

Quality Improvement Management in Teacher Professional Development

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ABSTRACT. This research aims to evaluate the professional competence of elementary school teachers in Binjai City and the effectiveness of teacher quality management programs and related initiatives in raising teacher competency levels. The term for this kind of study is qualitative descriptive research, and it is a way of gathering information about the people and events studied via written or spoken descriptions. It is based on the individual's background as a whole (holistic) rather than isolating the individual and the organization into variables and examining them. in the context of the whole. Reading various written materials, looking at images, pondering about items, seeing individuals in their immediate environment via interviews, and other activities are all part of the qualitative research design. Qualitative methods are used in this study to obtain data. Researchers often use observation, document analysis, and interviewing in qualitative research as data collection methods. The study's findings demonstrate (1) That the Binjai City Public Elementary School instructors are qualified educators. The quality of instructional materials is correlated with the professionalism of teachers. Professional instructors construct high-quality education or learning processes for students to enjoy participating in the learning process and for school graduates to develop human resources of the highest caliber. (2) In general, educators at Binjai City Public Elementary Schools use a variety of instructional strategies, such as technology-based learning and cooperative learning. (3) Although cooperative learning and technology-based learning are the two learning methodologies that educators constantly use to carry out the teaching and learning process, many Binjai City Public Elementary School instructors have certifications and pursue further education.

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INTRODUCTION

Education plays an essential role in the resilience of the Indonesian state; education is also a basic need for the Indonesian state because education can be used as a teaching and learning activity to carry out the formal education process. Educational training and learning are the center of training in schools in general, and teachers play an essential role in them. Progress is achieved by not being entirely regulated by a school system that works well (Syafaruddin, 2005). Whether the implementation of values education is completed depends on the nature of the teacher (Chowdhury, 2018; Huang, Chin-Hsi, Mingyao, & Peng, 2021). This condition is in line with Griffiths' opinion that teacher professionalism is the main factor in improving the quality of primary school (Akmalia, Nst, & Siahaan, 2023). This assertion emphasizes that teachers play an essential role in raising the standard of education provided by schools—the higher the level of professionalism of a teacher, the better the teaching. Special skills are necessary for educators or teachers because teaching is a position or job that demands it, such as teacher competence (Brito,

Rodríguez, & Aparicio, 2018). Professionalism is the quality of a profession's attitude towards its work and the level of knowledge and expertise required to carry out its responsibilities (Taufiqurrahman, 2022). Teachers must develop during a certain educational period to become professional teachers (Ellis & Hogard, 2018).

Teachers who have direct contact with students become a source of information, role models, and inspiration for them, which, in this case, is an integral part of education. Edward (Sallis, 1996) explains that quality describes fundamental ideas about goodness, beauty, and truth. With quality instructors, it will influence the nature of schooling (Alwi & Mumtahana, 2023; Bakar, Umroh, & Hameed, 2023; Huda & Rokhman, 2021). The ability of educational units to utilize educational resources optimally to improve students' learning abilities is what quality of education means (Susanto, Sasongko, & Kristiawan, 2021). Important aspects include the ability of education managers to anticipate and respond to various influences from the educational environment, as well as the quality of the learning process, curriculum, and quality control (A. Siahaan, Syukri, & Akmalia, 2022). A person is only considered qualified to teach if they meet these requirements (Barnard, Richards, & Rodgers, 2002). In educational institutions, teachers must have this ability to maintain the institution's quality (Akmalia, Harahap, Munawwarah, Zulqaidah, & Margolang, 2024). Good management from school principals is essential for professional teacher development. Management is an important component of any educational institution; the establishment will function effectively (Ratnasari, 2019). All aspects of management make a significant contribution to the development of educational institutions.

Every Indonesian citizen commits to improving educational standards. The stages of improving the quality of education begin with establishing quality standards and fulfilling them, as well as developing and measuring standards that refer to the National Education Standards (SNP), the reference for education quality (Bolatan, Gozlu, Alpan, & Zaim, 2016). Regarding the nature of education, of course, this cannot be separated from the extent of coaching for management or what is also called the substance of coaching for executives, which is usually referred to as administration that can be used (Hasanah, Basalamah, & Farida, 2022). The people who drive school programs designed to achieve a goal are these resources. In teacher quality management and teacher professional development, members or groups must be motivated to complete tasks with enthusiasm and good faith (Sagala, 2012).

