



Correlation between teacher personality and professional development literacy of teachers at SMK YAPPA Depok

Solihatun¹, Yulian Dinihari², Gilang Rizkia Aditia³, Dieta Putri Rachmat⁴, Sulis Setioharti Handayani⁵, Burju Ruth⁶, Ajeng Radyati⁷

^{1,6,7}Guidance and Counseling Study Program, Universitas Indraprasta PGRI, Jakarta, Indonesia

²Biology Education Study Program, Universitas Indraprasta PGRI, Jakarta, Indonesia

³Development Economics Study Program, STIE Budi Pertiwi, Karawang, Indonesia

^{3,4,5}English Education Study Program, Postgraduate School, Universitas Indraprasta PGRI, Jakarta, Indonesia

ARTICLE INFO

Article history:

Received Jan 16, 2026

Revised Jan 23, 2026

Accepted Jan 28, 2026

Keywords:

Professional Development
Literacy
Teacher Personality
Vocational Education

ABSTRACT

In the Merdeka Curriculum framework, teachers serve as agents in implementing adaptive, learner-centered instruction. Accordingly, teacher development extends beyond pedagogical and professional competencies and is connected to personality competence as an internal foundation of professional practice. Teacher personality is assumed to influence professional development literacy, defined as teachers' capacity to understand, plan, implement, and reflect on continuous professional growth. However, empirical evidence examining this relationship remains limited, particularly in vocational education contexts. This study aims to analyze the relationship between teacher personality and professional development literacy among teachers at SMK YAPPA Depok. The null hypothesis states that no relationship exists between the variables, whereas the alternative hypothesis assumes a significant relationship. A quantitative descriptive-correlational design was employed, involving all fifteen teachers through a saturated sampling technique. Data were analyzed using descriptive statistics and Spearman's Rho correlation due to non-normal data distribution and ordinal measurement scales. The results indicate that teacher personality and professional development literacy are generally at moderate to high levels, with variation among respondents. Furthermore, correlation analysis reveals a significant relationship between teacher personality and professional development literacy, leading to rejection of the null hypothesis. These findings highlight the role of teacher personality in strengthening professional development literacy.

This is an open access article under the [CC BY-NC](https://creativecommons.org/licenses/by-nc/4.0/) license.



Corresponding Author:

Gilang Rizkia Aditia,

Development Economics,

STIE Budi Pertiwi,

Jl. Lingkar Tanjungpura, Bendasari, Kondangjaya, Karawang Timur, Karawang, 41313, Indonesia

Email: glngrizkiaaditia@gmail.com

INTRODUCTION

Indonesia's Merdeka Curriculum reflects a significant shift in educational policy by redefining teachers as central drivers of adaptive, learner-oriented, and context-sensitive instruction.

Responding to post-pandemic conditions and the challenges of Industry 4.0, the curriculum promotes flexible learning frameworks capable of addressing diverse student needs. This transformation elevates teachers from policy executors to reflective professionals who strategically manage differentiated learning processes (Rosmah, 2025). Greater instructional autonomy further enables teachers to tailor learning to individual students while encouraging pedagogical innovation (Munawwir et al., 2025). Consequently, teacher preparedness and continuous professional development are essential to ensuring the effective implementation of the Merdeka Curriculum, particularly in vocational education contexts. As recent studies highlighted that autonomy-supportive educational reforms strengthen teachers' professional agency and adaptive instructional practices (Torres, 2025).

Beyond pedagogical and professional expertise, teacher professionalism is fundamentally underpinned by personality competence as an internal driver of professional practice. This dimension reflects teachers' emotional regulation, attitudinal maturity, and capacity to demonstrate role-model behavior, all of which are closely associated with instructional quality and professional effectiveness (Dewi et al., 2024). Research findings further demonstrate that the development of personality-related attributes, such as proactivity and social competence, contributes meaningfully to the holistic advancement of teacher competence (Widodo et al., 2025). Recent empirical studies indicate that enduring personality traits function as an internal driving force that supports teachers' long-term commitment to ongoing professional development and sustained reflective engagement in their instructional practices (Rahimjonova, 2025). As such, teacher personality plays a strategic role in fostering lifelong learning orientations, openness to pedagogical innovation, and sustained commitment to ongoing professional growth. Scholarly evidence indicated that teachers' personality competence contributes meaningfully to student engagement and the creation of a supportive learning climate, suggesting that its influence transcends personal attributes and shapes classroom interactions more broadly (Nurbani et al., 2025).

