

## What Are the Management Strategies for Developing Educators in Schools?

Nurhikmah<sup>1</sup>, Mariati<sup>2</sup>, Nursalam<sup>3</sup>, Siti Rahmawati<sup>4</sup>

<sup>1</sup>Alauddin Makassar State Islamic University; [hikmahnur192@gmail.com](mailto:hikmahnur192@gmail.com)

<sup>2</sup>Alauddin Makassar State Islamic University; [maraprilia8@gmail.com](mailto:maraprilia8@gmail.com)

<sup>3</sup>Ambon State Islamic Institute; [nur.salam@iainambon.ac.id](mailto:nur.salam@iainambon.ac.id)

<sup>4</sup>Indonesian Overseas School (SILN) Makkah; [alice.sitirahmawati@gmail.com](mailto:alice.sitirahmawati@gmail.com)

### ABSTRACT

The management of teaching staff development is a critical component of attempts to improve educational quality. This article will go over teaching staff development, evaluation, the necessity of teaching staff duties, and ways for improving their quality and competency. Understanding this can help us appreciate the role of teachers in shaping a better future. This is a qualitative study, conducted utilizing library research methods. The data for this study were gathered from library studies, research reports, books, literature, and other sources relevant to the research themes. This page discusses educational staff development programs that can be offered, such as workshop training, professional teacher education and training, coaching and supervision, internships or teacher exchanges, and research and development. Aside from that, there are several strategies for developing teaching staff, including: expanding and equalizing opportunities in schools; improving education quality and suitability; improving education systems and management; and empowering school institutions. This study has a number of problems, including limited access to the most recent and relevant literature, as well as difficulties in combining material from numerous sources, each with their own perspective and methodology. This constraint may have an impact on the accuracy and completeness of researchers' analyses. As a result, recommendations for future study include increasing access to broader and more recent academic databases, as well as considering the use of mixed research methods. This can provide a more comprehensive, thorough, and valid picture of effective ways for managing the professional development of teachers in schools.

**Keywords:** Education Management, Educator Development, Human Resources Development

**How to Cite** Nurhikmah, N., Mariati, M., Nursalam, N., & Rahmawati, S. (2024). What Are the Management Strategies for Developing Educators in Schools?. *Al-Aghniya: Journal of Syariah Business Management*, 1(1), 1–10. <https://doi.org/10.58988/aghniya.v1i1.363>

### INTRODUCTION

Educators are the foundation of the educational system, influencing students' character, knowledge, and abilities. In a larger sense, teaching personnel includes not only teachers in primary and secondary schools, but also lecturers in universities, instructors in training centers, and other educational professionals (Cheng, 2022; Mertler, 2024; Mintrop, 2020). The job of teaching staff is critical since they serve as learning facilitators, motivators, and sources of inspiration for pupils (Dörnyei & Ushioda, 2021; Lan, 2022). Aside from that, teaching staff are responsible for providing a positive learning atmosphere, producing appropriate curricula, and applying effective and innovative teaching techniques. However, being an educator is not a simple feat. It needs a great level of devotion, good teaching skills, and a thorough comprehension of the content being taught.

In today's world of globalization and digitization, teachers have the difficulty of continuing to adapt to technology advancements and changes in educational needs (Artemieva et al., 2020; Prokopiv & Stynska, 2023; Yehya, 2021). Teaching staff are the most dominating and crucial aspect in formal education in general since they are frequently used by students as role models and even self-identifying figures. Aside from pupils and other facilities, teaching

personnel has a significant impact on achieving educational goals. The readiness of teaching personnel to prepare their pupils through teaching and learning activities has a significant impact on educational accomplishment. However, the professional qualities and performance of teaching professionals have a significant impact on their strategic position in improving the quality of educational outcomes (Díez et al., 2020). Similarly, educational staff, all of whom are school administrators, must be well-managed and maintained in order for school component archives and databases to function well. Educators are the most significant aspect of the school in attaining its vision and mission (Parlina et al., 2022).