Based on the results of initial observations carried out at 2 Binjai City Public Elementary Schools show that the management of quality improvement and professional development of teachers at Binjai City Public Elementary Schools, namely Public Elementary School 024767 and Binjai Public Elementary School 020259, is already underway. It can be seen that several teachers are active in carrying out Teacher Working Group (KKG) activities. So far, quality management of educational personnel has been carried out using management functions such as planning, organizing, directing, controlling, and evaluating (Amiruddin Siahaan et al., 2022). However, the ability of the administration itself still needs to be improved. This condition can be seen from the non-functioning of one of the competency components, especially regarding staff placement and increasing teacher competency (Pratiwi & Warlizasusi, 2023; Sabariah, Hakim, Kadori, Zahra, & Muin, 2023). Apart from that, there are still teachers who need more competence and need to improve active teacher management. Teachers at these schools have yet to utilize digital media in learning thoroughly and lack innovation in creating learning media. The lecture system needs to incorporate the learning model without using the KIT media available in schools. Another thing is the need for teachers to participate in workshops and training that improve teacher competency online and offline.

Several previous research results reveal that indicators of professional teacher success can be seen from the quality of the process and student learning outcomes, which are the teacher's responsibility (Ratnasari, 2019). The efforts made by school principals and teachers to develop professional competence by participating in training, upgrading training, workshops, and teacher

working groups (Sulastrri, Fitria, & Martha, 2020). The strategies used by school principals in developing teacher competency consist of formal strategies and non-formal strategies (Solikhulhadi, 2021). Like previous research, Arifin's research has discussed implementing school principal academic supervision management to improve teachers' professional competence (Arifin, 2022). Based on the findings and several relevant studies above, this research aims to determine how to enhance teacher quality and develop teacher professionalism. This research focuses on management in general and, more specifically, on improving teacher quality, where professionalism is the most critical factor in providing high-quality education to students. Regarding existing problems, it is hoped that school principals and teachers will correlate with the quality of educational products so that students are happy to participate in the learning process and the human resources produced by quality school graduates.

RESEARCH METHODS

This research uses a qualitative research method with a descriptive approach, which attempts to describe and illustrate the data obtained from the field related to the discussion. The information sources used in this research combine two sources: essential and optional (Moleong, 2018). Primary data sources are obtained directly from the field, namely from participants. Certified teachers, senior teachers, and school principals are the criteria for teachers who will carry out data collection. School Principals, Certification Teachers, Class Teachers, and Subject Teachers became informants at the second research location. Meanwhile, secondary data sources are records of events or notes far from the first source (Arikunto, 2016). In this exploration, the preferred source of information is additional information, for example, school profiles, information on educators, offices, and foundations, and exercises related to problems expected to achieve research targets, such as notes, files, or archives.

The data in this research are in the form of interview results, observation results, and document study results in the form of interview texts containing data about all the information needed to describe how teacher quality improvement is managed in developing teacher professionalism at State Elementary School 024767 and State Elementary School 020259. Data analysis model Milles and Huberman are used to process data that has been arranged into a pattern and categorized: data reduction, data presentation, and drawing conclusions/verification (Miles, M.B. & Huberman, 1984). To ensure the validity of the information, scientists use triangulation procedures, which combine various information collection strategies and existing information sources. With triangulation, researchers collect data while testing the credibility of the data, namely by evaluating the credibility of the data through various data collection methods and sources.

RESULTS AND DISCUSSION

Teacher Professionalism at State Elementary School 024767 Binjai City

The success or failure of a learning process will have an impact on the student's future because of the teacher. The educational approach taken is adapted to the child's abilities and needs, namely: lectures, questions and answers, *contextual teaching and learning* (CTL), tutorials, *quantum learning*, portfolios, and group lecture assignments, *study tours* (work tours). In learning, educators also involve learning media as a tool to support learning outcomes. At SD Negeri 024767 Binjai, various kinds of learning strategies are often used. This is because learning methods depend on the existing situation and conditions. Learning techniques are very important for the learning system, the ability of learning strategies as an approach to introduce, describe, provide models and practice as questions to students to achieve quality learning.