Within Indonesia's educational regulatory framework, teacher competence is conceptualized as a multidimensional construct consisting of pedagogical, professional, social, and personality domains that jointly determine professional effectiveness (Saifullah et al., 2023). Personality competence, as the most internal and enduring dimension, plays a decisive role in shaping teachers' dispositions, behaviors, and instructional decision-making processes (Suharsongko et al., 2023). This personality dimension extends beyond social interactions in school settings to influence teachers' engagement with the increasingly complex demands of professional growth. In this regard, professional development literacy functions as a critical mechanism for advancing instructional transformation within the Merdeka Curriculum, encompassing teachers' capacity to identify development objectives, access and apply relevant knowledge resources, engage in continuous professional learning, and conduct reflective evaluation of their teaching practices. The dynamic relationship between digital literacy and teacher performance highlights the critical role of literacy skills in enhancing pedagogical competence, particularly within the demands of modern educational settings (Rahmawati & Tusyanah, 2025).

In contemporary digital contexts, information and professional literacy function as core competencies that allow teachers to critically evaluate and utilize knowledge to strengthen instructional quality and professional practice (Xiong, 2022). These competencies further enhance teachers' capacity to respond to curriculum transformation, technological innovation, and the evolving demands of 21st-century education (Farisia & Syafi'i, 2024). Professional development literacy, therefore, transcends formal training participation and reflects teachers' self-directed awareness and responsibility in managing sustained professional growth (Dinihari et al., 2025). Systematic review evidence further indicates that professional development initiatives focusing on collaborative practices, meaningful technology integration, and continuous reflective engagement contribute significantly to improved instructional effectiveness (Marnoko, 2025). From a theoretical

perspective, personality attributes such as openness to experience, self-discipline, responsibility, collaborative orientation, and emotional regulation may shape teachers' readiness to plan and enact professional development. Empirical evidence supports this assumption, demonstrating positive associations between adaptive teacher personality and engagement in professional learning and reflective instructional practice (Lase et al., 2025; Ma'sum & Sriyanti, 2025; Solihatun et al., 2023).

Despite the growing body of research on professional development literacy, existing theoretical frameworks have largely emphasized external and structural determinants, such as institutional support systems, formal training provision, and collaborative learning models (Seprudin, 2024; Susilowati, 2025). However, recent perspectives in teacher education increasingly recognize that sustained professional growth is also shaped by internal psychological processes, including reflective orientation, self-regulation, and learning dispositions. Empirical studies on contextualized reflective practice demonstrate that teachers who actively engage in self- and collaborative reflection are more capable of maintaining long-term professional learning beyond the boundaries of formal programs (Rozimela et al., 2025). From this perspective, professional development literacy should not be understood solely as a product of external professional structures, but rather as a construct deeply influenced by teachers' internal dispositions and personality-based capacities that guide how they interpret professional demands, regulate learning engagement, and sustain continuous growth. Integrating personality dimensions into professional development theory therefore represents a theoretical extension that aligns closely with the autonomy, adaptability, and reflective professionalism demanded by the Merdeka Curriculum. To address the methodological gap left by prior studies, which rarely quantify relationships between intrinsic teacher characteristics and professional development literacy, this study adopts a quantitative correlational design. This approach allows the objective assessment of the existence, direction, and strength of relationships between variables, providing empirical evidence to inform targeted professional development strategies aligned with teachers' individual profiles and readiness to implement the demands of the Merdeka Curriculum.

Although theoretical perspectives suggest a potential link between teacher personality and professional development literacy, this relationship remains empirically underexplored and should be examined without presupposing causality. To address this gap, the present study applies a quantitative correlational design to analyze the association between teacher personality and professional development literacy. Correlational methods enable the objective assessment of the existence, magnitude, and direction of intervariable relationships through statistical procedures such as product-moment correlation (Iting et al., 2024). Establishing intervariable relationships is a critical component of systematic research planning, particularly in defining variables and conducting correlational analysis (Bagus, 2024). This research was carried out at SMK YAPPA Depok using a saturated sampling technique that included all 15 teachers, acknowledging the limited scope of prior quantitative studies in private vocational education settings.

