

## Strategies For Developing The Competence Of Tutors In Music Course Institutions

### Strategi Pengembangan Kompetensi Tutor Pada Lembaga Kursus Musik

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#### ABSTRACT

*Developing tutor competence in music course institutions is essential in improving the quality of non-formal music learning. This study aimed to formulate effective strategies to improve teachers' pedagogical, technical, and professional skills. The method used is a descriptive qualitative study with a literature review approach and policy analysis of music education institutions. Data were obtained from various sources of documentation, interviews with course managers, and a review of teacher development practices in relevant institutions. The analysis results show that effective development strategies include preparing career maps, continuous training, utilizing learning technology, and empowering professional communities. Rotation programs, external partnerships, and support for teaching innovation through classroom action research have also strengthened teacher capacity. Discussions emphasized the importance of collaboration, access to digital resources, and recognition of achievement as key motivators. In conclusion, integrated and adaptive strategies can create a sustainable competency development ecosystem. Recommendations include institutional policy support, investment in training, and establishing innovation forums as part of a more dynamic and impactful teacher development system.*

**Keywords:** Teacher Competence, Development Strategy, Music Course; Music Digitalization; Human

#### ABSTRAK

Pengembangan kompetensi tutor pada lembaga kursus musik merupakan hal yang penting dalam meningkatkan kualitas pembelajaran musik nonformal. Penelitian ini bertujuan untuk merumuskan strategi yang efektif dalam meningkatkan kompetensi pedagogik, teknis, dan profesional tutor. Metode yang digunakan adalah penelitian kualitatif deskriptif dengan pendekatan studi literatur dan analisis kebijakan pada lembaga pendidikan musik. Data diperoleh dari berbagai sumber dokumentasi, wawancara dengan pengelola kursus, serta telaah terhadap praktik pengembangan tutor di lembaga terkait. Hasil analisis menunjukkan bahwa strategi pengembangan yang efektif meliputi penyusunan peta karier, pelatihan berkelanjutan, pemanfaatan teknologi pembelajaran, serta pemberdayaan komunitas profesional. Program rotasi, kemitraan eksternal, dan dukungan terhadap inovasi pembelajaran melalui penelitian tindakan kelas juga terbukti memperkuat kapasitas tutor. Pembahasan menekankan pentingnya kolaborasi, akses terhadap sumber daya digital, serta pemberian pengakuan atas prestasi sebagai motivator utama. Sebagai kesimpulan, strategi yang terintegrasi dan adaptif mampu menciptakan ekosistem pengembangan kompetensi tutor yang berkelanjutan. Rekomendasi yang diajukan meliputi dukungan kebijakan kelembagaan, investasi dalam pelatihan, serta pembentukan forum inovasi sebagai bagian dari sistem pengembangan tutor yang lebih dinamis dan berdampak.

**Kata kunci:** Kompetensi Tutor, Strategi Pengembangan, Kursus Musik; Digitalisasi Musik; Sumber Daya Manusia.

#### 1. Introduction

The development of Indonesia's non-formal music education industry shows significant growth, reflecting the increasing public interest in music learning outside formal channels (Kustap and Lubis 2019). Music course institutions are becoming an important alternative for individuals who want to learn music without following a formal educational curriculum. In this context, the challenges faced by music course institutions, especially in human resource

management, are a crucial aspect (Eliau and Ilyas 2020). Skilled human resources are crucial to the success of the music education process, including the quality of teaching provided by instructors (A.M. Wibowo, Fakhruddin, Achmad Rifai 2019). Therefore, the development of instructor competencies in course institutions is very beneficial to increase the productivity and effectiveness of learning in this sector (Ferdian et al. 2023)

Developing music tutor competencies cannot be underestimated, especially to improve learning quality. Many studies have found that teachers' pedagogical competence contributes significantly to student learning outcomes (Ruhita, Priyanto, and Supriadi 2023). This competency includes creativity in delivering material, an understanding of student needs, and the ability to use technology in teaching. (Sudjana and Rivai 2001). Music education requires instructors with good musical skills and qualified teaching skills (Syawalia 2022). Intensive training and continuing professional development programs are needed to ensure that teachers have sufficient knowledge in various aspects of music teaching, including the use of musical instruments and technology that can be used in education (Ferdian et al. 2023)

The competency gap between musical and teaching skills is often a problem in music education. Many instructors have high skills in playing musical instruments but lack in pedagogy. It can result in a less effective learning process, where students do not get an optimal learning experience. Research shows the right combination of practical and theoretical skills is indispensable to creating a good learning environment (Mubarak and Anhar 2024). Therefore, there is a need for an integrated training program proposed to music instructors to address these differences and improve the quality of their teaching (Napitupulu and Indrawan 2022).

