Implementation of School Quality Management Throught Teacher Professional Development in State Elementary Schools

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Abstract

The quality of basic education determines the quality of human resources. Elementary schools require continuous quality management through teacher professionalism. Teacher professional development supported by policies is a key strategy for improving learning, school quality culture, and education quality, especially in areas with limited resources. This study aims to examine: (1) how schools plan development based on needs (need assessment), (2) how development is implemented (forms, mechanisms, actors, and resources), (3) how impact evaluation is conducted (indicators, evidence of changes in practice, and feedback), and (4) how follow-up to continuous improvement is realized. This research method uses a descriptive qualitative approach. Descriptive qualitative examines school quality management through teacher professional development at a public elementary school in Gido District. It focuses on planning, implementation, evaluation, and follow-up. Data were collected through interviews, observation, documentation, and interactive analysis, with validity guaranteed by triangulation and member checking. Informants were selected purposively over three to six months of research. Based on the research results,: (1)Teacher professional development planning In Gido District Public Elementary School, it has been implemented as part of school quality management, but it is not yet fully based on systematic and data-based needs assessment. (2) The implementation of teacher professional development is generally carried out through KKG activities as a collaborative learning vehicle. (3) Evaluation of the impact of teacher professional development has not been carried out optimally because it is still informal and does not use structured indicators. (4) Follow-up on teacher professional development has not been systematically integrated into the school's internal quality assurance.

***Keywords:** Quality Management, Teacher Professionalism, Elementary School*

Abstrak

Kualitas pendidikan dasar menentukan kualitas sumber daya manusia. Sekolah dasar membutuhkan manajemen kualitas berkelanjutan melalui profesionalisme guru. Pengembangan profesional guru yang didukung oleh kebijakan merupakan strategi kunci untuk meningkatkan pembelajaran, budaya kualitas sekolah, dan kualitas pendidikan, terutama di daerah dengan sumber daya terbatas. Penelitian ini bertujuan untuk mengkaji: (1) bagaimana sekolah merencanakan pengembangan berdasarkan kebutuhan (penilaian kebutuhan), (2) bagaimana pengembangan diimplementasikan (bentuk, mekanisme, aktor, dan sumber daya),

(3) bagaimana evaluasi dampak dilakukan (indikator, bukti perubahan praktik, dan umpan balik), dan (4) bagaimana tindak lanjut terhadap peningkatan berkelanjutan diwujudkan. Metode penelitian ini menggunakan pendekatan kualitatif deskriptif. Kualitatif deskriptif mengkaji manajemen kualitas sekolah melalui pengembangan profesional guru di sebuah sekolah dasar negeri di Kabupaten Gido. Penelitian ini berfokus pada perencanaan, implementasi, evaluasi, dan tindak lanjut. Data dikumpulkan melalui wawancara, observasi, dokumentasi, dan analisis interaktif, dengan validitas dijamin oleh triangulasi dan pengecekan anggota. Informan dipilih secara purposif selama tiga hingga enam bulan penelitian. Berdasarkan hasil penelitian, (1) Perencanaan pengembangan profesional guru di SD Negeri Gido telah dilaksanakan sebagai bagian dari manajemen mutu sekolah, namun belum sepenuhnya berdasarkan penilaian kebutuhan yang sistematis dan berbasis data. (2) Pelaksanaan pengembangan profesional guru umumnya dilakukan melalui kegiatan KKG sebagai sarana pembelajaran kolaboratif. (3) Evaluasi dampak pengembangan profesional guru belum dilakukan secara optimal karena masih informal dan tidak menggunakan indikator terstruktur. (4) Tindak lanjut pengembangan profesional guru belum terintegrasi secara sistematis ke dalam penjaminan mutu internal sekolah.