Descriptive statistical analysis reveals that levels of teacher personality and professional development literacy range from moderate to high, with noticeable variation across respondents, indicating heterogeneity in both personal characteristics and literacy capacities. This variability underscores the non-uniform nature of teacher professional development and supports the relevance of correlational investigation. Although previous studies have explored associations between teacher personality and professional outcomes, including professional commitment and student learning motivation (Fitriyanti et al., 2019; Lufita et al., 2024; Nursaf & Ismira, 2024; Yulianto et al., 2025), limited attention has been given to professional development literacy as a distinct construct linked directly to teacher personality, particularly within vocational education settings. This underexplored area forms the basis of the study's originality. Consequently, this study employs a quantitative correlational approach to examine the relationship between teacher personality and professional development literacy at SMK YAPPA Depok, emphasizing

personality dimensions and literacy levels as indicators of teachers' readiness to meet the demands of the Merdeka Curriculum. The study is therefore guided by the central research question of whether teacher personality is associated with professional development literacy in this context.

RESEARCH METHODOLOGY

A quantitative descriptive correlational design was employed to objectively measure variables and systematically examine intervariable relationships using numerical data. Descriptive analysis was used to describe empirical patterns and score distributions under natural conditions without experimental intervention, while correlational analysis identified the existence, direction, and strength of associations without implying causality. Data were collected using valid and reliable instruments and analyzed through descriptive statistics to summarize central tendencies and variability, as well as inferential correlation analysis at a predetermined level of statistical significance to support empirical conclusions. This study involved all of 15 teachers at SMK YAPPA Depok as research participants using a saturated (total) sampling technique to ensure comprehensive data representation of the population. The table Below:

Table 1. Respondents demographic information

No	Characteristics	Categories	Frequency (n)	Percentage (%)
1	Gender	Male	3	20%
		Female	12	80%
	Total	15	100%	
2	Age	≤ 30 Year	4	26,67%
		31–40 Year	4	26,67%
		41–50 Year	3	20%
		≥ 50 Year	4	26,67%
	Total	15	100%	

Based on Table 1, the study respondents consisted of teachers with diverse characteristics in terms of gender and age. This diversity provides an overview of the respondents' background involved in the study. On the other hand, the research instruments were questionnaires developed based on variable indicators and tested for validity and reliability using SPSS. Two instruments were used: Teacher Personality (Variable X) and Teacher Professional Development Literacy (Variable Y). Item validity was determined by a significance value of < 0.05 or an asterisk-marked correlation coefficient. Results showed that all items in Variable X (40 items, with 31 valid elements) and Variable Y (9 items) met validity criteria. Reliability analysis using Cronbach's Alpha indicated acceptable internal consistency, with coefficients of 0.765 for Variable X and 0.799 for Variable Y, confirming the reliability of both instruments. Furthermore, score categorization for teacher personality and professional development literacy was conducted using a statistical approach based on the mean and standard deviation. Respondents' scores were classified into three categories: high ($X > \text{Mean} + \text{SD}$), medium ($\text{Mean} - \text{SD} \leq X \leq \text{Mean} + \text{SD}$), and low ($X < \text{Mean} - \text{SD}$). This categorization was applied to describe the relative position of respondents' scores based on the empirical data distribution. The use of mean and standard deviation as categorization criteria is theoretically grounded in descriptive statistical principles commonly applied in educational and social research, where score interpretation relies on measures of central tendency and dispersion to avoid arbitrary classification thresholds. The detailed results of the instrument are presented in the following tables.

Table 2. Blueprint of teacher personality variables

No	Indicators	Operational Definition	Behavioral Sub-Indicators	Item Numbers	Total Items
1	Ekstraversion	The individual's ability to socialize, be active, assertive,	<ul style="list-style-type: none"> • Active interaction • Sociable behavior 	1–6	6

No	Indicators	Operational Definition	Behavioral Sub-Indicators	Item Numbers	Total Items
		and feel comfortable in group settings	<ul style="list-style-type: none"> • Assertiveness in expressing opinions • Enjoyment of teamwork 		
2	Agreeableness	A friendly, cooperative attitude characterized by harmony and willingness to reach agreement	<ul style="list-style-type: none"> • Cooperation • Tolerance • Empathy • Conflict avoidance 	7-12	6
3	Conscientiousness	The tendency to be careful, disciplined, and responsible in work	<ul style="list-style-type: none"> • Discipline • Responsibility • Thoroughness • Task consistency 	13-18	6
4	Emotional Stability	The ability to manage emotions and remain stable under pressure	<ul style="list-style-type: none"> • Emotional control • Stress resilience • Calmness • Stable decision-making 	19-24	6
5	Openness to Experience	Openness to new experiences, ideas, and innovations	<ul style="list-style-type: none"> • Openness to new ideas • Creativity • Flexibility • Curiosity 	25-31	7
Total					31 Items