Responding to this, the Principal responded to teacher professionalism, namely:

"My understanding regarding teacher professionalism is that teachers must be able to develop their potential in educating and understanding each student's character. Professional in teaching using existing methods that are relevant to current developments and student needs. "The learning carried out by the teachers is very good, because they use a variety of learning methods so that students can easily understand the learning and learning outcomes can be achieved."

In general, learning activities at SD Negeri 024767 Binjai are carried out through several stages which have been stated in the differentiated Learning Program Design (RPP), KSE (Social Emotional Competencies) and the application of positive culture equipped with interesting learning media. In an interview with teacher NA, he revealed that:

"Of course, I deliver learning material according to the RPP, where in the design the learning is adapted to the needs and abilities of children, namely differentiated learning, Social Emotional Competencies (KSE) and the application of positive culture in the learning process. I also provide media to support the learning process according to student needs."

Then this was reinforced by Mrs. LH, that:

"I deliver the same material as in the Differentiated RPP, Social Emotional Competencies (KSE) and the application of positive culture, I also use several learning resources from relevant books, and sometimes create student study groups."

Responding to this, the principal added:

"Of course the learning activities here have been prepared based on the syllabus and program contained in the differentiated learning program design (RPP) and KSE. Teachers also supervise students who experience problems in learning. In this case, the teacher carries out restitution using *coaching techniques* carried out by one of the teachers who has taken part in driving teacher education. By doing this, the teacher can understand the students' readiness for learning, and the teacher can group students according to their talents and interests so that the lesson plans are designed according to learning needs. students in class."

The actualization of learning strategies requires a strategy when establishing it as a process. Strategy is related to how the learning process is actually carried out. Learning strategies relate to specific activities to carry out the methodology. Regarding the implementation of learning strategies, Mrs. RS believes:

"I implement my strategy by understanding the material that will be taught the next day by preparing learning media that is as interesting as possible and making products resulting from their learning according to the examples I carry out. In learning, I divide study groups according to students' talents and interests. "At the beginning of the lesson, I ask about students' learning readiness by conducting initial tests and observing students with the material that will later be taught."

This was reinforced by teacher NA:

"As a teacher, before learning, you must understand the material that will be taught to students. After understanding it, you can design a lesson plan according to students' needs. Then I prepare relevant media, look for book references from the internet according to the material to be taught and together with the students create learning outcomes products. "With the preparation and strategies that I use, students can participate in learning with achievements according to their talents and interests."

In simple terms, the teacher's learning strategy at SD Negeri 024767 Binjai is as follows:



Figure 1 Learning Strategies and Methods for Teachers at Public Elementary School 024767 Binjai.

Principal activities in implementing teacher quality improvement management in developing teacher professionalism at SD Negeri 024767 Binjai

Developing teacher professionalism through the implementation and administration of school programs requires encouraging teachers to carry out their duties with enthusiasm. The principal's administration plays an important role in activating teaching staff, especially teaching staff, in developing the impressive skills of instructors at SD Negeri 024767 Binjai. The principal in carrying out the implementation of improving the quality of educators in creating educational skills has been running according to the predetermined schedule. Such as TA Curriculum Implementation training. 2013-2014, KKG learning for class teachers at the beginning of each new school year, studio for teaching agents, as well as in-house training. Every effort is made by the madrasah to cultivate the impressive nature of the instructor's skills. Joint efforts between the principal, teachers and all partners at SD Negeri 024767 Binjai can help understand the vision and mission of SD Negeri 024767 Binjai. Skilled instructors are the pride of the school. Thus, by cultivating the extraordinary skills of educators, it is believed that teachers will be called upon to hone their abilities, both educational, character, social and professional.

