teachers are expected to continuously improve the quality of learning.

Theoretically, PHBG is closely related to the concept of a Professional Learning Community (PLC). DuFour, DuFour, and Eaker (2008) state that PLC emphasizes teacher collaboration in organized groups with a focus on improving the quality of learning and maintaining a commitment to continuous improvement. In professional learning communities, teachers not only share experiences but also engage in critical reflection on their teaching practices. Thus, PHBG can be viewed as a teacher professional development strategy that emphasizes collaborative learning and reflective practice.

Several previous studies have shown that PHBG has a positive impact on improving teacher competence. A study conducted by Iswanto (2021) found that PHBG significantly influences teachers' pedagogical abilities in developing learning tools. Another study by Nurhasanah (2021) revealed that PHBG activities enhance teachers' abilities in formulating learning objectives and aligning instructional materials with students' needs. Furthermore, Siregar (2022) found that PHBG helps teachers understand and consistently implement formative assessment in the learning process.

However, most studies on PHBG have focused on primary and secondary education levels, while research on its implementation at the ECE level remains limited. In fact, ECE teachers face significant challenges in developing their pedagogical competence, particularly in designing learning activities that align with the developmental characteristics of young children. This limitation indicates a research gap regarding the implementation of PHBG at the ECE level, especially in the context of improving teachers' pedagogical competence.

In the Drupadi Cluster, Dayun District, the Teacher Learning Day Program has begun to be implemented as an effort to improve the competence of ECE teachers. The implementation of PHBG is carried out regularly, once a month at the cluster level and once a week at the school level. The activities include group discussions on classroom challenges, reflection on teaching practices, sharing

best practices, and collaborative lesson planning such as developing lesson plans and authentic assessments. In addition, PHBG activities are often complemented by small-scale training or in-house training tailored to teachers' needs.

However, in practice, the program still faces several challenges. Some teachers demonstrate low levels of participation and engagement in PHBG activities. In addition, there are still several issues related to teachers' pedagogical competence, such as lesson planning that is not fully aligned with children's characteristics, less innovative teaching practices, and evaluation processes that are not conducted comprehensively and rarely utilize formative assessment.

Based on these issues, a more in-depth study on the implementation of the Teacher Learning Day Program in improving ECE teachers' pedagogical competence is needed. This research is important to provide empirical insights into the implementation of PHBG and its contribution to enhancing teacher competence. Therefore, the purpose of this study is to analyze and describe the implementation of the Teacher Learning Day Program (PHBG) in improving the pedagogical competence of ECE teachers in the Drupadi Cluster, Dayun District.

2. METHODS

This study employed a qualitative descriptive approach to analyze the implementation of the Teacher Learning Day Program (PHBG) in improving the competence of early childhood education (ECE) teachers. A qualitative approach was chosen to gain an in-depth understanding of the implementation process, supporting and inhibiting factors, and its impact on teacher competence. According to Massalim (2019), qualitative research aims to understand phenomena in their natural context through field data collection, which is then interpreted in depth. Therefore, this study seeks to obtain a comprehensive overview of the implementation of the Teacher Learning Day Program and its contribution to improving teachers' pedagogical competence.

The subjects of this study were 14 early childhood education (ECE) teachers who are members of the Drupadi Cluster in Dayun District. The subjects were selected using purposive sampling, considering their involvement in the PHBG program.

The research procedure was conducted through several stages, namely preparation, data collection, data analysis, and reporting. In the preparation stage, the researcher determined the research focus and developed the research instruments. Data collection was carried out through observation, interviews, and documentation. Observations were conducted to examine the implementation of the PHBG program, while interviews were used to obtain in-depth information from teachers regarding their experiences and perceptions. Documentation was used to support and verify data obtained from observations and interviews. The use of multiple data collection techniques aimed to obtain more comprehensive and in-depth data through source and method triangulation, thereby enhancing the validity of the research findings (Nasution, 2023).

The research instruments included observation guidelines, interview guidelines, and documentation sheets. These instruments were designed to collect comprehensive data related to teacher competence and the implementation of the PHBG program.