Kata Kunci: Manajemen Mutu, Profesionalisme Guru, Sekolah Dasar

INTRODUCTION

The quality of basic education is a crucial foundation for developing human resources and subsequent educational success (Aksoy & Gresham, 2024; Aziz et al., 2024; Nuruzzaman et al., 2023). Elementary schools play a strategic role in developing literacy, numeracy, character, and study habits (Angga et al., 2022; Le et al., 2024; Miftahurrahmi & Nari, 2022). In Indonesia, improving the quality of education is both a social necessity and a mandate of Law Number 20 of 2003, which emphasizes that education must be designed to create a learning process that enables students to actively develop their potential (Sitorus, 2021). Therefore, the quality of education is highly dependent on the quality of learning and the school ecosystem.

Within this framework, school quality is not simply understood as the achievement of learning outcomes, but rather as the conformity of educational provision with applicable standards and the school's ability to undertake continuous improvement (Ashlan & Akmaluddin, 2021; Wijaya et al., 2023). The government, through quality assurance regulations, emphasizes that the quality of primary and secondary education is measured by the level of conformity of educational provision with National Education Standards (Elina & Hafulyon, 2021). In line with this, Government Regulation Number 57 of 2021 concerning National Education Standards emphasizes the importance of standards as a minimum reference that needs to be reviewed periodically to ensure relevance to the dynamics of developments in science, technology, and community needs (Ashlan & Akmaluddin, 2021). Thus, schools are required to have quality management that is not only administrative, but also oriented towards improving the learning process, teacher performance, and educational services.

School quality management essentially refers to a series of systematic management processes that include planning, implementation, evaluation, and follow-up to ensure quality standards are achieved and continuous improvement occurs (Robbins & Judge, 2013). In its implementation, quality management requires the involvement of all school components: the principal, teachers, education staff, students, the school committee, and the community (Jamaa, 2010). However, among the various determining factors, teacher quality and professionalism are key. Teachers are closest to the learning process; the success of curriculum implementation, classroom management, assessment, and the formation of a learning culture are greatly influenced by their professional capacity.

Normatively, the demands for teacher professionalism have been affirmed in Law Number 14 of 2005 concerning Teachers and Lecturers which positions teachers as professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in primary and secondary education (Septiani et al., 2025). Strengthening this professional status requires teachers to continuously improve their competencies according to the developmental needs of students, changes in educational policy, and the demands of 21st-century learning (Gatot, 2023; Yulitri et al., 2023). At the standard level, Permendikbud Number 16 of 2007 regulates the standards for academic qualifications and teacher competencies, which emphasizes that teacher competencies include pedagogical, professional, personality, and social dimensions as a whole that influences the quality of learning.

The need to strengthen teacher competencies is also related to the concept of continuous professional development. Regulations on teacher functional positions emphasize that continuous professional development is the development of teacher competencies that is carried out according to needs, in stages, and continuously to improve professionalism (Azizah et al., 2024; Fitra et al., 2023; Ratmiati et al., 2024; Warmansyah et al., 2023). Furthermore, technical instructions for implementing teacher functional positions and credit points make professional development activities an important part of career development, as well as a structural encouragement for teachers to continue learning and improving their practices (Nguyen et al., 2021; Yulyani et al., 2020). Therefore, teacher professional development is not just an additional activity, but a strategic instrument in school quality management.

Teacher professional development can be achieved through various means, such as learning communities, training, supervision and mentoring, school workshops, classroom action research, learning reflection, and the use of digital platforms (Al Nasseri et al., 2014; Khotimah & Reza, 2022; Maromi & Hasibuan, 2024). The government also supports this through the Merdeka Mengajar Platform, but its effectiveness still depends on school readiness, teacher learning culture, principal leadership, and the availability of infrastructure (Munir & Warmansyah, 2023; Nurlaila et al., 2025; Yuningsih et al., 2024). On the other hand, the reality of public elementary schools in various regions shows that improving quality often faces complex challenges,

especially in areas with limited geographical access, infrastructure, or resources. Gido District in Nias Regency, North Sumatra, as the context of this research, has the potential to have its own dynamics in school quality management, both related to school distribution, socio-cultural conditions, access to training, supervisor support, availability of learning facilities, and readiness to utilize technology. In such a context, teacher professional development becomes a very important and challenging issue: on the one hand, the demand for quality improvement is increasingly strong; on the other hand, opportunities and capacity for development can vary between schools.