Given the increasing intensity of competition in today's global environment, it is apparent that educators must step up their expertise (Goodwin, 2020). To enhance educational standards, a more creative approach to teaching is required. Professional competencies include: (1) Learning how to teach subject matter; (2) Studying subject matter and scientific methodology; (3) Learning how to use information and communication technology in learning; (4) Learning how to prepare a subject matter curriculum; and (5) Learning how to conduct classroom action research to improve learning quality. Improving the quality of teaching staff is one of the primary goals in efforts to improve the overall quality of education. The government and educational institutions continue to implement various training and professional development initiatives to guarantee that teaching staff are competent (Featherman, 2023). This is vital so that students can meet the challenges of education in the twenty-first century and contribute significantly to the nation's intelligent existence.

Article 1 of Law No. 14 of 2005 Concerning Teachers and Lecturers states that teachers are professional educators whose primary responsibility is to educate, teach, guide, direct, train, assess, and evaluate students in early childhood education through formal education, basic education, and secondary education (Hamsiah et al., 2022). Development is an action that is supported by technique, method, and approach, and it can result in the formation of constructive cognitive conceptions about something (Ökmen et al., 2020). There are additionally which defines development as something system that aim so that activity which has designed walk with effective and efficient. Educators, whether teachers, lecturers, or trainers, are the primary source of information in the educational process. Because educators play a crucial role in passing on information and skills to the country's future generations. Teachers are not irresponsible in how they allocate their skills. To learn excellent teaching methods, one must have significant knowledge in the topic, a full understanding of the material, and unique training (Tatto, 2021). The goal of this specific training is also to improve teacher professionalism so that they can do their responsibilities, assignments, and functions effectively.

The application of the learning process by educational institutions has not been as effective as envisaged (Adhikari & Shrestha, 2023; Hays & Reinders, 2020). Problems that arise or surface include: (1) Poor organizational management and control over the development of the learning process by teachers; (2) Students' learning methods are still classical; (3) Learning capacity is still limited; (4) Material is still taught classically or orally by teachers; (5) The teacher's ability to apply material through methods and media is limited; and (6) Lack of teacher expertise about learning methods and how to use media while giving instructional resources. The argument above clearly demonstrates that, even when kids are bored in class, teachers rarely use the school environment as a learning resource. This article will go over the management of teaching staff development and evaluation, the importance of teaching staff roles, and techniques that may be adopted to increase their quality and competency. Understanding this allows us to better appreciate the role and contribution of teachers in creating a better future.

## METHODS

This is a qualitative study, conducted utilizing library research methods (Westbrook, 1994). Library research is a study that collects information and data using many types of materials in libraries such as documents, books, journals, and historical stories (Nugroho et al., 2022). This strategy is based on research that discusses effective strategies for managing the growth of teaching staff in schools. The data sources for this research include (1) Literature review: examining numerous scientific articles, journals, and academic publications that explore management tactics for growing teaching staff.; (2) Prepare a research report based on past research reports pertinent to this topic; (3) Books and literature, which examine the theory and practice of educational management; and (4) Other sources include digital resources such as e-books, online papers, and academic databases that include information on study themes.

The research process begins with reading and comprehending the content of the numerous pieces of literature acquired. Second, critical analysis entails identifying the primary themes, specifically successful ways for managing the development of teaching personnel. Third, material is synthesised from numerous sources to produce a complete grasp of the research issue. Qualitative research approaches provide descriptive data by systematically examining or studying items in their natural settings without testing hypotheses. Using a qualitative approach to literature review, this study generates descriptive data that provides thorough insight into the issues covered.

## RESULTS AND DISCUSSION

### Description of HR Development and School Programs

Human resource development refers to strengthening employees' abilities and general knowledge so that they can achieve their goals more successfully (Arifin et al., 2022). All management efforts should be directed on strengthening each employee's work skills and helping them to complete their tasks more efficiently and productively. Educators and other educational workers have the right to additional training, whether organized by specific institutions or educational groups.

Aside from that, human resource development can be described as a process of refreshing, developing, and improving the abilities, skills, talents, interests, and conduct of educators. Handoko then stated that human resource development aimed to equip educators for future work responsibilities. Educator development might be formal or informal. Formally, educators are officially allocated by the school, but informally, educators develop themselves on their own will and initiative without being assigned by the school. Educational staff or teacher development programs play a significant role in increasing educator quality (Budiharso & Tarman, 2020). The following are general descriptions of educational staff development programs.

