

Role Community Study For Increase Teacher Professionalism At State Kindergarten 2 Kongbeng East Kutai

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Abstract

This study aims to identify the implementation, benefits, and inhibiting factors of learning community activities at TK Negeri 2 Kombeng. This type of research is a qualitative field study. Data collection techniques include observation, interviews, and documentation, which were then analyzed through several stages, namely data collection, data reduction, data presentation, and conclusion drawing. The results of the study show that the establishment of a learning community serves as a relevant and effective strategy to promote collaboration among educational stakeholders such as teachers, principals, parents, and the surrounding community. The learning community functions as a forum where members actively share knowledge, experiences, ideas, and solutions to problems encountered in the learning process and school management. At TK Negeri 2 Kombeng, the formation of the learning community is based on the need to create a sustainable learning culture and to support the improvement of the quality of educational services.

Keywords: Community; Learning; Teacher Professionalism.

Abstrak

Penelitian ini bertujuan untuk, mengetahui pelaksanaan, manfaat dan faktor yang menjadi penghambat dalam kegiatan Komunitas belajar di sekolah TK Negeri 2 Kombeng. Jenis penelitian ini merupakan penelitian lapangan yang bersifat kualitatif. Pengumpulan data menggunakan tehnik pengumpulan data seperti observasi, wawancara dan dokumentasi, kemudian dianalisis menggunakan tahapan diantaranya adalah pengumpulan data, reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa, pembentukan komunitas belajar menjadi salah satu strategi yang relevan dan efektif untuk mendorong kolaborasi antar pemangku kepentingan pendidikan, seperti guru, kepala sekolah, orang tua, dan

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masyarakat sekitar. Komunitas belajar merupakan suatu wadah atau forum di mana anggotanya secara aktif berbagi pengetahuan, pengalaman, ide, serta solusi terhadap permasalahan yang dihadapi dalam proses pembelajaran dan pengelolaan sekolah. Di TK Negeri 2 Kongebeng, pembentukan komunitas belajar didasari oleh kebutuhan untuk menciptakan budaya belajar yang berkelanjutan dan mendukung peningkatan kualitas layanan pendidikan.

Kata Kunci: Komunitas; Belajar; Profesionalisme Guru.

A. Introduction

Quality education is education that is able to build a generation that is intelligent, has character, and has adequate skills to face future challenges, and To provide quality education to all citizens of the country so that they can share their potential, acquire the necessary knowledge and skills, and contribute positively to national development (Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, 2003). It means system Which arrange and managing education in a country so that it can run smoothly and in sync with national norms. The energy of educators is a crucial factor in supporting the achievement of national education. Educators have a relatively large responsibility in carrying out their role, including implementing

compulsory education and pedagogy. synchronize with the level of growth, development and needs of students; build good correlations to be able to develop all potential, interests and talent student; give evaluation and assessment of learning progress and which will learning occurs through various effective methods; and creating character and ethics through instilling moral values, culture and positive attitudes in students. teachers, students, and curriculum means three primary components of education. These three components are interrelated and They influence each other, and one component cannot be separated from the others. Of these three components, the teacher factor is considered the most crucial, as it is in the hands of teachers that the teaching and learning process is carried out, both inside and outside of school,

using teaching materials from both the national and local curricula. Therefore, improving the quality of education also means heighten quality teacher.

Improving the quality of teachers is not only about their welfare, but also their professionalism.

In this context, Kombel presents a strategic solution that can support teachers at State Kindergarten 2 in continuously improving their professionalism. Kombel at State Kindergarten 2, Kongbeng District, plays a crucial role in creating a collaborative and nurturing learning environment. Support. With the existence of Kombel, teachers not only gain new insights through training and discussions, but can also share motivation with each other. And support in facing many challenge profession. Kombel also functions as a medium for implementing best practices in teaching, which exclusively contribute to improving the quality of learning in the classroom.

The existence of complexes helps teachers stay relevant with developments in the world of education. In the digital era, the ability to integrate technology

into learning is one indicator of professionalism. Teachers. Kombel provides opportunities for teachers at TK Negeri 2 to learn innovative ways of using technology as a teaching tool. Thus, Kombel not only improves individual teacher competency but also contributes to to improvement Overall educational quality, in its implementation, Kombel at TK Negeri 2, Kongbeng District has shown a significant positive impact. Teachers actively involved in Kombel activities reported an increase trust self, teaching skills, and closer relationships with colleagues. This demonstrates that the Kombel is not just a discussion forum, but also a platform capable of creating real change in teacher professionalism.