Conceptually, if school quality management is understood as a system of continuous improvement, then teacher professional development is the primary "engine" of change in the classroom (Idris et al., 2022; Riani & Ain, 2022). Developed teachers are better able to plan meaningful lessons, implement learner-centered learning strategies, conduct fair and diagnostic assessments, and reflect on learning outcomes for improvement (Frandani et al., 2024; Juharyanto et al., 2023; Mamabolo et al., 2022). Thus, teacher professional development not only impacts individual competencies but also influences the school's quality culture: a culture of sharing good practices, habits of reflection, collaboration, and an orientation toward data and improvement (Goldberg & Cole, 2002; Mahmood et al., 2024; Phumphongkhochasorn et al., 2022; Rampa, 2005; Simangunsong, 2019).

However, there is a potential gap between professional development policies and their implementation in schools. Not all training programs directly impact changes in teaching practice; some training may be formal or not aligned with teachers' actual needs. Furthermore, factors such as workload, principal support, collaborative climate, availability of time for learning, supervision mechanisms, and access to learning resources can determine whether professional development is a genuine quality management strategy or merely an administrative agenda. Even the use of digital platforms is not automatically effective; it requires technological literacy, access to devices and the internet, and a sustained motivation to learn.

Based on these conditions, this research is important to examine in more depth how school quality management is implemented through teacher professional development at Public Elementary Schools in Gido District, Nias Regency, North Sumatra. The focus of the study is not only on the existing teacher development "programs", but also on the managerial processes that surround them: how schools plan development based on needs (need assessment), how development is implemented (forms, mechanisms, actors, and resources), how impact evaluation is carried out (indicators, evidence of changes in practice, and feedback), and how follow-up to continuous improvement is realized. The research is also relevant to see the relationship between professional development with teacher competency standards and quality assurance regulations, so that the findings can be linked to the applicable policy framework.

A qualitative approach is deemed appropriate for this research because the issues of school quality management and teacher professional development involve meanings, experiences, perceptions, and social practices that cannot always be measured quantitatively. Through a qualitative approach, researchers can explore in-depth the experiences of principals, teachers, supervisors, and related parties regarding how quality policies are translated into practice, what factors support or hinder them, and how school culture influences the sustainability of professional development. This approach allows for a more comprehensive understanding of the specific context of Gido District, including the dynamics of relationships between actors, local values, and the school's adaptation strategies to existing limitations.

RESEARCH METHOD
Research Approaches and Types

This research uses a qualitative approach with a descriptive qualitative approach. The qualitative approach was chosen because the research aims to deeply understand the school quality management process through teacher professional development, particularly the managerial practices surrounding it. The research focus is not limited to the existence or type of teacher development programs, but emphasizes how the managerial process is implemented, how school actors interpret quality policies, and how this process contributes to continuous improvement in schools. This approach allows researchers to explore the meanings, experiences and social practices of educational actors in the natural context of schools, so that the reality being studied can be understood in a complete and contextual manner (Creswell & Creswell, 2018).

Location and Time of Research

The research was conducted at a public elementary school in Gido District, Nias Regency, North Sumatra Province. The research location was selected based on regional characteristics, the condition of the public elementary school, and its relevance to the issue of improving educational quality through teacher professional development. The research period is planned for 3–6 months, including the preparation stage, data collection, data analysis, and preparation of the research report.