To emphasize the explanation above, this is proven by the results of the meeting between the head and the instructor, as follows:

"At the start of the new school , I held a meeting with the teachers' council to implement a positive culture in the school , then asked about the activity program that the teachers would create for the next semester, made on a scheduled basis and later it could be guided by professional teachers who had taken part in driving teacher education and take part in workshops so that later they can be implemented with students."

Then this was reinforced by Mrs. NA that:

"At the beginning of the semester, a teacher meeting is held with the school principal to implement a positive culture, guided by teachers who have taken part in driving teacher education and attended workshops at the service so that they can implement it with other fellow teachers and apply it to students."

This is in line with the results of the interview from Mrs. RS, namely:

"Of course, we as teachers at this school are required to take part in various existing quality improvement programs, especially programs at school. "There are several teachers who have not yet mastered IT and are given assistance, as well as inviting external sources in creating IT-based learning media."

Regarding the implementation of teacher quality improvement management in developing teacher professionalism, Mr. SS revealed:

"The principal assigns each teacher to take part in KKG activities according to the schedule that has been made. Workshop activities carried out by the department are given in turns for teachers to take part in. So each teacher gets a schedule and teachers who have taken part in the workshop are assigned to implement it with other teachers outside of teaching hours. There are also driving teachers who create activities such as creating

electronic-based learning media, learning media innovation, creating lesson plans with KSE differentiation. These activities really help teachers develop their professionalism."

Based on the results of the observations and interviews above, it shows that the principal's activities in implementing teacher quality improvement management in developing teacher professionalism at SD Negeri 024767 Binjai began with several activities such as early semester meetings, workshops, IHT (In House Training), discussions between teachers by means of motivating teachers to develop their professionalism, supervising and evaluating teacher performance and requiring teachers to take part in various programs such as teacher working groups, training, workshops, seminars, as well as driving teacher education. This aims to ensure that all teachers at State Elementary School 024767 become professional teachers.

The school principal's efforts to improve teacher quality in developing teacher professionalism at SD Negeri 024767 Binjai

The skill and ability of the school principal in improving teacher professionalism will always be directly proportional to the extent to which the school achieves the goals that have been set or planned from the start. All teachers, administrative staff, security officers, gardeners, laboratory assistants, librarians, health professionals, etc. must work together to achieve the set goals. The principal must prepare a list of teacher performance evaluations after the completion or success of one or more activities. This list must include all aspects of the activity, good or bad, less or more, weaknesses or strengths as well as other aspects to strengthen or add the required capacity. In order to improve school quality, school principals must strive to improve teacher professional competence. In addition, to build and develop schools in a sustainable and cost-effective manner, school administrators need to have the ability, both mastery in administering educational institutions and authority.

In line with the explanation above, the following are the results of interviews with school principals, namely:

"The efforts/efforts that I have made to increase teacher professionalism competency include: involving teachers in Teacher Working Group (KKG) activities, then sending teachers to take part in training regarding the 2013 curriculum at other State Elementary Schools. It is very important for teachers to follow this training so that teachers can adapt the curriculum teaching patterns that they want to convey to students. Then another program is to help teachers pass teacher certification. It is hoped that by participating in this program (regardless of whether they pass certification or not), teachers will increase their enthusiasm for teaching. Apart from that, it motivates teachers to take part in the CGP (Prospective Teacher Activator), where teachers who pass the CGP can become school principals, supervisors and teachers who have not yet been certified no longer take certification training but immediately take the final exam. "Specifically, training and training are intended so that teachers can be inspired and gain new experiences so that they can foster creativity in producing new products that are successful and appropriate for the field of teaching."

Referring to the results of the interview above, in an effort to provide opportunities for teachers to improve their knowledge and skills in the field of education and teaching, school principal training is one way for teachers to stay up to date and provide additional scientific insight. This agrees with the class 2 teacher who stated that:

"So far, educators have felt helped by the school principal, especially in terms of support. After attending training, you can come up with new ideas, such as playing educational games, matching cards, etc. Progress indicators such as those above show that the increase in teacher professionalism is actually in line with expectations. Of course, in order for teachers to be more competent in teaching students and for the school

concerned to progress and develop, similar activities need to be supported and increased in volume."