Table 3. Blueprint of teacher professional development literacy variables

No	Indicators	Operational Definition	Behavioral Sub-Indicators	Item Numbers	Total Items
1	Understanding Professional Development	The teacher's ability to understand the concept and objectives of professional development	<ul style="list-style-type: none"> • Understanding the meaning of professional development (PKB) • Awareness of the importance of professional development 	1-2	2
2	Accessing and Utilizing Information	The teacher's ability to seek, access, and use professional development information	<ul style="list-style-type: none"> • Accessing learning resources • Utilizing technology/digital tools 	3-4	2
3	Planning Self-Development	The teacher's ability to plan professional development activities	<ul style="list-style-type: none"> • Preparing a professional development plan (PKB) • Identifying development needs 	5-6	2
4	Implementing Professional Development	The teacher's ability to carry out professional development activities continuously	<ul style="list-style-type: none"> • Participating in training/seminars • Applying training outcomes 	7-8	2
5	Self-Reflection and Evaluation	The teacher's ability to reflect on and evaluate professional development	<ul style="list-style-type: none"> • Self-evaluation • Continuous improvement 	9	1
Total					9 Items

Table 4. Research instrument summary

No	Variable	Instrument	Scale	Initial Item Numbers	Valid Items	Invalid Items
1	Teacher Personality	Big Five	Likert 1-5	40	31	9

No	Variable	Instrument	Scale	Initial Item Numbers	Valid Items	Invalid Items
	(X)	Personality Questionnaire				
2	Teacher Professional Development Literacy (Y)	Teacher Professional Development Literacy Questionnaire	Likert 1-5	9	9	0

RESULTS AND DISCUSSIONS

After data collection, variables X (Teacher Personality) and Y (Professional Development Literacy) were tabulated and analyzed. The findings are summarized as follows:

Table 5. Descriptive statistics

No	Variable	N	Minimum	Maximum	Mean	Standard Deviation
1	Teacher Personality	15	74	155	141,73	28,227
2	Teacher Professional Development Literacy	15	22	45	41,27	8.154

Based on the descriptive statistical analysis of 15 SMK teachers, the Teacher Personality variable had a mean score of 141.73, with scores ranging from 74 to 155. The Teacher Professional Development Literacy variable had a mean of 41.27, with a score range of 22 to 45. The standard deviation (SD) for Teacher Personality was 28.23, and for Professional Development Literacy, it was 8.15, indicating variation in scores among respondents. The wide dispersion suggests notable differences in personality traits and professional development literacy, likely influenced by demographic factors such as age, teaching experience, and prior training attended by the teachers at SMK YAPPA. Subsequently, both variables were categorized based on their mean and standard deviation: high ($X > \text{Mean} + \text{SD}$), medium ($\text{Mean} - \text{SD} \leq X \leq \text{Mean} + \text{SD}$), and low ($X < \text{Mean} - \text{SD}$). For Teacher Personality, 3 teachers (20%) were classified as high, 9 teachers (60%) as medium, and 3 teachers (20%) as low. For Professional Development Literacy, 3 teachers (20%) were classified as high, 10 teachers (66.7%) as medium, and 2 teachers (13.3%) as low. The results of this categorization are presented in the following table:

Table 6. Categorization of variables X and Y

No	Variable	High n (%)	Medium n (%)	Low n (%)	Total
1	Teacher Personality	3 (20%)	9 (60%)	3 (20%)	15 (100%)
2	Teacher Professional Development Literacy	3 (20%)	10 (66,7%)	2 (13,3%)	15 (100%)

Following the descriptive statistical analysis, the next step was to test the assumptions of normality and linearity using non-parametric statistics in SPSS. The normality test results indicated a test statistic of 0.429 with a significance value of 0.000 for Teacher Personality, and 0.431 with a significance value of 0.000 for Teacher Professional Development Literacy. Since the significance values were below 0.05, the data for both variables were determined to be non-normally distributed. Additional analysis indicated that the relationship between the two variables was approximately linear. Given the non-normal distribution and the ordinal nature of the Likert-scale data, Spearman's Rho correlation was employed for the analysis. Based on this approach, the research hypothesis posited that there is a relationship between Teacher Personality and Teacher Professional Development Literacy at SMK YAPPA. Hypothesis testing was conducted following the established criteria for interpreting Spearman's correlation coefficients.