The directed and continuous pedagogic development of music tutors in Indonesia is urgent, not only to meet the demands of the national curriculum but also to create a more competent generation of musicians (Mubarak, Sanisah, and Pembelajaran 2024). With new technologies and approaches to education, teachers need to update their competencies continuously (Sirozi and Lestari 2024). It impacts not only the quality of education but also the overall appeal of music courses in the community (Sofiah Sinaga, Aprilinda, and Putra Budiman 2021) With continuous competency development, it is expected that music course institutions can play a more optimal role in creating space for the development of more advanced Indonesian arts and culture, in line with the vision of national education (Yunita, Prasetyo, and Astanta 2021).

The urgency of research on talent harmonization strategies in developing tutor competencies in music course institutions cannot be ignored, especially amid the rapid development of the music education industry in Indonesia. A holistic approach is needed that considers aspects of musical skills, as well as the pedagogical capacity of teachers. Research shows that teacher competency development is key to effective curriculum implementation (Wahyu Utomo, Yusuf, and Hatimatunnisani 2024), including the Merdeka Curriculum, which aims to provide freedom to educators and students in the learning process (Pawartani & Suciptaningsih, 2024). Music course institutions should be able to offer training that supports the development of teacher competencies in various aspects, including innovative teaching methods, understanding of student tendencies, and the use of learning technology (Ferdian et al. 2023)

One of the challenges faced in managing human resources in music course institutions is the gap between the musical skills teachers possess and the pedagogical skills required for teaching (Mubarak et al. 2024). Many music instructors are highly skilled in music but have not been trained in effective teaching methods. Research indicates that professional competency-based training and development can improve teacher productivity (Mubarak and Anhar 2024). Therefore, effective harmonization strategies must be developed to ensure that teachers are

skilled in playing musical instruments and can engage students in learning that knowledge (Mubarak & Anhar, 2024).

Furthermore, continuing professional development programs should be designed to be responsive to the specific needs of music tutors. A holistic approach may include mentoring, teaching practice workshops, and using information technology in teaching (Ruhita et al. 2023). According to research, career-based development that involves teachers in their development process not only improves their teaching competence, but also contributes to improving the quality of music education in the course of the institution (Karyatin 2017). Through focused training and ongoing support, the existing competency gap will be reduced, and more professional teachers will be formed who are ready to face the challenges of music education in the modern era (Noor 2020).

As can be seen, developing the competence of music course teachers is crucial to improving the quality of learning and strengthening the position of music course institutions in the education industry in Indonesia. Research related to the urgency of competency development should continue to be encouraged so that music course institutions can adapt to the needs and developments of the times (Napitupulu and Indrawan 2022). In this case, harmonization of talents that involves matching musical abilities with the proper pedagogy will result in better skills among students, while creating a dynamic and innovative learning environment (Sofiah Sinaga et al. 2021). Thus, this research is relevant and crucial for advancing non-formal music education in Indonesia.

## **2. Literature Review**

### **2.1. Teacher Competency**

Teacher competency theory refers to the various abilities an educator requires to carry out his or her duties effectively. In the context of education, a teacher must possess four basic competencies: professional, pedagogical, personal, and social competencies. Professional competence includes mastery of subject matter and the ability to develop educational materials creatively, which is essential for teachers to meet the desired teaching standards (Ruhita et al., Susanto, 2021). Pedagogical competence relates to the teacher's ability to understand teaching theory, design, and implement an effective learning process (Palistini, 2020; Syawalia, 2023).

Personal competence refers to aspects of a teacher's personality that reflect their character and ethics as educators. It is important for creating positive relationships between teachers and students. (Syawalia 2022). Social competence relates to the teacher's ability to interact and communicate with students, peers, and the community, both in the school environment and outside of school (Syawalia, 2023).

Developing teacher competence is a challenge in its implementation, especially in the face of constantly evolving curriculum changes, such as the Merdeka Curriculum. This requires adaptation and continuous competency improvement from teachers to remain relevant and able to implement the curriculum effectively (Hasibuan 2019). Research shows that ongoing training and support programs are needed to help teachers develop all aspects of these competencies, especially given the learning dynamics in the millennial era (Zulbetti and Ratna 2018).