Research Focus

This study focuses on school quality management through teacher professional development, examined through four interconnected managerial processes: planning, implementation, evaluation, and follow-up. The planning dimension emphasizes the identification of teachers' professional development needs, the foundations used in planning such as supervision results, learning evaluations, curriculum demands, and school policies, as well as the roles of principals and teachers in the decision-making process. The implementation dimension examines the forms of professional development activities, including Teacher Working Groups (KKG), training programs, academic supervision, internal workshops, and reflective learning practices, along with implementation mechanisms, involved actors, and the availability of supporting resources such as time, funding, and infrastructure. The evaluation dimension focuses

on indicators used to assess the success of professional development, evidence of changes in teaching practices, and feedback or reflection mechanisms. The follow-up dimension addresses school strategies in responding to evaluation results, efforts to ensure the sustainability of teacher professional development, and the formation of a quality-oriented and learning-centered school culture.

Research Subjects and Informants

Research informants were selected using purposive sampling, based on their level of involvement in and understanding of school quality management and teacher professional development (Sugiyono, 2017). The informants consisted of the school principal, classroom teachers and/or subject teachers, school supervisors where available, and KKG coordinators or senior teachers actively involved in professional development activities. The number of informants was determined flexibly according to data adequacy and saturation to ensure the depth and credibility of the findings.

Data Collection Techniques

Data were collected through in-depth interviews, observations, and documentation studies. Semi-structured interviews were conducted to obtain comprehensive and contextual information regarding the planning, implementation, evaluation, and follow-up of teacher professional development, allowing informants to share their experiences and perspectives openly. Observations were carried out to directly examine school activities related to teacher professional development and quality management, including KKG meetings, academic supervision sessions, school meetings, and classroom learning practices, in order to capture real conditions and practices. Documentation studies were used to support and validate interview and observation data, drawing on school work programs, teacher development plans, academic supervision records, training or KKG reports, meeting minutes, and evaluation documents.

Data Analysis Techniques

Data analysis was conducted interactively and continuously from the beginning of data collection until the completion of the study, following the model proposed by Miles, Huberman, and Saldaña. This process involved data reduction through the selection and focusing of relevant information, data presentation in the form of descriptive narratives and thematic matrices, and conclusion drawing and verification to ensure consistency and coherence in the research findings (Miles et al., 2014).

Data Validity

To ensure the trustworthiness of the data, this study applied several validation strategies, including source triangulation by comparing information from different informants, technique triangulation by comparing interview, observation, and documentation data, and member checking by confirming research findings with the informants. In addition, an audit trail was maintained through systematic field notes and documentation to provide transparent evidence of the research process and findings.

RESULTS AND DISCUSSION
Results
Teacher Professional Development Planning
Needs Identification Process (Need Assessment)

The research results show that teacher professional development planning at Gido District Public Elementary Schools generally begins with identifying teacher needs, although not all schools implement this systematically and documented. Needs identification is conducted through the results of the principal's academic supervision, learning evaluations, teacher reflections, and discussions within the Teacher Working Group (KKG) forum.
The principal said:

> *"We usually assess teacher training needs through classroom supervisions and teacher meetings. If many teachers are still struggling with developing teaching modules or assessments, we prioritize those."*(KS-01)

However, some teachers stated that needs analysis did not always actively involve teachers:

> *"Sometimes the program is already set, and we just go along with it. But each teacher's needs can be different."*(G-03)

Planning Basis

The basis for teacher professional development planning includes the results of academic supervision, curriculum implementation evaluations, the demands of the Independent Curriculum implementation, and education office policies. Planning is generally outlined in the school's work program, although the level of detail varies from school to school.

The Role of the Principal and Teachers

The principal plays a dominant role as a decision-maker in planning, while teachers act as implementers and provide input. Teacher participation has begun to increase through internal discussions and the Working Group (KKG), but it is not yet fully collaborative.

Implementation of Teacher Professional Development
a. Forms and Mechanisms of Activities

Forms of teacher professional development found include: 1) KKG activities at cluster and sub-district levels; b) Training or education from the education department,; c) Academic supervision and mentoring; d) Internal school workshop; e) Informal learning reflection.