Given the importance of the Kombel program in improving teacher professionalism, this study aims to examine in more depth how Kombel at TK Negeri 2, Kongbeng District, can positively impact educational quality. This research is expected to contribute to the development of collaborative learning models that can be implemented in other educational institutions,

particularly in areas facing similar challenges.

Teachers have a strategic role in building the quality of education. Professionalism teacher as one of the main indicators of educational success. in this context, the Learning Community (Kombel) is one of the forums in improving teacher professionalism, based on the initial observations that the researcher conducted that in TK Negeri 2 Kongbeng District, that the presence of Kombel contributed a lot to the progress of improving teacher professionalism, therefore the researcher felt interested in researching further how "the role of Kombel in improving teacher professionalism in TK Negeri 2 Kongbeng District, East Kutai Regency.

B. Methods

Research Method Type This research is a qualitative field research, namely research that aims to explain phenomenon social or an event. Qualitative descriptive research is writing field or Field research, namely research where data collection is carried out in the field, such as in the community environment, institutions,

community organizations, and government agencies. With this qualitative research, the author collects data related to the role of Kombel in improving teacher professionalism at State Kindergarten 2, Kongbeng District.

This research took place at State Kindergarten 2, Kongbeng District, with the research period starting from March 20, 2025 to June 2, 2025. And also examined inclusive education. The data source is the subject from which the research was obtained. If researchers for example use questionnaires or interviews in collecting data, then the source

The data is called respondents. Respondents are people who respond to or answer questions, either written or verbal. Based on the source, data is divided into: 1) Primary Data. Data obtained from respondents through groups focus, and panel, or data from research interviews with as many teachers as possible five person. Where The data obtained from this primary data must be processed again, the data source directly provides data to the data collector; 2) Data Secondary. Data obtained from notes, books, magazines, in the form of reports finance

publication company, government reports, articles, books as theories, magazines, and so on. Data obtained from this secondary data does not need further processing, data sources that do not directly provide data to data collectors Wiratna Sujarweni, (2014).

Research instruments are the tools or devices used by researchers to collect data relevant to the research objectives. Instruments play an important role in ensuring validity and The reliability of the data obtained as a result can be used to answer research questions or test proposed hypotheses. In general, research instruments can be questionnaires, interviews, observations, tests, or senses other Which synchronous using the type of research being conducted. Selecting the perfect instrument is crucial for ensure that the collected data has a high level of accuracy and high reliability. According to Sugiyono (2009) that: "Instrument study is a tool used to measure phenomena natural and observed social factors. The data collection techniques used in this study were observation, interviews, and documentation. Therefore, this research was supported

by observation guidelines, interview guidelines, a recording device, a camera, and stationery. The recording device, camera, and stationery were used by the researcher to support and facilitate the implementation of the research. Guidelines observation will help researchers get data activities carried out and facts that occurred in the research object.

The writing method used to obtain sufficient and clear data in accordance with the research problems, the author uses the following method: 1) Method Observation. Observation is a way of collecting information (data) which is done by conducting systematic observations and recording. the symptoms that is being used as a target for observation; 2) Method Interview. An interview is a conversation conducted by two parties, namely the interviewer who asks questions with the intention of certain. For guard In order for the interview to remain focused on the target, this research uses interviews. Guided prepared in advance but the list of questions does not bind the course of the interview. This method is used to obtain data related to parenting patterns

on student behavior; 3) Method Documentation. The documentation method is a method where the source of the data is the one that is in the form of materials written such as books, documents, meeting minutes, papers, magazines and so on. With this documentation method the author obtained data regarding the role of Kombel in improving Professionalism Teacher at State Kindergarten 2, Kombeng Regency.