Finally, it is important to emphasize that continuous professional development should be a priority for educational institutions to improve the overall quality of teacher competencies. This will contribute to improving the quality of teaching and students' success in learning, which is the ultimate goal of education (Elian and Ilyas 2020). With effective development, teachers are expected to transform into better-prepared and effective educators, contributing to the advancement of education in Indonesia.

## 2.2. Music Course

Music course theory develops and delivers music education through a music course or school. Various approaches and models can be used to assess music courses' implementation and evaluate their learning programs' effectiveness. One important aspect of this theory is the curriculum implemented in the course. Research by Moeradi and Sukmayadi shows that the two types of curricula that can be applied are an independent curriculum, specifically designed by the institution, and a standardized curriculum, such as ABRSM. The research also noted that the use of technology in music learning is still minimal, which highlights the challenges of teaching music in this digital era (Moeradi & Sukmayadi, 2024).

Teaching methods in music courses also play a significant role in the learning process. Research conducted at Rythym Star Music School shows that the imitative method can effectively teach instruments such as drums to children. Students more easily accept the approach compared to more traditional teaching methods (Yunita et al. 2021)

Management and administration systems are also important when considering music courses. Research on the design of administrative system applications in music schools reflects the need for tools that can assist in managing student data, teachers, and course scheduling. This research shows that a more efficient system can improve the organization's productivity and services to students (Yunita et al. 2021)

In addition, the competence of teachers in music education in the course determines the program's success. Research on music teachers shows the need for continuous competency development, both in pedagogical and professional areas, so that they can meet the demands of the curriculum and be able to teach music effectively to students (Utami & Syamsuddin, 2024; Wijaya et al., 2025). Therefore, training programs that improve teacher competencies must ensure high-quality and relevant music education (Purwati & Sukirman, 2024; Sriyati et al., 2023).

## 3. Research Methods

Qualitative research methods on tutor competency development strategies in music institutes offer an in-depth and holistic way to understand the dynamics of music education. In this study, a qualitative descriptive approach can be applied to explore teachers' experiences in improving their competencies in music course institutions. Qualitative research allows researchers to extract data from educational actors' perceptions and subjective experiences, providing valuable insights into the realities they face (Sugiyono 2022). One of the first steps in this qualitative research is using purposive sampling techniques to select informants with relevant experience and knowledge regarding competency development. Data collection can be done through in-depth interviews, observations, and documentation studies regarding the learning development that has been carried out. Triangulation techniques can increase data validity by combining various sources of information, resulting in a comprehensive and balanced understanding (Huznul Nurullia, 2024). Data analysis in qualitative research is usually done by organizing data into themes or categories. Data from interviews and observations will be coded and analyzed to find patterns related to teacher competence (Karyatin 2017). The results of this analysis can then provide strategic recommendations regarding more effective teaching methods, appropriate learning approaches, and the need for additional training programs to improve teacher competence in music teaching. By adopting this qualitative research method, a clear picture will be obtained of how the competence of music tutors can be developed and the factors that support or hinder the process. This approach will not only provide academic insights but also offer practical solutions for music course institutions to improve their teaching quality (Hadita, Yusuf, and Darmawan 2021).