The homeroom teacher for class 4 (Mrs. RS) also gave the opinion that:

"The principal has made many breakthroughs and innovations to improve the professional competence of teachers in this school, for example we (teachers) are given training, direction, input and guidance regarding various teaching and education issues. Starting with teaching preparation such as making lesson plans, implementing and evaluating them. This is all very helpful to us. "Apart from that, all teachers who have worked for more than 5 years are required to register for CGP, because this program is very good for developing teacher professionalism, where the education lasts for 6 months."

The principal's efforts to improve teacher quality in developing teacher professionalism were also commented on by Mr. SRL as follows:

"The principal strives for all teachers to take part in programs created by the government such as workshops, workshops, KKG, teacher olympiad competitions, INOBEL (Learning Media Innovation) competitions, and teacher achievements, where the principal registers teachers who take part in activities and registers them directly as well as active teachers. and independently participating in activities will be given a reward."

The principal's efforts to increase teacher professionalism at SD Negeri 024767 Binjai have been very good so far. Overall, from a quantitative perspective, the number of programs is quite large and fluctuating. The Principal of SD Negeri 024767 Binjai wants every teacher to actively practice their competencies, especially professional competencies that are relevant to their field. As a result, teachers must improve themselves in various areas to maintain their professional competence. Based on the results of the explanations from the teachers above, it can be concluded that the principal is sincerely trying to develop the extraordinary skills of educators at SD Negeri 024767 Binjai. This is clear from the interviewees, each of whom speaks in the same way even though they communicate in different language styles, but the essence is something similar. This means that the school principal gives permission for teachers to take part in PGP, KKG, workshops, training, seminars and other activities. Both those under the auspices of the school itself, and those under the auspices of other schools or related agencies.

Discussion

The professional teachers at SD Negeri 024767 & SD Negeri 020259 are experienced. This action can be seen from the ability of the many teaching staff who help in both schools to master the class, complete learning seriously, and use the proper techniques and systems. Teachers who can make quality preparations or learning meetings, students will be happy to take part in these meetings so that human resources produced by quality school graduates will be able to compete in the era of Society 5.0 0 (Utami, 2019). The aim of increasing teacher professionalism is to achieve the implementation of education or learning following the principles of professionalism and the fulfillment of the equal rights of every citizen to obtain quality education (Amiruddin Siahaan & Bayoangin, 2014). This condition is under what Uno stated: a teacher's professional competence can be determined by the skills needed to successfully complete teaching tasks (Uno, 2016). Otherwise, poor education can result from unprofessional teachers (Alfuadi, 2018).

As part of improving the quality of students, the creation of teaching materials, information technology-based media, a variety of learning methods, and continuous evaluation are all well-prepared to improve the academic achievement of school students (Sariman, Huda, & Afif, 2021). Teachers must also develop strategies, approaches, and efficient learning methods to

become professionals (Illahi, 2020). All teachers must meet the qualifications and competency standards recommended by the government as a result of increasing the professionalism of educators over the last three years (Herawati, 2020). The implementation of teacher professional development at SD Negeri 024767 & SD Negeri 020259 Binjai is quite good, as seen from the learning approach, strategies, methods, and models. Each activity is carried out for professional teachers to improve their quality and competence. The quality improvement program implemented is an effort made for teachers who want to discover their potential, expand their knowledge, and improve their teaching performance. Teacher participation in seminar activities and making scientific publications can also be a model of sustainable professional development (Tuala, 2016). All efforts are made to help understand the school's vision and mission.