After the data is obtained through several methods, the next step is to select and organize the data. This is to ensure the data has meaning. Then the data is processed and analyzed. The analysis used in this study is qualitative descriptive data, which describes and explains the data obtained during the research. The steps taken in this study are: data analysis is as following: 1) Reduction Data. Data obtained from the field the amount Enough a lot, for that reason it needs to be recorded carefully and in detail. As has been stated, the longer the researcher is in the field, the more data there will be. will the more Lots, complex and complicated. For this reason, it is necessary to conduct data

analysis through data reduction. Reducing data means summarizing, selecting the main points, focusing on important things, looking for themes and patterns, and discarding irrelevant ones. No necessary. With Thus, the reduced data will provide clearer answers and make it easier for researchers to conduct further data collection and search for it if needed. (Miles, MB, Huberman, AM, & Saldana, J. (2014); 2) Data Presentation. After the data has been reduced, the next step is data presentation (data display). Presenting the data makes it easier to understand what is happening and plan. Work, And next based on what has been understood; 3) Withdrawal Conclusion. Once the data is presented, the next step is drawing conclusions and verifying them. Initial conclusions are still provisional and will change if no further findings are found. strong supporting evidence in the next data collection stage. However, if the conclusions put forward in the initial stage are supported by valid and consistent evidence when the researcher returns to the field to collect data, then the conclusions put forward are credible. 4) Conclusion in qualitative research

Which expected is This is a new finding that has never existed before. The data validity test used in this study was triangulation. Triangulation is carried out by comparing information obtained from several sources to obtain valid data. In this case, the author used two steps: comparing observational data with interview data and comparing one person's perspective with the opinions and views of others. This was considered more practical and objective.

C. Results and Discussion

1. Background of the Formation of the Learning Community at TK Negeri 2 Kongbeng

TK Kongbeng is one of the kindergartens located in Kongbeng, whose presence serves as an essential foundation for the holistic development of individuals—cognitively, affectively, and psychomotorically. Kindergarten (TK), as part of early childhood education, plays a strategic role in nurturing children's character, potential, and basic skills from an early age. However, educational institutions such as TK Negeri 2 Kongbeng face increasingly complex challenges,

particularly in improving the quality of learning, developing teacher professionalism, and fostering parental and community involvement.

2. What are the benefits teachers experience through the Learning Community (Kombel) at TK Negeri 2 Kongbeng?

The implementation of Kombel activities at TK Negeri 2 Kongbeng has provided significant benefits for teachers in performing their professional roles. Kombel is not merely a discussion forum but serves as a platform for strengthening both individual and collective teacher capacities in a collaborative and supportive atmosphere. Kombel at TK Negeri 2 Kongbeng has evolved into a dynamic ecosystem of professional learning. Teachers not only gain new knowledge but also experience a collaborative work climate based on trust and enthusiasm to continuously grow for the improvement of early childhood education quality.

The researcher interviewed Mrs. **Novianti Robert** on **May 22, 2025**, who stated:

“I joined Kombel at TK Negeri 2 B in 2017 and have actively

participated in regular activities. I feel more confident in teaching and more creative in designing learning materials. Yes, I have experienced improvement in communication skills, mastery of material, and confidence in teaching. Furthermore, I feel more motivated to keep learning and innovating in the teaching process. The Kombel concept is applied by forming small study groups that meet regularly to discuss teaching materials, conduct reflections, and share teaching techniques and experiences. We also utilize digital platforms to expand communication and access learning resources.” (*Interview with Novi Robert, May 22, 2025*)

Next, the researcher conducted an interview with **Mrs. Karmilah**, who expressed:

“I actively participate in every meeting and contribute to discussions and activities. Through Kombel, we can utilize technology to facilitate communication, material distribution, and online meetings. Moreover, policies that support funding, training, and formal recognition will strengthen the existence of Kombel.” (*Interview with Karmilah, May 22, 2025*)

Based on interviews with both respondents, Mrs. Novianti Robert and Mrs. Karmilah, it can be concluded that Kombel serves as a collaborative platform for educators—not only as a

medium for sharing information but as a professional learning ecosystem that enhances teachers’ knowledge, skills, and attitudes in performing their educational roles.

Enhancing Teacher Competence through Kombel

Mrs. **Novianti Robert** stated that since joining Kombel in 2017, she has experienced significant growth in various aspects of teaching professionalism. Kombel has encouraged teachers to be more confident in delivering classroom materials. This confidence develops as teachers are given more opportunities to continuously improve their teaching skills. Through small group discussions, Mrs. Novianti has become more creative in designing and developing teaching materials—thanks to inspiration, peer support, and shared practices within Kombel.