## 4. Results and Discussions

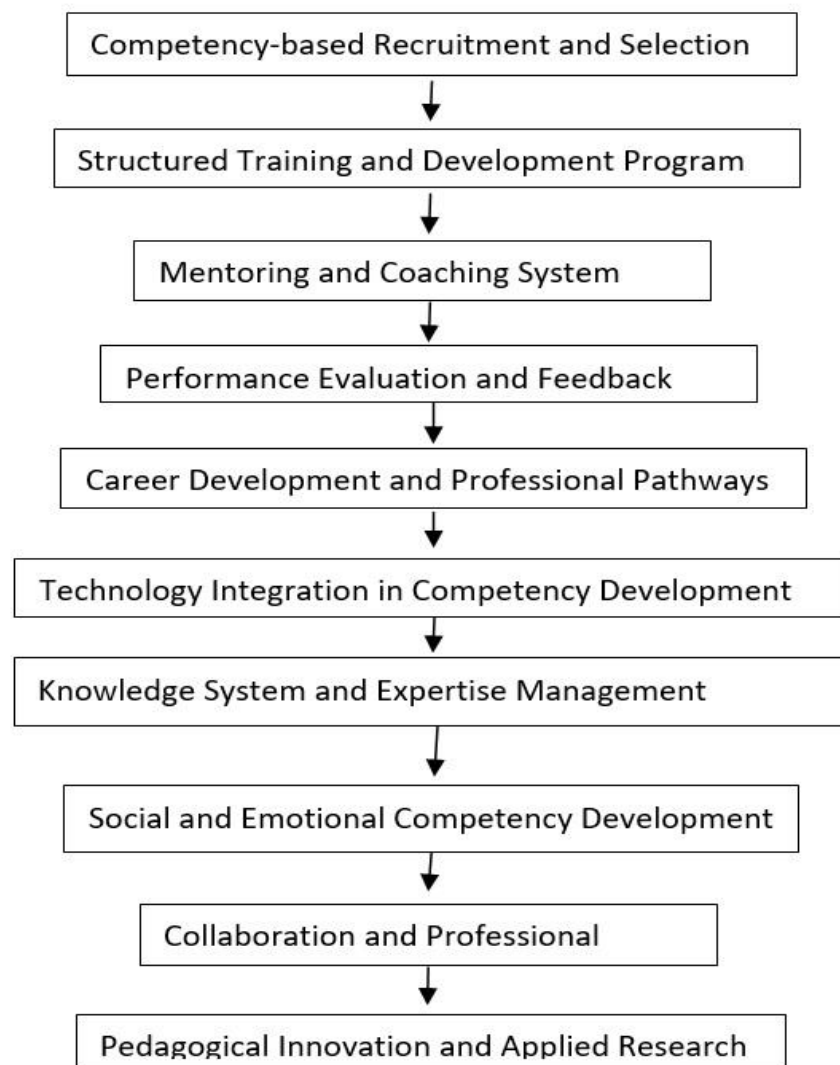
The study's results on the competency development strategies of tutoring teachers in music course institutions show some significant findings that can serve as a reference for developing music education practices in Indonesia. One of the key aspects identified is the importance of ongoing training for teachers to improve their understanding of effective teaching methods and learning strategies. Fitria et al. showed that classroom action research (CAR) training can significantly improve teachers' knowledge and motivate them to implement CAR in their daily teaching (Fitria et al., 2019). It has implications for improving teaching quality and student engagement in the learning process.

Furthermore, research conducted by Elian and Ilyas showed that using participatory learning methods in music course institutions improved students' skills in playing musical instruments and created a more interactive and enjoyable learning environment. These results confirm the importance of prioritizing students' active participation in the learning process to improve teacher competence and the effectiveness of music learning.

Classroom management skills are also proven to be an important factor in developing teacher competence. Rahayu and Susanto's research revealed that good classroom management skills contribute to more positive student learning behavior (Rahayu & Susanto, 2018). Therefore, training that emphasizes classroom management and teacher interpersonal skills can be beneficial in improving the performance of music tutoring teachers.

Strategies that can be developed in competency development start from:

**Table 1: Competency Development Strategy**



Source: processed by the author, 2025

Comprehensive competency mapping is a key cornerstone in developing effective music tutors. Each musical instrument has unique technical and pedagogical characteristics, requiring the identification of specific competencies in both musicality and teaching ability. A multi-stage selection process that includes a music proficiency test, a teaching demonstration, and a pedagogical interview provides a comprehensive overview of a candidate's potential. In the musicianship test, candidates demonstrate technical mastery and musical interpretation, while the teaching demonstration reveals the ability to explain concepts and techniques effectively. The pedagogical interview completes the assessment by exploring teaching philosophies, student development understanding, and approaches to various music learning challenges.

Building strategic collaborations with formal music education institutions such as conservatories, art faculties, and music schools is a practical step to gain access to quality candidates with a strong music education background. These partnerships can be realized through internship programs, campus recruitment, and mutually beneficial exchanges of teaching resources. As a complement, developing a directed internship system for new music graduates offers a structured transition path from musician to educator. These internship programs include intensive observation periods, guided teaching, specialized pedagogical workshops, and ongoing evaluation, allowing new talent to develop a professional identity as a

competent music teacher. Through this approach, music course institutions gain qualified teaching personnel and contribute to shaping a generation of music educators who master the balance between instrumental virtuosity and pedagogical excellence.