Table 1. Educator Development Program

Educator Development Program	Description of the Educator Development Program
Training and Workshops	Training and workshops are programs designed to increase teachers' knowledge, skills, and competences in a variety of areas, including learning methodologies, understanding of material, use of technology in learning, classroom management, and so on.
Teacher Professional Education and Training (PLPG)	This program is intended to assist teachers in gaining professional certification. The goal is to increase teachers' academic qualifications and professional competencies.
Supervision Development	This program involves coaching and supervision activities carried out by supervisors or school principals to monitor

Educator Development Program			Description of the Educator Development Program
			teacher performance, provide input and guidance in improving the quality of learning.
Teacher Exchanges	Internships and		This program enables instructors to conduct internships or exchanges with schools or other educational institutions both domestically and internationally. The purpose is to obtain new experience and collaborate with other teachers.
Research and development			Teachers are encouraged to participate in research and development initiatives, such as classroom action research or developing teaching materials. This is intended to increase the quality of learning and teacher professionalism.

Apart from that, to strengthen this view, there is also self-development carried out by teachers in schools, including (1) Identifying learning outcomes (test scores, skills, etc.); (2) Observing and analyzing students' responses to learning activities; (3) Reading articles and books related to this field or profession; (4) Taking courses or distance training; (5) Observing other teachers and inviting other teachers to observe your lessons. (6) Collaborate with other teachers or team teach; (7) Discuss school problems with other teachers and conduct surveys; (8) Discuss articles and books with other teachers; (9) Train all school staff; and (10) Visit other schools and invite support staff from other schools or institutions. These programs aim to encourage continual professional development for teachers (Svendson, 2020), allowing them to continue to improve the quality of learning while also contributing to the overall advancement of education.

### Evaluation of Educator Development

Performance evaluation is a strategy and procedure for measuring the performance of a person, group of people, or work unit within a firm or organization based on predetermined performance standards or goals. Leaders utilize performance review to assess an employee's ability to carry out their obligations and responsibilities. In the field of education, the performance of teaching staff can be defined as the amount to which a teacher works optimally within his or her abilities in order to achieve institutional objectives. A teacher's ability will be visible when teaching, which can be judged by his teaching competency. Educators will continue to be the primary focus of educational issues on occasion. This is because teachers are at the forefront of determining educational success. Among other education challenges, instructor performance is consistently prioritized. Various programs are implemented in the aim that educators' performance will continue to improve, hence increasing the quality of education for the nation's students.

According to Regulation No. 16 of 2009 by the Minister of State for Empowerment of State Apparatus and Bureaucratic Reform, teacher performance assessment is an assessment carried out on each item of the teacher's major task activities in the context of career development, rank, and position (Maskur et al., 2021). Teacher/teaching staff performance evaluation is a teacher-based performance management system designed to examine and evaluate individual teachers' performance levels in order to achieve optimal school performance, which has an impact on student accomplishment. A person's performance (including that of teachers) can be measured using five metrics. principal. First, the quality of work for this indication is related to the teacher's mastery of everything relevant to learning program planning and using research findings in the classroom. Second, the speed and determination with which this indicator works are related to the teacher's determination to adapt teaching materials to the peculiarities of students and to complete the teaching program in line with the academic calendar. Third, the initiative in the work of this indicator is linked to the teacher's initiative in adopting various learning models in accordance with the academic

calendar. Learning materials and the effective usage of various school inventories. The fourth indicator is work ability.

This indicator measures the teacher's capacity to maintain conducive classroom settings, manage teaching and learning activities, and assess student learning results. Keliam, this communication signal is also related to the communication that teachers engage in during the tutoring service process with students who are less able to participate in learning but are open to hearing feedback to improve their learning. When evaluating the implementation of the teaching staff development program, numerous significant aspects must be examined.