Based on the statement above, teacher professionalism is an effort to utilize, promote, and increase the work productivity of each education staff member at all levels of organizational management and educational (school) levels (Kristiawan & Rahmat, 2018). In general, teachers at SD Negeri 024767 & SD Negeri 020259 Binjai have participated in various programs to increase teacher professionalism implemented by school/department principals related to improving teacher quality, such as Teacher Working Groups, Teacher Training, Workshops, Seminars, Workshops, and Activating Teacher Education. Increasing teacher professionalism can be done through certification programs, IHT activities, SPMI (Internal Quality Assurance System) Development, IHT Skills RPP Development, Making Learning Videos, Strengthening Character Education (PPK), Increasing ICT-Based Evaluation, Directing Learning Innovations and HOTS Question Assessment, Management, IT Development, and Instructor/Instructive Self-Awareness (Herawati, 2020). The IHT development strategy is based on the idea that competent teachers can teach other incompetent teachers skills, which can help them become more capable and advance their careers (Keller-Schneider, M., Zhong, & Yeung, 2020). This technique should save additional time and costs. As for preparing educators/educational personnel who can assume responsibility for a position or job in the future, it is necessary to increase their abilities over a long period through formal channels and provide learning opportunities designed to support educators and educational personnel (Aprilianto, Sirojuddin, & Afif, 2021; Ciptaningsih & Rofiq, 2022; Kartiko, Wibowo, Gobel, Wijayanto, & Saputra, 2023; Sirojuddin, Amirullah, Rofiq, & Kartiko, 2022).

It is natural for a school principal to supervise and control the continuity of activities, such as workshops, training, workshops, KKGs, seminars, etc., to improve the quality and professionalism of teachers. The main goal of many of these exercises is to benefit the student ultimately, so the educational experience becomes endlessly higher in quality. A quality teacher is necessary before the quality of the teaching and learning process with students. To measure the level of expertise of teaching staff, school principals must clarify benchmarks within the framework of improving the quality of educators before participating in training and then following training. Training can be successful if there is a significant improvement between the time before and after (Sulfemi & Lestari, 2017). Then again, assuming there was no improvement between preparations, it could be said that the preparation practice was endless. In addition, instructors are not required to participate in these activities if they decline after participating in the training. Furthermore, as someone who knows the actual situation at school, the principal plays a vital role in developing teacher professionalism.

Evaluation is the next thing that school principals and supervisors need to do. One of the primary responsibilities of the principal is evaluation. This evaluation aims not to identify teacher mistakes but to show how the principal recognizes teacher weaknesses and seeks long-term solutions to these problems (Colthorpe, Gray, Ainscough, & Ernst, 2021; Pereira, Flores, & Niklasson, 2016). The school principal can carry out evaluations either directly or indirectly. For example, direct supervision means entering the classroom to observe the teaching and learning process (immediate inspection).

Meanwhile, each teacher's oral and written reports were observed and reviewed through indirect supervision (Ndapaloka, Hardyanto, & Prihatin, 2016). The school principal's efforts to increase teacher competency and professional development include building teacher competency, providing learning resources and media, managing a conducive learning environment, developing e-learning, managing the quality of education in schools, and implementing a positive culture (Handayani, 2021). In educational institutions, teachers have an equally important role in improving the quality of education, along with school principals as school leaders. If leaders are strategists at the foundation, then educators are agents and people who are directly involved with the educational cycle in the classroom.

CONCLUSION

The professionalism of teachers at SD Negeri 024767 and 020259 Binjai is relatively good; this can be seen from the teacher's degree at the undergraduate level, as well as teacher degrees in utilized learning, innovative learning models, certified teachers, educational driving teachers, and those who excel at the national level. Of course, this has a good impact on these two schools because each teacher can personally control the class, learn effectively, and utilize methods and strategies well to create high-quality learning products. Implementing the principle to improve the quality of teachers and develop teacher professionalism at SD Negeri 024767 and 020259 Binjai looks good. This Action can be seen in the teachers who teach and have participated in teacher professionalism improvement programs such as Teacher Working Groups (KKG), Teacher Training, Workshops, Seminars, Workshops, and Teacher Education Mobilization. The school principal's efforts to improve teacher quality in developing teacher professionalism at State Elementary School 024767 & State Elementary School 020259 Binjai are by giving teachers freedom to develop their professionalism such as (a) Developing teacher competence; b) providing and fostering teacher professionalism through teacher learning resources and media; c) managing the teaching environment (d) Developing Blended Learning such as E-learning and Mobile Learning in the teaching and learning process in the school environment (e) controlling the quality of the teaching process.

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