Table 7. Guidelines for correlation coefficient criteria

Correlation Coefficient Interval	Criteria
0,00 – 0,199	Very Low
0,20 – 0,399	Low
0,40 – 0,599	Moderate
0,60 – 0,799	Strong

The significance level was set at $p < 0.05$. If the calculated p-value exceeds this threshold ($p > 0.05$), the relationship between variables is considered non-significant. Conversely, if the p-value is below 0.05 ($p < 0.05$), the relationship is deemed statistically significant. The detailed results of the calculations are as follows:

Table 8. Hypothesis testing results

		Teacher Personality	Teacher Professional Development Literacy
Teacher Personality	Spearman's Rho	0,714	1
	Sig. (2-tailed)	0,003	
	N	15	15
Teacher Professional Development Literacy	Spearman's Rho	1	0,714
	Sig. (2-tailed)		0,003
	N	15	15

The results of the non-parametric correlation analysis using Spearman's Rho indicated a significant relationship between Teacher Personality and Teacher Professional Development Literacy ($p = 0.003 < 0.05$). The correlation coefficient of 0.714 suggests a strong, positive association between the two variables. This implies that the better the personality traits of the teachers, the higher their engagement in professional development literacy activities.

Table 9. This implies that the better the personality traits of the teachers

Variable	Correlation Coefficient	Sig. (2-tailed)	Conclusion
X and Y	0.714	0.003	Significant & Strong

These findings are consistent with previous studies reporting positive relationships between teacher personality and professional engagement, commitment, and professional effectiveness (Fitriyanti et al., 2019; Lufita et al., 2024; Yulianto et al., 2025). However, while earlier research primarily focused on professional attitudes or performance outcomes, the present study extends prior findings by demonstrating that teacher personality is strongly associated with professional development literacy as a distinct construct. In contrast to studies emphasizing external determinants of professional development, such as institutional support or training structures (Seprudin, 2024). This result highlighted the importance of internal personality competence in shaping teachers' capacity to engage in continuous professional learning, particularly within vocational education contexts. In this way, the relevance of the present findings lies in clarifying how internal personality factors complement existing external-focused models of teacher professional development.

Furthermore, variations in respondents' score distributions reflect differing levels of teacher personality and professional development literacy, which carry meaningful practical implications for the formulation of teacher development strategies in vocational high schools. Teachers who demonstrate higher levels of competence can be effectively positioned as peer mentors or facilitators within collaborative professional learning communities, thereby supporting knowledge sharing and reflective practice among colleagues. Conversely, teachers whose scores fall within moderate or lower ranges require more structured and needs oriented professional support, including guided mentoring processes and targeted training initiatives designed to address specific developmental gaps. Within vocational high school contexts, where instructional practices must continually respond to industry aligned curricula and practical skill demands, the

implementation of differentiated teacher development approaches becomes essential to ensure that all educators are able to strengthen and sustain their professional competencies effectively.

CONCLUSION

Based on the analysis, this study concludes that there is a significant and strong correlation between teacher personality and teacher professional development literacy at SMK YAPPA Depok. This finding is supported by the Spearman's Rho correlation test, which yielded a positive correlation coefficient of 0.714 with a significance level of 0.003, leading to the rejection of the null hypothesis. Descriptively, both teacher personality and professional development literacy fall within the medium to high categories, with variations among respondents, indicating individual differences in managing professional development. The main contribution of this study lies in providing empirical evidence of the association between teacher personality competencies and professional development literacy as a relevant construct to support teachers' readiness in responding to the demands of the Merdeka Curriculum, particularly in vocational education. Theoretically, the results highlight teacher personality as an internal dimension related to teachers' orientation and engagement in continuous professional development. Practically, the findings imply that efforts to enhance teachers' professional development literacy should consider strengthening personality aspects as an integral part of teacher guidance and development in vocational schools. From a practical perspective, the results of this study offer tangible benefits for vocational teachers by improving their preparedness to navigate curriculum changes, fostering reflective and adaptive approaches to teaching, and encouraging autonomous, continuous professional development. Enhancing teachers' literacy in professional growth further equips them to design and deliver differentiated learning experiences, effectively incorporate project-based learning, address the varying competencies of vocational students, and cultivate professional confidence, adaptability, and resilience in implementing the Merdeka Curriculum. Furthermore, future research is needed to examine potential causal relationships between teacher personality and professional development literacy, as the current study only establishes correlation. Expanding the study to include different schools, regions, or larger teacher populations would also enhance the generalizability of the findings and provide further insights into how teacher personality influences professional growth across diverse educational contexts.