**Table 2.** Evaluation of the Implementation of the Educator Development Program

Evaluation of the Educator Development Program	Important Aspects to Consider
The relevance of the program includes considerations	<ul style="list-style-type: none"> <li>a. Are the programs implemented in accordance with the needs and priorities of developing teaching staff?</li> <li>b. Is the program material up-to-date and relevant to the latest developments in the world of education?</li> </ul>
Quality of facilitator/instructor	<ul style="list-style-type: none"> <li>a. Does the facilitator/instructor have sufficient competence and experience in the area discussed?</li> <li>b. Is the method of delivering the material effective and interesting?</li> </ul>
Participant participation	<ul style="list-style-type: none"> <li>a. What is the level of attendance and involvement of participants in the program?</li> <li>b. Do participants feel motivated and benefit from the program they are taking part in?</li> </ul>
Facilities and infrastructure that need attention	Are the facilities provided (classrooms, equipment, etc.) adequate and support the smooth running of the program?
Evaluation and follow-up	<ul style="list-style-type: none"> <li>a. Is there an adequate evaluation mechanism to measure the success of the program?</li> <li>b. Is there a clear follow-up plan to implement the learning outcomes from the program?</li> </ul>
Program impact	<ul style="list-style-type: none"> <li>a. Is the program able to significantly improve the competency and performance of teaching staff?</li> <li>b. Are there positive changes in the learning process in the classroom after the program is implemented?</li> </ul>

A comprehensive evaluation include getting input from participants, teachers, and other stakeholders (Close et al., 2020; Penuel et al., 2020; Poth et al., 2020). It is also required to assess quantitative data such as test results, attendance rates, and program implementation costs. As a result, the program can be improved and developed on a constant basis to boost its effectiveness in the future.

### **Educator Development Strategy**

According to the big Indonesian dictionary, the term strategy refers to a tactic or strategy for warfare. Meanwhile, Hasan Shadily explains that it refers to a strategy or plan. The term strategy is commonly used to refer to approaches, tactics, and methods that can help

a leader achieve his or her primary objectives. So, based on the description above, the term strategy refers to the structure, procedures, and tactics that guide an organization's path (Israpil, 2018). In this context, strategy refers to a thorough and long-term approach to developing ideas, planning, and carrying out an action within a set time frame.

The teaching staff development strategy is an activity with predetermined goals and objectives, as well as the process of providing opportunities for teaching staff to develop their technical, theoretical, conceptual, and moral abilities in accordance with the needs of the job or position through education and training as required by the organization or the desire and need for growth and development of teaching personnel. The goal of coaching or development activities for teaching staff is to improve each human resource's abilities, which include scientific growth, insight into thinking, work attitudes, and task completion skills, in order to promote teaching staff productivity. Educators must meet specific conditions to effectively fulfill their duties and commitments.

The requirements for teaching staff are explained in Regulation Number 16 of the Minister of National Education of the Republic of Indonesia of 2007 concerning Academic Qualification Standards and Teacher Competencies, which states that as an educator, you must have academic qualifications and competence as a learning agent, be physically and spiritually healthy, and be able to achieve educational goals. national. In order to develop teaching personnel, five tactics must be implemented (de Carvalho-Filho et al., 2020; Killen & O'Toole, 2023), including (1) Developing school-based education services; (2) Increased and more equitable educational possibilities; (3) Improve the quality and applicability of education; (4) Enhancing educational systems and management; and (5) Empowering educational institutions. Hanafiyah believes that attempts to strengthen teaching staff contain two aspects: internally and externally. Similarly, Ghaffar believes that there are three approaches for training teaching staff, which include (1) Offering opportunity to participate in in-service training programs, courses, or education; (2) Providing a regular coaching program schedule; and (3) Create an academic or teaching organization (Putri & Nugroho, 2016).

Strategy development power educator covers the process (Schroeder, 2023). The steps are fairly complex, including the following ones: First, select a standard performance power educator. Performance standards for teaching staff are also known as work standards, which are benchmarks against which employee performance is measured. Work standards include job descriptions, job designs, job/person specifications, quality standards, job aids, standard operating procedures, and job manuals. Second, identify educators with high performance levels. In general, there are a few concepts to grasp through evaluation. evaluation. This performance contains, among other things, the following (1) How far the objective or target work has been successfully achieved by teaching staff; (2) How far the objective or target is in accordance with the quality standards that have been set; (3) What is the profile performance assessed by assessed by teaching staff (bad, fair, good, or very good); and (4) Recommendation or proposal what suggestions may be made to improve the performance of the teaching staff (Listiana et al., 2023).

### **Quality and Quantity of Educating Personnel**

Educators have a crucial role in implementing educational policies and driving change in schools. Teaching staff have a crucial role in adopting diverse learning styles within the curriculum (Lakey, 2020). Power educators must pay close attention to development and school quality (Christie & Lingard, 2020). The teaching staff lacks sufficient resources to meet demands for quality, quantity, professionalism, and welfare. The Ministry of National Education's personnel capability assessment tool for educators includes indicators for

assessing teaching staff quality, such as learning plans, classroom procedures, and interpersonal skills.