A comprehensive orientation program is a crucial gateway for new teachers to adapt to a music institution's culture and pedagogical standards. This orientation introduces the administrative system and curriculum and instils the teaching philosophy, performance expectations, and institutional values that underpin quality music learning. Regular music pedagogical training covering leading methodologies such as Suzuki (focus on listening and repetition), Kodaly (development of musical literacy through singing), and Orff (musical exploration through rhythm and improvisation) provides teachers with a variety of approaches that can be tailored to the unique needs of each student. Complementing this, instrument technique development workshops facilitated through master classes by professional musicians provide inspiration and technical skill updates directly from experienced practitioners on the professional stage, enriching teachers' perspectives on current standards and trends in the world of music performance.

Differentiated teaching skills training by age group and ability level is vital in ensuring teaching effectiveness across a broad spectrum of students. Tutors are equipped with an in-depth understanding of students of different age stages' cognitive, motor, and emotional development and appropriate pedagogical strategies, from playful approaches for young children to analytical techniques for advanced adult students. Complementing this suite of professional development, internal and external certification programs offer concrete pathways to enhance teacher credibility and competence. Internal certifications recognize mastery of teaching methods and institution-specific curricula. In contrast, external certifications from national or international music associations validate competencies widely recognized in music education. This combination of structured training programs creates a continuous learning ecosystem that encourages music tutors to maintain pedagogical relevance and continuously develop artistic depth and methodological breadth in their teaching practice.

An effective mentoring system through the assignment of experienced mentors to new teachers creates a critical bridge between theoretical understanding and practical implementation in the context of a music learning institution. Mentors serve as pedagogical guides and translators of organizational culture, helping new teachers navigate the music learning environment's expectations, quality standards, and interpersonal dynamics. A classroom observation program with structured constructive feedback provides valuable opportunities for teachers to reflect on their practice objectively, identifying areas of strength and aspects that require development. Observations can be reciprocal, where teachers observe and provide feedback to each other, creating a culture of openness and continuous improvement. Complementing this, periodic individual coaching sessions facilitate personalized professional development according to each teacher's specific needs and career aspirations, allowing for in-depth exploration of focus areas such as specific instrument teaching techniques, classroom management, or strategies for motivating students with varying levels of ability.

Establishing a vibrant community of practice among music tutors provides a collaborative space to share experiences, explore innovative pedagogical approaches, and develop teaching strategies that have proven effective in music learning contexts. This community can manifest through regular meetings, online discussion forums, or study groups that focus on specific topics such as improvisation teaching, notation reading techniques, or approaches to overcoming performance anxiety in students. As an advanced dimension of collaboration, teaching teams can systematically work together to solve specific learning cases, such as students with specific learning needs, complex technical challenges, or preparation for

high-level competitions, through a multi-perspective approach that combines the expertise of different instrumental specialties and pedagogical methodologies. Through this integrated mentoring and coaching ecosystem, music institutions create an environment that supports continuous growth, where collective experience enriches individual practice, and collaboration between teachers catalyzes pedagogical innovation that benefits the entire music learning community.

A comprehensive performance evaluation system for music teachers interweaves several core components, reinforcing each other to promote continuous professional growth. Regular competency-based performance assessments measure teacher progress against specific indicators in four key domains: musical skills, pedagogical competence, interpersonal skills, and institutional contribution, providing a multidimensional picture of teaching effectiveness. Qualitative and quantitative data obtained through student and parent satisfaction surveys provide valuable service-recipient perspectives. At the same time, videotaped lessons allow teachers to reflect deeply on their teaching practice and participate in collaborative feedback sessions with peers and supervisors. Results from these various evaluation sources are then integrated into individual development programs tailored to each teacher's specific needs, accompanied by clear action plans with measurable targets, implementation timelines, supporting resources, and progress monitoring mechanisms - creating a continuous evaluation-development cycle that has a real impact on improving the quality of music learning.

A music teacher's career can be laid out through a clear career map, starting from the position of Junior Music Teacher, progressing to Intermediate Music Teacher, until reaching Master Teacher level. Along the way, there are opportunities to develop specializations in specific areas such as classical music, jazz, pop, composition, or music technology. Teaching rotation programs are designed to broaden experience and skills across levels or grade types. At the same time, leadership pathways are open to teachers who wish to be a program coordinator or a music department head. Any achievements in competency development, whether through training, certification, or contributions to creative projects, will be rewarded through an incentive system that supports continuous professional growth.