References

- Bagus, A. P. (2024). Pola Pikir, Variabel Dan Hubungan Variabel. *Jurnal Pendidikan Dan Pengajaran*, 2(9), 520–529. Retrieved from <https://jurnal.kolibi.org/index.php/cendikia/article/view/2778>.
- Dinihari, Y., Wiyanti, E., & Nazellina, D. (2025). Strategi Literasi dan Numerasi Bagi Guru Dalam Meningkatkan Kualitas Pembelajaran. *Jurnal Pengabdian Masyarakat Biologi dan Sains* 4(1), 16–26. <https://doi.org/10.30998/jpmbio-sains.v4i1.3932>.
- Farisia, H., & Syafi'i, I. (2024). Professional Development on Digital Literacy for Teachers in Early Childhood Education in the Digital Era. *Tafkir: Interdisciplinary Journal of Islamic Education*, 5(3), 360–375. <https://doi.org/10.31538/tijie.v5i3.820>.
- Fitriyanti, I., Hardhienata, S., & Muharam, H. (2019). Increasing Teacher Professional Commitment Through Personality Development and Empowerment. *Jurnal Manajemen Pendidikan*, 7(2), 808–815. <https://doi.org/10.33751/jmp.v7i2.1330>.
- Iting, A., Ondeng, S., & Mustami, M. K. (2024). Pendekatan Penelitian Korelasional : Konsep, Metode, dan Aplikasinya. *Jurnal Panrita* 127–141. <https://doi.org/10.35906/panrita.v5i2.357>.
- Lase, R., Laoli, A., Daeli, H., & Telaumbanua, K. M. E. (2025). An Analysis Of Teachers' Personality Competence In Teaching English At Smk Negeri 1 Botomuzoi In 2024/2025. *Inovasi Pendidikan & Pengajaran*, 4(4), 332–344. <https://doi.org/10.51878/educational.v4i4.3562>.
- Lufita, Wahyudi, M. H., Suarman, & Mujiono. (2024). Pengaruh Kompetensi Sosial dan Kompetensi Kepribadian Guru Terhadap Motivasi Belajar Siswa Jurusan Ilmu Pengetahuan Sosial Pada Sekolah