Professionalism has three basic characteristics (1) Professional capacity, which refers to an individual's intelligence, attitudes, and achievements in management and education; (2) Professional effort refers to an educator's efforts to use their knowledge and skills in education and learning management; and (3) Professional time dedication refers to the amount of time that teachers devote to carrying out their professional responsibilities. Professional skill is indicated by the teaching staff's expertise and understanding of the subject matter to be taught, as well as their willingness to update their knowledge in response to scientific and technological changes. Teaching staff's professional efforts are indicated by their ability to teach, master methodology, apply teaching materials, manage student learning activities, and continuously innovate to build effective learning programs (Kim & Maloney, 2020; Syukkur & Fauzan, 2021).

In general, achieving educational goals or ensuring educational success still prioritizes the cognitive domain. Educators are sometimes the first to be blamed when education produces dismal results. One of the complaints that contribute to the low level of education is the low quality of the teaching personnel, both in terms of educational background and teaching quality. Several steps have been taken to address this issue, including (1) The opportunity to move to a higher level of education; (2) In-house training and special training; and (3) Increasing the activities of teaching staff such as MGMP, MKG, and others. The existence of Law No. 14 of 2005 Concerning Teaching Personnel and Lecturers has implications for increasing the quality of teaching staff. The demands on teaching staff include not only that they must meet numerous requirements in order to obtain credentials as professional teaching staff, but they also include modifications for teaching staff, particularly their awareness of enhancing quality (Adnan et al., 2024).

In terms of quantity, we may conclude that the teaching staff in Indonesia is still not proportionate to the number of students. Schools in urban areas are generally acceptable, but those in villages and isolated areas remain substandard. The Indonesia teaching initiative for underserved communities is already recognized by the government and is being addressed (Kawuryan et al., 2021). Lack of equality, justice, inequality, limited facilities, a shortage of power educators, welfare, and low-quality output will continue to be issues in Indonesian education today and in the future. Appropriate and compassionate policy a real government is eagerly anticipating this outcome.

## CONCLUSION

Management development for educators is an important step in improving educational quality. Power educators can give a development program that includes training workshops, professional teacher education and training, coaching and supervision, internships or teacher exchanges, and research and development. Aside from that, there are several strategies for developing teaching staff, including: expanding and equalizing opportunities in schools; improving education quality and suitability; improving education systems and management; and empowering school institutions. Overall, creating a successful teaching workforce involves a variety of measures and continual support. This allows teachers to continue to improve their skills and make a substantial contribution to increasing educational quality.

This study has a number of problems, including limited access to the most recent and relevant literature, as well as difficulties in combining material from numerous sources, each with their own perspective and methodology. This constraint may have an impact on the accuracy and completeness of researchers' analyses. As a result, recommendations for future study include increasing access to broader and more recent academic databases, as well as considering the use of mixed research methods (qualitative and quantitative approaches). This

can provide a more comprehensive, thorough, and valid picture of effective ways for managing the professional development of teachers in schools.