In addition to improving confidence and creativity, Kombel has enhanced teachers’ interpersonal and professional communication skills—crucial for educational interactions between teachers and students and among fellow educators. Kombel has created an open, safe space for

exchanging ideas, expressing opinions, and engaging in reflective dialogue, all contributing to higher teaching quality.

Innovation and Professional Motivation

Participation in Kombel has also inspired teachers to continue learning and innovating. Teachers are no longer stagnant but are motivated to explore new, contextual, and engaging approaches to early childhood learning. Thus, Kombel has become more than a discussion forum—it serves as a pedagogical transformation agent fostering lifelong learning among teachers.

Implementation and Use of Technology

Kombel at TK Negeri 2 B is implemented systematically through small learning groups that meet regularly. During these sessions, members discuss daily teaching reflections, classroom case studies, and share teaching methods and strategies. The use of digital technology—such as WhatsApp groups, Google Meet, and cloud-based storage—has become essential. According to Mrs. Karmilah, technology facilitates communication, coordination, and documentation,

keeping Kombel active and productive even without in-person meetings.

Active Participation and Institutional Support

Active participation from members is a key strength of Kombel. Teachers not only share successes but also challenges and failures, creating solidarity and emotional-professional support. Moreover, institutional policy support—such as funding, training, and formal recognition—is crucial for Kombel’s sustainability. Without it, Kombel risks stagnation.

In general, Kombel at TK Negeri 2 Kongbeng has played a vital role in enhancing teacher quality. It not only serves as a collaborative learning space but also as a medium of professional transformation through reflective and adaptive practices aligned with technological advancement.

3. What factors hinder the implementation of Kombel at TK Negeri 2 Kongbeng?

Despite its potential to improve teacher professionalism and early childhood education quality, the implementation of Kombel faces several challenges.

According to **Mrs. Sulistiani** (Interview, May 22, 2025):

“There are almost no major challenges in Kombel, but the greatest one is maintaining consistent attendance and participation among members, as well as managing time due to each teacher’s professional workload. Additionally, a lack of supporting facilities is a constraint. Such facilities require government support and motivation to ensure Kombel’s continuity and contribution to improving teacher professionalism.”

From the interviews and observations, the following barriers were identified:

- 1) **Limited Time and Workload:** Teachers struggle to balance teaching responsibilities and Kombel activities.
- 2) **Lack of Understanding of Kombel’s Purpose:** Some teachers view Kombel as mere formality.
- 3) **Insufficient Facilities:** Lack of discussion rooms, internet access, or presentation tools hinders activities.

4) **Low Motivation:** Some teachers lack confidence or enthusiasm to participate actively.

5) **Ineffective Coordination:** Poor communication between facilitators and members affects meeting consistency.

6) **Fluctuating Participation:** Irregular attendance disrupts discussion flow.

7) **Limited Training for Facilitators:** Weak facilitation skills lead to unproductive discussions.

Overcoming these challenges requires collective support from school leaders, education offices, and the teachers themselves. Systematic efforts—such as facilitator training, increased Kombel literacy, and technology use—are essential for developing Kombel into an effective and sustainable professional learning forum.

Solutions for Optimizing Kombel to Improve Teacher Professionalism at TK Negeri 2 Kongbeng

Kombel is a strategic approach for continuous teacher professional development. At TK Negeri 2 Kongbeng, it serves as a collaborative

space for sharing knowledge, experience, and teaching challenges. However, its optimization requires structural, operational, and sustainability improvements.

Based on interviews: 1) Mrs. Dwi Sulistio (May 22, 2025): “Kombel can enhance teachers’ pedagogical skills, classroom management, and mastery of learning materials. It also strengthens teachers’ academic competence and reflective skills in evaluating their teaching practices.” 2) Mrs. Karmila (May 22, 2025): “Kombel provides effective and practical training in lesson planning, use of teaching media, and classroom management. Since joining Kombel, I have become more creative and open to innovative methods through peer discussions.” 3) Mrs. Novi Robert (May 22, 2025): “Kombel offers practical, contextual learning that teachers can directly apply in class. It also provides technology training that helps me use digital media effectively. Such skills are essential for professional growth as teachers.”