Data analysis in this study followed the interactive analysis model proposed by Miles and Huberman (2020), which consists of four stages: data collection, data reduction, data display, and conclusion drawing. Data reduction was carried out by selecting and simplifying relevant data, while data display was presented in the form of narrative descriptions. Finally, conclusions were drawn based on the interpretation of the analyzed data.

To ensure data validity, this study employed triangulation techniques by comparing data obtained from various sources and methods, namely observation, interviews, and documentation.

3. FINDINGS AND DISCUSSION

Findings

As part of the data collection process, the researcher conducted in-depth interviews with 14 early childhood education (ECE) teachers who are members of the Drupadi Cluster in Dayun District and actively participate in the Teacher Learning Day Program (PHBG). The interviews were conducted face-to-face using a semi-structured approach, allowing the researcher to explore information in depth while maintaining alignment with the research focus. The main focus of the interviews included the implementation of PHBG activities, the program's contribution to improving teachers' pedagogical competence, the types of activities conducted within the PHBG forum, and the challenges encountered during its implementation.

In addition to interviews, the research data were strengthened through direct observations of PHBG activities and a review of documentation related to teacher learning community activities. The interview results were then analyzed and categorized based on several indicators related to the improvement of teachers' pedagogical competence through the implementation of the Teacher Learning Day Program.

A Safe and Conducive Learning Environment for Students

Based on the interview results, most teachers stated that they strive to create a safe and comfortable learning environment through child-friendly approaches. Teachers attempt to build warm relationships with students through positive communication, providing attention, and creating an enjoyable learning atmosphere so that children feel valued and are not afraid to participate in learning activities. In addition, teachers organize classrooms and play areas by considering children's safety and comfort. A pleasant classroom environment is expected to increase children's interest and engagement in the learning process.

One teacher, Yunqi Zuni, S.Pd., M.M, stated:

"I build emotional closeness by providing attention, empathy, and support so that children feel comfortable in the classroom."

Similarly, Intarin Wulandari, S.Pd explained:

"Children must feel safe first. I make it a habit to greet them one by one so they feel comfortable."

PHBG activities also help teachers gain various ideas and strategies for creating a conducive learning environment through discussions and sharing experiences with fellow teachers.

Student-Centered Effective Learning

The findings indicate that PHBG activities provide teachers with experience in implementing student-centered learning. Teachers reported that after participating in PHBG, they better understand the importance of actively involving children in the learning process. In practice, teachers began to apply various learning methods that allow children to be more active, such as learning through play, exploration activities, and creative activities that involve children's participation.

Yunqi Zuni, S.Pd., M.M stated:

"I provide more guidance and give children space to explore during learning activities."

Similarly, Intarin Sulandari, S.Pd stated:

"I implement learning through play and direct activities such as visits to the zoo so children can learn from real experiences."

In addition, Suwarni, S.Pd stated:

“I give children the opportunity to choose learning activities they like, while I only guide and facilitate them.”

This indicates that PHBG plays a role in improving teachers’ understanding of student-centered learning implementation.

Student-Centered Assessment, Feedback, and Reporting

Based on the interview results, most teachers assess children's development through observation of their activities during the learning process. Teachers record children's development based on their abilities shown in play activities, children's work, and participation in learning activities.

Yunqi Zuni, S.Pd., M.M explained:

“Assessment is carried out by observing the learning process and examining children's work.”

Similarly, Intarin Sulandari, S.Pd stated:

“I record children's development based on daily activities that I observe in the classroom.”

However, some teachers still conduct assessments in a simple manner and have not fully utilized systematic assessment instruments.

Learning Design and Development

The findings show that teachers are involved in lesson planning activities through PHBG. In these activities, teachers collaboratively develop learning tools such as RPPM and RPPH through group discussions. This collaborative process helps teachers gain ideas and references in designing engaging learning activities that align with early childhood characteristics.

Yunqi Zuni, S.Pd., M.M stated:

“The preparation of RPPM and RPPH is carried out collaboratively in PHBG activities, allowing us to share learning ideas.”

Similarly, Dwiki Nurmamik stated:

“I am greatly helped because I can discuss with fellow teachers in preparing RPPH, which previously felt difficult.”