## REFERENCES

- Adhikari, D. R., & Shrestha, P. (2023). Knowledge Management Initiatives for Achieving Sustainable Development Goal 4.7: Higher Education Institutions' Stakeholder Perspectives. *Journal of Knowledge Management*, 27(4), 1109–1139. <https://doi.org/https://doi.org/10.1108/JKM-03-2022-0172>
- Adnan, A., Zohriah, A., & Muin, A. (2024). Evaluasi Kinerja Tenaga Pendidik. *JIIP - Jurnal Ilmiah Ilmu Pendidikan*, 7(2), 1463–1468. <https://doi.org/10.54371/jiip.v7i2.3446>
- Arifin, S., Darmawan, D., Hartanto, C. F. B., & Rahman, A. (2022). Human resources based on total quality management. *Journal of Social Science Studies (JOS3)*, 2(1), 17–20. <https://doi.org/https://doi.org/10.56348/jos3.v2i1.22>
- Artemieva, V. V., Voronina, L. V., & Utyumova, E. A. (2020). Development of Information Culture of Future Teachers in the Conditions of Digitalization of Education. *2nd International Scientific and Practical Conference "Modern Management Trends and the Digital Economy: From Regional Development to Global Economic Growth"*(MTDE 2020), 841–847. <https://doi.org/10.2991/aebmr.k.200502.137>
- Budiharso, T., & Tarman, B. (2020). Improving Quality Education Through Better Working Conditions of Academic Institutes. *Journal of Ethnic and Cultural Studies*, 7(1), 99–115. <https://www.jstor.org/stable/48710249>
- Cheng, Y. C. (2022). *School Effectiveness and School-Based Management: A Mechanism for Development*. Routledge.
- Christie, P., & Lingard, B. (2020). *Teachers and Schooling Making a Difference: Productive Pedagogies, Assessment and Performance*. Routledge.
- Close, K., Amrein-Beardsley, A., & Collins, C. (2020). Putting Teacher Evaluation Systems on the Map: An Overview of State's Teacher Evaluation Systems Post-Every Student Succeeds Act. *Education Policy Analysis Archives*, 28(58). <https://eric.ed.gov/?id=EJ1250211>
- de Carvalho-Filho, M. A., Tio, R. A., & Steinert, Y. (2020). Twelve Tips for Implementing a Community of Practice for Faculty Development. *Medical Teacher*, 42(2), 143–149. <https://doi.org/https://doi.org/10.1080/0142159X.2018.1552782>
- Díez, F., Villa, A., López, A. L., & Iraurgi, I. (2020). Impact of Quality Management Systems in the Performance of Educational Centers: Educational Policies And Management Processes. *Heliyon*, 6(4). <https://doi.org/https://doi.org/10.1016/j.heliyon.2020.e03824>
- Dörnyei, Z., & Ushioda, E. (2021). *Teaching and Researching Motivation*. Routledge.
- Featherman, S. (2023). *Higher Education at Risk: Strategies to Improve Outcomes, Reduce Tuition, and Stay Competitive in a Disruptive Environment*. Taylor & Francis.
- Goodwin, A. L. (2020). Globalization, Global Mindsets and Teacher Education. *Action in Teacher Education*, 42(1), 6–18. <https://doi.org/https://doi.org/10.1080/01626620.2019.1700848>
- Hamsiah, A., Muzakki, A., Nuramila, N., & Fauzi, Z. A. (2022). The Role of the Professional Teacher as the Agent of Change for Students. *Al-Ishlah: Jurnal Pendidikan*, 14(4), 6887–6896. <https://doi.org/https://doi.org/10.35445/alishlah.v14i4.1372>
- Hays, J., & Reinders, H. (2020). Sustainable Learning and Education: A Curriculum for the Future. *International Review of Education*, 66(1), 29–52. <https://doi.org/https://doi.org/10.1007/s11159-020-09820-7>