To support the development of music teachers' independent competencies, an e-learning platform allows flexible access to various learning modules. Teachers are also encouraged to utilize digital recording technology and music applications to analyze teaching effectiveness and student performance in greater depth. A database of digital learning resources is available to share teaching materials, methods, and arrangements, supporting the exchange of ideas between educators. An online community was established to encourage active collaboration, pedagogical discussion, and sharing of best practices. In addition, teachers can join webinars and virtual conferences featuring music education experts from various countries, expanding their horizons and professional networks globally.

To improve the quality of music teaching, the institution provides documentation of best practices curated from teachers' real-life experiences in the field. This documentation includes effective teaching methods, creative approaches, and case studies of successful learning, which other teachers can reference. The learning materials and curricula repository is also regularly updated to keep up with evolving educational trends and student needs, thus ensuring relevant and up-to-date content availability.

There is an online forum to encourage collaboration and innovation, where music teachers share content, creative teaching strategies, and pedagogical discussions. A skills rotation program facilitates knowledge transfer and hands-on experience between teachers with specializations. In addition, a digital archiving system was designed to allow teachers to access innovative teaching techniques at any time, complete with guidance on applying them



in the classroom, reinforcing a culture of continuous and collaborative learning in the music education environment.

The professional development of music teachers focuses not only on technical aspects but also on crucial interpersonal skills. Therefore, practical communication training was organized to build positive relationships with students and parents. The training covered strategies for conveying messages with empathy, active listening, and productive conflict handling. In addition, workshops on classroom management and music education psychology helped teachers understand students' emotional and behavioral dynamics and create a conducive, inclusive, and vibrant learning environment.

An emotional intelligence development program is offered to support teachers' roles as emotional mentors so that they can recognize, understand, and respond appropriately to different types of students. Teachers are also equipped with training to build motivation and overcome performance anxiety that music students often experience, especially when facing exams or performances. Giving constructive feedback is also important, emphasizing how to deliver evaluations that motivate, foster confidence, and encourage continuous growth in the music learning process.

Strategic partnerships are built with renowned music institutions nationally and internationally to broaden music teachers' horizons and professional networks. Through these partnerships, teachers can participate in teacher exchange programs with other music courses or schools, allowing them to learn about teaching approaches from different cultural backgrounds and education systems. In addition, teachers are encouraged to actively participate in professional music educators' associations, which provide access to seminars, publications, and global community networks that enrich their pedagogical practices.

Collaborations with professional musicians and local orchestras are also part of this development strategy, allowing teachers to engage directly in artistic activities that are relevant to the real world of working in music. Additionally, the residency program regularly brings in leading music maestros or artists to share their expertise, give masterclasses, and inspire teachers and students through direct interaction. The presence of these luminaries not only enhances the quality of learning but also strengthens the institution's position as a dynamic and globally-oriented music education center.

As part of efforts to improve the quality of education, music teachers are encouraged to actively conduct classroom action research to identify learning challenges and design solutions based on real classroom contexts. Through this approach, teachers can experiment with innovative teaching methods tailored to student characteristics, then systematically evaluate their effectiveness. The results of these experiments become the basis for curriculum development that is more adaptive to learners' needs and relevant to evolving contemporary music trends.

To support a reflective and collaborative culture, teachers are given a platform to publish their findings and best practices in music education journals at the national and international levels. In addition, pedagogical innovation sharing forums are held regularly, providing a space for discussion and presentation for teachers to inspire and enrich each other's insights. This initiative not only improves the quality of teaching but also strengthens teachers' position as practitioners and active contributors to the development of music education science.

## 5. Conclusion

The strategy for developing the competencies of tutors in a music course institution is designed holistically to include enhancing pedagogical, artistic, and interpersonal skills. Teachers are encouraged to develop continuously according to their interests and expertise through structured career maps, ongoing training, rotation programs, and leadership

opportunities. Technology support, such as e-learning platforms, digital music apps, and teaching material databases, helps teachers access relevant learning resources independently. Meanwhile, online communities and sharing forums are important spaces for collaboration, reflection, and the exchange of best practices between educators.

External collaborations through partnerships with music institutions, professional musicians, and residency programs open up wider learning opportunities and enrich teachers' experiences in a global context. The emphasis on classroom action research, teaching experiments, and publication of findings demonstrates the institution's commitment to educational innovation. All of these strategies form a dynamic and sustainable learning ecosystem, which not only improves the competence of individual teachers but also encourages the transformation of the overall quality of music teaching in the institution.

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