This indicates that PHBG contributes positively to improving teachers’ ability to design learning.

Utilization of Technology in Learning

The interview results indicate that teachers have begun to use simple technology to support learning activities, such as educational videos, children's songs, and visual media that attract students’ attention.

Intarin Sulandari, S.Pd stated:

“I use songs and videos in learning because children become more enthusiastic and understand the material more quickly.”

Tri Setyo Utami, S.Pd also stated:

“I display videos and images using a laptop to make learning more interesting for children.”

However, the use of technology in learning is still relatively basic and has not been maximized.

Reflection and Professional Collaboration

PHBG activities also serve as a platform for teachers to reflect on their teaching practices. Through discussions and sharing experiences, teachers can identify problems encountered in learning and find solutions collaboratively.

Yunqi Zuni, S.Pd., M.M stated:

"We always share teaching strategies that have been successful in the classroom so they can inspire other teachers."

Similarly, Intarin Sulandari, S.Pd stated:

"PHBG gives us the opportunity to reflect and evaluate ourselves regarding aspects that need improvement in learning."

This indicates that PHBG plays a role in building a culture of professional collaboration among teachers.

Development of Students' Potential

The interview results show that teachers identify students' potential through observation of children's activities during play and learning.

Yunqi Zuni, S.Pd., M.M stated:

"I prepare various play areas and observe which areas are most frequently chosen by children."

Tri Setyo Utami also stated:

"I collaborate with parents to discuss children's behavior and interests at home."

Thus, teachers attempt to provide stimulation that aligns with each child's potential.

Self-Reflection and Improvement of Learning Quality

The findings indicate that PHBG activities encourage teachers to reflect on their teaching practices.

Yunqi Zuni, S.Pd stated:

"I conduct self-evaluation to determine the effectiveness of the teaching methods I apply after participating in PHBG."

Similarly, Intarin Sulandari, S.Pd stated:

"I began to reflect on the learning process to understand the effectiveness of the activities provided to children."

Overall, the findings indicate that the Teacher Learning Day Program (PHBG) makes a positive contribution to improving the pedagogical competence of ECE teachers in the Drupadi Cluster, Dayun District.

Tabel 1. Summary of Findings on the Implementation of the Teacher Learning Day Program (PHBG)

No	Indicator	Number of Teachers (n=14)	Interview Results	Analysis
1	Safe and Conducive	14 teachers	Teachers create a positive learning atmosphere through emotional	Highly dominant. All teachers applied this

	Learning Environment for Students		approaches, positive communication, child-friendly classroom management, and enjoyable play-based activities. All teachers stated that PHBG helps them understand and implement a positive learning environment.	indicator. PHBG strongly contributes to the creation of a safe and conducive learning environment.
2	Student-Centered Effective Learning	13 teachers	Teachers implement active learning, learning through play, provide freedom in choosing activities, and adapt learning to children's needs.	Dominant. Most teachers apply student-centered learning approaches.
3	Student-Centered Assessment, Feedback, and Reporting	9 teachers	Assessment is conducted through observation; however, not all teachers use written instruments and systematic documentation.	Less optimal. Assessment has not been implemented evenly among all teachers.
4	Learning Design and Development	12 teachers	Teachers are involved in collaboratively developing lesson plans and benefit from peer collaboration.	Dominant. PHBG helps improve teachers' ability in lesson planning.
5	Utilization of Technology in Learning	10 teachers	Teachers use simple technologies such as laptops, speakers, and visual media.	Moderate. Technology has been utilized but not yet maximized.
6	Reflection and Professional Collaboration	14 teachers	Teachers conduct reflective practices and engage in discussions with colleagues through PHBG.	Most dominant. All teachers engage in reflection and professional collaboration.
7	Development of Students' Potential	12 teachers	Teachers develop children's potential through play-based activities and observation.	Dominant. PHBG contributes to the development of students' potential.
8	Self-Reflection and Improvement of Learning Quality	14 teachers	Teachers conduct self-evaluation and report improved pedagogical competence after participating in PHBG.	Highly dominant. PHBG has a significant impact on improving learning quality.