- Israpil. (2018). Kualitas Tenaga Pendidik Dan Tenaga Kependidikan Madrasah Aliyah Di Kota Bau Bau Sulawesi Tenggara. *Educandum*, 4(1), 31–45.
- Kawuryan, S. P., Sayuti, S. A., & Dwiningrum, S. I. A. (2021). Teachers Quality and Educational Equality Achievements in Indonesia. *International Journal of Instruction*, 14(2), 811–830. <https://eric.ed.gov/?id=EJ1291222>
- Killen, R., & O’Toole, M. (2023). *Effective Teaching Strategies 8E*. Cengage AU.
- Kim, J., & Maloney, E. J. (2020). *Learning Innovation and the Future of Higher Education*. JHU Press.
- Lakey, G. (2020). *Facilitating Group Learning: Strategies for Success with Diverse Learners*. PM Press.
- Lan, Y. (2022). The role of teachers’ grit and motivation in self-directed professional development. *Frontiers in Psychology*, 13, 922693. <https://doi.org/https://doi.org/10.3389/fpsyg.2022.922693>
- Listiana, Fatmawati, Setiyadi, B., & Yantoro. (2023). Strategi Pengembangan dan Peningkatan Kualitas Tenaga Pendidikan oleh Kepala Sekolah dalam Meningkatkan Mutu Pendidikan di SDN 34/i Teratai. *ADVANCES in Social Humanities Research*, 1(5), 616–626. <https://doi.org/https://doi.org/10.46799/adv.v1i5.72>
- Maskur, H., Purwanto, P., & Choiriyah, S. (2021). Manajemen Pengembangan Pendidik dan Tenaga Kependidikan Pada Madrasah. *Jurnal Ilmiah Ekonomi Islam*, 7(2), 715–724. <https://doi.org/10.29040/jiei.v7i2.2524>
- Mertler, C. A. (2024). *Action research: Improving schools and empowering educators*. Sage Publications.
- Mintrop, R. (2020). *Design-based school improvement: A practical guide for education leaders*. Harvard Education Press.
- Nugroho, A. S., Suryanti, S., & Wiryanto, W. (2022). Peningkatan Kualitas Guru, Sebanding dengan Peningkatan Pendidikan? *Jurnal Basicedu*, 6(5), 7758–7767. <https://doi.org/10.31004/basicedu.v6i5.3354>
- Ökmen, B., Şahin, Ş., & Kılıç, A. (2020). A Critical View to the Primary School Teaching. *International Journal of Contemporary Educational Research*, 7(1), 54–70. <https://doi.org/https://doi.org/10.33200/ijcer.633051>
- Parlina, F. I., Warlizasusi, J., & Ifnaldi, I. (2022). Manajemen Tenaga Pendidik Dalam Meningkatkan Manajemen Mutu Madrasah Di MI 04 Rejang Lebong. *Al-Madrasah: Jurnal Pendidikan Madrasah Ibtidaiyah*, 6(4), 1291. <https://doi.org/10.35931/am.v6i4.1229>
- Penuel, W. R., Riedy, R., Barber, M. S., Peurach, D. J., LeBouef, W. A., & Clark, T. (2020). Principles of Collaborative Education Research with Stakeholders: Toward Requirements for a New Research and Development Infrastructure. *Review of Educational Research*, 90(5), 627–674. <https://doi.org/https://doi.org/10.3102/0034654320938126>
- Poth, C. N., Searle, M., Aquilina, A. M., Ge, J., & Elder, A. (2020). Assessing Competency-Based Evaluation Course Impacts: A Mixed Methods Case Study. *Evaluation and Program Planning*, 79, 101789. <https://doi.org/https://doi.org/10.1016/j.evalprogplan.2020.101789>
- Prokopiv, L. M., & Stynska, V. V. (2023). Higher Education Digitalization in the Context of Globalization Changes. *Annales Universitatis Mariae Curie-Skłodowska, Sectio J–Paedagogia-Psychologia*, 36(3), 7–18. <https://www.ceeol.com/search/article-detail?id=1220573>
- Putri, W. N., & Nugroho, M. A. (2016). Strategi Pengembangan Profesionalisme Tenaga Pendidik di Madrasah. *MUDARRISA: Jurnal Kajian Pendidikan Islam*, 8(2), 313. <https://doi.org/10.18326/mdr.v8i2.313-340>
- Schroeder, C. (2023). *Coming in From the Margins: Faculty Development’s Emerging Organizational Development Role in Institutional Change*. Taylor & Francis.

- Svendsen, B. (2020). Inquiries Into Teacher Professional Development—What Matters? *Education*, 140(3), 111–130. <https://www.ingentaconnect.com/content/prin/ed/2020/00000140/00000003/art00001>
- Syukkur, A., & Fauzan, F. (2021). Improving The Quality of Education Through The Principal's Strategy to Develop Teacher Competence. *Nazhruna: Jurnal Pendidikan Islam*, 4(3), 563–574. <https://doi.org/https://doi.org/10.31538/nzh.v3i1.402>
- Tatto, M. T. (2021). Professionalism in Teaching and the Role of Teacher Education. *European Journal of Teacher Education*, 44(1), 20–44. <https://doi.org/https://doi.org/10.1080/02619768.2020.1849130>
- Westbrook, L. (1994). Qualitative Research Methods: A Review of Major Stages, Data Analysis Techniques, and Quality Controls. *Library & Information Science Research*, 16(3), 241–254.
- Yehya, F. M. (2021). Promising Digital Schools: An Essential Need for an Educational Revolution. *Pedagogical Research*, 6(3). <https://eric.ed.gov/?id=EJ1304757>



© 2024 by the authors. Submitted for possible open-access publication under the terms and conditions of the Creative Commons Attribution (CC-BY-SA) license (<https://creativecommons.org/licenses/by-sa/4.0/>).