- Menengah Atas. *Jurnal Inovasi Pendidikan & Pengajaran*, 2(4). <https://doi.org/10.57248/jishum.v2i4.401>.
- Ma'sum, M., & Sriyanti, L. (2025). Peran Komponen Kepribadian Dalam Pengembangan Profesional Guru di Madrasah Ibtidaiyah Negeri 03 Kabupaten Semarang. *Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, 06(01), 345–356. <https://doi.org/10.51806/al-mujahidah.v6i1.227>.
- Marnoko, M. (2025). Strategies for developing teacher professional competence in the era of digital transformation in education: A literature review. *Indonesian Journal Education*, 5(1), 15–29. <https://doi.org/10.31004/ije.v5i1.1354>.
- Munawwir, Rahma, S., & Adawiyah, R. (2025). Profesionalisme Guru dalam Penerapan Kurikulum Merdeka Belajar Pada Mata Pelajaran PAI. *Universitas Nusantara PGRI Kediri*, 01(2), 1–7. <https://doi.org/10.30651/sr.v9i02.25765>.
- Nurbani, F., Kustiawan, A., & Dadi, D. (2023). Implementasi kompetensi kepribadian guru dalam membangun kemandirian peserta didik. *Jurnal Pendidikan Indonesia*, 1(3), 64–76. <https://doi.org/10.62007/joupi.v1i3.67>.
- Nursaf, E. A., & Ismira. (2024). Profesionalisme Kerja Guru Sekolah Dasar Di Kecamatan Sutera. *Jurnal Riset Pendidikan Dasar Dan Karakter*, 6(2), 65–69. <https://doi.org/10.59701/pdk.v6i2.309>.
- Rahmawati, E. N., & Tusyanah, T. (2025). The influence of digital literacy, teaching experiences, teaching professional perception, and self-efficacy as mediating on professional competence as prospective teacher. *Jurnal Pendidikan Administrasi Perkantoran*, 13(2), 514–527. <https://doi.org/10.26740/jpap.v13n2.p514-527>.
- Rahimjonova, A. (2025). Learner autonomy: EFL teachers' view. *Pubmedia Jurnal Pendidikan Bahasa Inggris*, 2(2), 1–7. <https://doi.org/10.47134/jpbi.v2i2.1444>.
- Rosmah. (2025). Implementasi Kurikulum Merdeka dalam Perspektif Guru Profesional: Sebuah Tinjauan Literatur. *Jurnal Pendidikan Tambusai*, 9(1), 3685–3691. <https://doi.org/10.31004/jptam.v9i1.26258>.
- Rozimela, Y., Fatimah, S., & Fudhla, N. (2025). EFL teachers' practices and perspectives on self- and collaborative contextualized reflective practice. *Asian-Pacific Journal of Second and Foreign Language Education*, 10 (35), 1–20. <https://doi.org/10.1186/s40862-025-00338-9>.
- Saifullah, S., Putra, I. N. N. A., & Heriani, H. (2023). Pengaruh Kompetensi Pedagogik, Kompetensi Profesional, Kompetensi Sosial dan Kompetensi Kepribadian Guru terhadap Kinerja Guru SMAN se-Kota Bima. *Inovasi: Jurnal Ilmiah Ilmu Manajemen*, 10(1), 58. <https://doi.org/10.32493/inovasi.v10i1.p58-70.30397>.
- Seprudin, S. (2024). Teacher Professional Development: A Systematic Literature Review on Strategies for Effective Continuous Learning. *International Journal of Multidisciplinary Approach Sciences and Technologies*, 1(1), 45–54. <https://doi.org/10.62207/0pb7vm02>.
- Solihatun, S., Retnowati, R., & Laihah, G. H. (2023) Increasing Organizational Commitment through Learning Organization, Serving Leadership, Personality, and Job Satisfaction. *Journal of Social Research*, 2(10), 3511–3533. <https://doi.org/10.55324/josr.v2i10.1400>.
- Suharsongko, M. E., Aprianif, Arif, A., & Shunhaji, A. (2023). Kompetensi Kepribadian Guru dalam Perspektif Al-Qur'an dan Implementasinya pada Guru Pendidikan Agama Islam di Kota Tangerang Selatan. *Istighna: Jurnal Pendidikan dan Pemikiran Islam*, 6(2), 1–36. <https://doi.org/10.33853/istighna.v6i2.592>.
- Susilowati, T., Akbarini, N. R., & Prameswara, Y. T. (2025). Investigating the Role of Teacher's Transformative Leadership in Fostering Technology Acceptance among Vocational High School Students. *Journal of Education and Teaching (JET)*, 6(2), 325–344. <https://doi.org/10.51454/jet.v6i2.553>
- Torres, L. A. A. (2025). Teacher autonomy and its influence on instructional innovation in the classroom. *Prisma Journal*, 1(1), 36–46. <https://doi.org/10.63803/prisma.v1n1.04>.
- Widodo, W., Permana, R., & Damanik, J. (2025). Kompetensi Guru Berbasis Kepribadian Proaktif dan Keterampilan Sosial. *BUDIMAS: Jurnal Pengabdian Masyarakat*, 7(3), 1–9. <https://doi.org/10.29040/budimas.v7i3.18267>.
- Xiong, H. (2022). Research on Information Literacy and Professional Development of Teachers in Higher Education. *International Journal of Education and Humanities*, 5(3), 28–31. <https://doi.org/10.54097/ijeh.v5i3.2441>.
- Yulianto, R., Patras, Y. E., & Syafruddin. (2025). Hubungan Pengembangan Diri dan Sertifikasi dengan Profesionalisme Guru di Gugus VI dan VII Kecamatan Cigudeg Kabupaten Bogor. *Cokroaminoto Journal of Primary Education*, 8(1), 256–274. <https://doi.org/10.30605/cjpe.8.1.2025.5569>.