Based on Table 1, the implementation of the Teacher Learning Day Program (PHBG) in improving teacher competence shows varying levels of application across each indicator. Some indicators have been implemented dominantly, while others are still not optimal.

The most dominant indicators, implemented by all teachers (14 teachers), include creating a safe and conducive learning environment for students, reflection and professional collaboration, as well as self-reflection and improvement of learning quality. This indicates that teachers consistently create a child-friendly learning atmosphere and actively engage in reflection and discussions with colleagues through PHBG activities.

The indicators of student-centered learning, learning design and development, and the development of students' potential are also categorized as high, as they have been implemented by the majority of teachers (12–13 teachers). Meanwhile, the utilization of technology in learning falls

into a moderate category, as it has only been applied by 10 teachers and is still limited to the use of simple media.

The lowest indicator is student-centered assessment, feedback, and reporting of student development, which has only been implemented by 9 teachers. This finding indicates that teachers' competence in assessing children's development still needs to be improved.

Overall, PHBG has a positive impact, particularly on aspects of reflection, collaboration, and the creation of a conducive learning environment. However, it still requires strengthening in the areas of assessment and the utilization of technology in learning.

Discussion

Implementation of the Teacher Learning Day Program (PHBG) in Improving Teacher Competence

Based on the research findings, the Teacher Learning Day Program (PHBG) is implemented through various activities such as collaborative teacher reflection, discussions on learning challenges, preparation of lesson plans (RPPM/RPPH), sharing best practices, applying learning outcomes in the classroom, and evaluating learning processes. These activities indicate that PHBG represents a form of collaborative and continuous teacher professional development.

The research findings were analyzed based on eight indicators of teachers' pedagogical competence, as follows:

A Safe and Conducive Learning Environment for Students

The findings show that all teachers have created a safe and comfortable learning environment through positive communication, providing attention and praise, and implementing enjoyable learning activities. A child-friendly classroom atmosphere helps students feel emotionally secure, enabling them to participate more actively in learning activities.

This finding is consistent with Sujiono (2012), who states that the learning environment in early childhood education must provide both physical and psychological safety to support optimal child development. Furthermore, Mulyasa (2017) emphasizes that the ability to create a conducive learning environment is an essential component of teachers' pedagogical competence. Thus, PHBG activities play a role in strengthening teachers' ability to create a positive learning environment.

Student-Centered Effective Learning

Most teachers have implemented student-centered learning through play-based activities, providing opportunities for children to explore, and adapting learning to students' interests and needs. Teachers are no longer the center of learning but act as facilitators who guide children's learning processes.

This finding aligns with constructivist learning theories proposed by Piaget and Vygotsky, which emphasize that children learn through direct experiences and social interaction. Sanjaya (2016) also states that effective learning occurs when students are actively involved in the learning process. Through PHBG activities, teachers gain opportunities to discuss and share strategies for implementing student-centered learning.

Student-Centered Assessment, Feedback, and Reporting

The findings indicate that the implementation of child development assessment is still not optimal. Teachers generally assess students through observation of activities; however, not all

teachers use systematic assessment instruments or maintain written documentation of children's development.

According to Suyanto and Jihad (2013), assessment in early childhood education should be authentic, continuous, and well-documented to comprehensively understand children's development. This finding suggests that teachers' competence in conducting assessments still needs improvement. Therefore, PHBG can be utilized as a platform for training and mentoring teachers in developing assessment skills.

Learning Design and Development

Most teachers are involved in developing learning plans such as RPPM and RPPH through PHBG activities. The planning process is conducted collaboratively, allowing teachers to share ideas and experiences in designing learning activities that are appropriate for early childhood characteristics.

This finding is in line with Mulyasa (2017), who states that lesson planning is a crucial component of teachers' pedagogical competence. In addition, early childhood education standards emphasize the importance of systematic and developmentally appropriate lesson planning. Thus, PHBG serves as an effective medium for improving teachers' ability in lesson design.