The teacher stated:

> *"The most routine is the KKG (Community Working Group). There, we share experiences and learn from other teachers."*(G-05)

Activities are generally periodic and aligned with the academic calendar. However, time constraints are often a major obstacle.

Actors Involved

The main actors in implementing teacher professional development are the principal, teachers, school supervisors, and training resource persons. The principal acts as a facilitator and motivator, while the supervisor plays a role in coaching and supervision.

Supporting Resources

Supporting resources include BOS funds, time allocated outside of teaching hours, and limited infrastructure. Several teachers expressed challenges with facilities and access to technology.

> *"Online training is sometimes difficult because the internet connection is not always stable."*(G-02)

Evaluation of the Impact of Teacher Professional Development
Success Indicators

Evaluation of the impact of teacher professional development has not been conducted in a formal and structured manner. Indicators of success are primarily assessed through changes in teaching practices, the completeness of teaching materials, and the results of academic supervision.

The principal stated:

> *"If teachers are better prepared to teach and learning methods change, we consider that to have an impact."*(KS-02)

Evidence of Change in Practice

Evidence of changes in learning practices is seen in: 1) Increased use of active learning methods; 2) Compiling more systematic teaching modules; 2) Increased teacher reflection on learning. However, not all teachers show the same changes, especially teachers who rarely attend training.

Feedback Mechanism

Feedback is provided through academic supervision, informal discussions, and teacher meetings. Written reflections are still rare.

Follow-up and Continuous Improvement
Follow-up Strategy

Follow-up actions include re-planning professional development based on the results of supervision and evaluation. Some schools have begun to develop a habit of sharing good practices in teacher meetings.

Continuity of Professional Development

The sustainability of teacher professional development still depends heavily on principal leadership and teacher motivation. The program has not been fully integrated into the school's internal quality assurance system.

Quality Culture and Learning Culture

A culture of quality is beginning to form through teacher collaboration and openness to improvement, although it is not yet evenly distributed across all schools.

> *"Now teachers are discussing more often, not immediately satisfied with the old way."*(KS-03)

Discussion
Teacher Professional Development Planning as Part of Quality Management

Research findings indicate that teacher professional development planning has been implemented, but it is not yet fully based on systematic needs assessment. This aligns with Sallis's view that educational quality management requires data-driven planning and real needs to achieve continuous improvement. Teacher involvement in planning needs to be strengthened to make the program more relevant and impactful (Ashlan & Akmaluddin, 2021; Simangunsong, 2019).

Implementation of Teacher Professional Development and its Challenges

The implementation of teacher professional development in Gido District reflects common practice in public elementary schools, where the Teachers' Working Group (KKG) is the primary vehicle for competency improvement. This aligns with the concept of a professional learning community, which emphasizes collaboration and shared learning (Warmansyah et al., 2024; Wulandani et al., 2022). However, limited time, facilities, and access to technology are factors that hinder the effectiveness of implementation.

Suboptimal Impact Evaluation

Evaluation of the impact of teacher professional development is still informal and perception-based. According to Guskey, professional development evaluation should include changes in practice, student learning outcomes, and organizational support (Guskey, 2002). Therefore, schools need to develop more structured indicators and evaluation mechanisms .

Follow-up and School Quality Culture

Follow-up on teacher professional development has not been fully integrated into the school's internal quality assurance system. Yet, continuous improvement is at the heart of quality management (Ardila & Rigianti, 2023; Hartanti & Yuniarsih, 2018). Strengthening a culture of reflection, collaboration, and continuous learning is key to ensuring that teacher professional development truly contributes to improving school quality.

CONCLUSION

Teacher professional development at Gido Public Elementary School has been implemented as part of school quality management, but it is not yet fully systematic or sustainable. Planning is not based on structured needs assessment, implementation through teacher working groups remains constrained by limited resources, impact evaluation lacks clear indicators, and follow-up actions are not integrated into the internal quality assurance system; therefore, strengthening needs-based planning, measurable evaluation, and a culture of continuous professional learning is essential to improve the quality of basic education.

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