In conclusion, interviews with the three respondents reveal that Kombel significantly enhances teachers’

pedagogical competence and professionalism. It provides a reflective, innovative, and collaborative environment that transforms teachers from mere instructors into visionary educators—capable of adapting to educational challenges and leading positive change in early childhood education.

Kombel, therefore, should continue to receive structural and policy support—through funding, capacity building, and recognition—to remain a vital pillar in advancing teacher professionalism and the overall quality of education.

Discussion

The Learning Community (Kombel) is a collaborative approach that emphasizes the continuous improvement of teachers’ capacities through interaction, reflection, and shared learning. At TK Negeri 2 Kombeng, the Kombel has become a strategic platform to support the development of teacher professionalism in pedagogical, personal, social, and professional aspects.

1. Improvement of Pedagogical Competence

Based on interviews and observations, the Kombel encourages teachers to master more varied and innovative teaching methods. Through regular discussions, workshops, and joint practices, teachers are able to manage classrooms more effectively and develop teaching materials suited to the characteristics of early childhood learners. Kombel activities have significantly improved teachers' mastery of play-based learning strategies, thematic approaches, and project-based learning — all of which are essential in the context of early childhood education.

2. Improvement of Professional Competence

Teachers feel supported in updating their scientific knowledge and keeping up with the latest curriculum developments, including the use of simple technologies in early childhood education. The Kombel serves as a platform for accessing new information, sharing learning

resources, and developing lesson plans (RPPH – Daily Learning Implementation Plans) that meet educational standards. In addition, teachers are encouraged to reflect on their teaching practices, strengthening their ability to self-evaluate and independently improve their instructional performance continuously.

3. Improvement of Social and Personal Competence

Through the Kombel, teachers become accustomed to working collaboratively, respecting differing opinions, and building positive communication among colleagues. This contributes to enhanced social skills and professional ethics in the workplace. Moreover, the presence of a supportive community increases teachers' confidence, sense of responsibility, and ability to demonstrate exemplary attitudes and behaviors within the school environment.

4. Challenges and Solutions in Implementing Kombel

Although the Kombel offers many benefits, its implementation faces several challenges. Some teachers reported constraints such as limited time, administrative workload, and a lack of expert facilitators. However, these issues were addressed by scheduling meetings flexibly and integrating the Kombel as part of the school's weekly activities. The school principal plays a vital role in encouraging active teacher participation and fostering a work climate that supports a culture of learning.

Research Findings

Based on data collected through in-depth interviews, observations, and documentation, several key findings emerged:

1. The Kombel plays an important role as a medium for enhancing teacher capacity, particularly in pedagogical and professional aspects. Teachers showed improvements in planning, implementation, and evaluation of learning. They felt more confident and motivated to teach after

actively participating in Kombel activities. The Kombel also provides a space for sharing experiences and solving learning problems collaboratively.

2. There has been a tangible improvement in the quality of learning, marked by the use of more creative media, varied teaching approaches, and greater student engagement in the learning process.
3. The school principal holds a strategic role in initiating and facilitating the Kombel. Both structural and non-structural support from school management are crucial for ensuring the sustainability of learning community activities.
4. Collaboration among teachers strengthens professional solidarity, resulting in a positive and sustainable learning culture within the school environment.

D. Conclusion

The establishment of the Learning Community (Kombel) at TK Negeri 2 Kombokong has proven to be an effective

strategy for enhancing teacher professionalism in a holistic manner. Through collaborative activities such as discussions, workshops, and reflective practices, teachers have shown significant improvement in their pedagogical, professional, and personal competencies. This collaborative approach fosters an environment where teachers continuously learn from one another, share best practices, and adapt to the evolving needs of early childhood education.

Furthermore, the implementation of the Kombel has contributed to a noticeable improvement in the quality of learning. Teachers are more creative and confident in designing and delivering lessons that are engaging and appropriate for young learners. The active participation of the school principal and the supportive culture within the school community have also played a pivotal role in sustaining these positive outcomes, making the Kombel a key component of professional growth and school development.

Despite encountering challenges such as limited time, administrative demands, and the need for expert

facilitators, the learning community continues to thrive through strong collaboration and flexible planning. The experience of TK Negeri 2 Kombeng demonstrates that a well-managed Kombel can serve as a model for other schools in fostering a culture of continuous learning, mutual support, and collective commitment to improving the quality of education.

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