Utilization of Technology in Learning

The findings show that some teachers have utilized simple technologies such as laptops, speakers, and visual media in learning activities. The use of these technologies helps attract children's attention and increase learning motivation. However, the utilization of technology remains limited and has not been maximized in the learning process.

According to Arsyad (2014), instructional media play an important role in enhancing the effectiveness of teaching and learning processes. Therefore, teachers need to continuously improve their creativity in utilizing technology as engaging learning media appropriate for early childhood characteristics.

Reflection and Professional Collaboration

All teachers are actively involved in reflection and collaboration activities through PHBG. Teachers share experiences, discuss learning challenges, and collaboratively seek solutions to improve classroom learning quality.

This finding is consistent with Schön (1983), who states that reflection is an essential process for improving teaching practices. Furthermore, DuFour and Eaker (1998) emphasize that collaboration within professional learning communities can enhance teacher competence and learning quality. Thus, PHBG functions as an effective teacher learning community that supports professional development.

Development of Students' Potential

Most teachers have made efforts to develop students' potential through play-based activities, observing children's interests and talents, and providing appropriate stimulation according to their developmental stages. Teachers also communicate with parents to gather information about children's development and habits at home.

This is consistent with Sujiono (2012), who states that early childhood teachers play an important role in identifying and developing children's potential holistically. Through PHBG activities, teachers can gain various ideas for more diverse learning activities to support students' development.

Self-Reflection and Improvement of Learning Quality

The findings indicate that all teachers engage in self-reflection on their teaching practices after participating in PHBG activities. Teachers become more aware of their strengths and weaknesses in the learning process, enabling them to make continuous improvements.

This finding supports the theory of teacher professional development proposed by Hargreaves and Fullan (2012), which highlights that self-reflection is a key component in improving teaching quality and teacher professionalism. Thus, PHBG serves as a platform for teachers to conduct self-evaluation and continuously improve learning quality.

4. CONCLUSION

Based on the research findings and discussion, it can be concluded that the implementation of the Teacher Learning Day Program (PHBG) in the Drupadi Cluster, Dayun District, has been carried out in a planned and sustainable manner as an effort to improve teacher competence. The implementation of PHBG is conducted through several stages, including reflection and analysis of teachers' learning needs, discussion of learning problems, collaborative development of lesson plans (RPPM/RPPH), sharing best practices, application of learning outcomes in the classroom, as well as reflection and evaluation of learning. These stages constitute the core process of PHBG implementation and have a direct impact on teachers' classroom practices.

The findings indicate that the implementation of PHBG encompasses all indicators of teachers' pedagogical competence, namely: (1) creating a safe and conducive learning environment, (2) implementing student-centered learning, (3) conducting assessment, feedback, and reporting, (4) designing and developing learning, (5) utilizing technology in learning, (6) engaging in reflection and professional collaboration, (7) developing students' potential, and (8) conducting self-reflection to improve learning quality.

Among these eight indicators, reflection and professional collaboration, self-reflection and improvement of learning quality, as well as the creation of a safe and conducive learning environment are the most dominantly implemented by teachers. Meanwhile, the indicators related to assessment, feedback, and reporting of learning are still not optimal, as not all teachers conduct systematic and well-documented assessments of children's development.

Thus, it can be concluded that the Teacher Learning Day Program (PHBG) plays an important role in improving teachers' pedagogical competence, particularly in aspects of reflection, collaboration, lesson planning, and the creation of child-friendly learning environments. The implementation of PHBG helps teachers improve their teaching practices through contextual and collaborative learning processes that are aligned with the needs of both teachers and students.

For future research, it is recommended to: (1) expand the scope of the study by involving more early childhood education institutions and teachers from different regions to obtain a more comprehensive understanding of PHBG implementation in improving pedagogical competence; (2) examine more deeply the implementation of PHBG activities, particularly in the areas of student assessment and the use of technology in learning, which were found to be less optimal in this study; (3) analyze factors influencing the effectiveness of PHBG, such as principal support, availability of facilities and infrastructure, and the culture of teacher collaboration; and (4) conduct school action research or classroom action research to directly examine the effectiveness of PHBG activities in

improving teachers' pedagogical competence and the quality of learning in early childhood education on a sustainable basis.

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