



Strategy to Improve Teacher Performance Through Teacher Professional Education

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ABSTRACT

Keywords:

Teacher Professional Education Program (PPG), Teacher Performance, Teacher Competence, Professionalism

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This study aims to analyze strategies for improving teacher performance through the Teacher Professional Education Program in elementary schools. The background of this study is the importance of teacher professionalism in supporting the quality of national education. The method used is a qualitative approach with data collection techniques through interviews, observations, and documentation. The data results were analyzed using thematic analysis with the Clarke and Braun approach. The results of the study indicate that Teacher Professional Education plays a positive role in improving teacher competence, especially in managing learning, preparing teaching materials, and delivering materials effectively. In addition, there is an increase in the culture of regular training which also encourages an increase in teacher professionalism. Initial obstacles such as limited facilities and infrastructure were successfully overcome through the principal's initiative. The findings are expected to be a reference as an effective strategy in supporting the development of teacher performance in a sustainable manner in elementary schools.

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INTRODUCTION

Education holds a pivotal role in advancing a nation's development. It serves as a driving force for social transformation, innovation, and cultural progress. When education is well-structured and supported, it can foster individual growth and societal harmony. Conversely, poor-quality education can hinder social progress and widen social inequalities (Ansley et al., 2021; Popova et al., 2022; Zhang et al., 2021). Among the critical components in ensuring an effective teaching and learning process are teachers, school principals, and other educational staff (Bektaş et al., 2022; Faiz et al., 2023; Setyaningsih & Suchyadi, 2021). Teachers, in particular, play a central role in delivering quality education, serving not only as knowledge transmitters but also as role models and mentors. In many regions of Indonesia, there are ongoing concerns about the quality and professionalism of educators, which directly affects students' academic and personal development (Mutohhari et al., 2021; Sims & Fletcher-Wood, 2021).

The increasing demand for competent and professional teachers has brought to light the pressing need for structured programs that can support and improve their capabilities (Admiraal et al., 2021; Bowman et al., 2022; Munna & Kalam, 2021). In this context, enhancing the quality of teachers through targeted development programs, such as the Teacher Professional Education (Pendidikan Profesi Guru/PPG), becomes a crucial step (Estaji & Ghiasvand, 2022; Fitriyah et al., 2022; Lin et al., 2022). These programs are essential not just for meeting national education standards, but also for ensuring that students receive a holistic and impactful educational experience (Ataman et al., 2024; Mardhiah et al., 2023; Sholeh, 2021). Hence, teacher professionalism must be prioritized to uplift the overall quality of education.

Education is not only aimed at improving students' intellectual capacities but also at shaping their character, attitudes, and emotional-social skills. The role of education in driving social change, highlighting that a quality education system depends on the professionalism of its teachers (Tapalova & Zhiyenbayeva, 2022; Zaini & Fahmi, 2023; Zhou et al., 2022). Stress the school's responsibility in providing both knowledge and emotional support to students (McLeod & Boyes, 2021; Safitri, 2024; Turner et al., 2022). Teachers, therefore, must act as professional educators who partly take over the parental role in guiding children. Professionalism in teaching refers to a combination of competencies, including pedagogical, personal, social, and professional domains, as outlined in the Indonesian Law No. 14 of 2005. Walter Johnson describes a professional as someone who performs complex tasks requiring extensive training and deep knowledge (Arsul et al., 2021; Moulida et al., 2022). To meet such standards, teacher training programs like PPG are necessary to ensure educators possess the skills and mindset needed for the classroom.

In the real world, the implementation of quality education still faces multiple challenges, particularly in rural or underdeveloped areas. Many schools in Indonesia continue to struggle with inadequate teacher performance, which hampers the learning process and student development (Boty et al., 2023; Kusumaputri et al., 2021). The lack of teacher professionalism is often evident in areas such as lesson planning, classroom management, and assessment techniques. Teachers may lack confidence in their pedagogical skills, often due to insufficient training or outdated teaching approaches.

The PPG program contributes to the development of professional competencies among teachers (Mardhiah et al., 2023; Sholeh, 2021). The interconnection between professional development and teacher performance in enhancing the learning process. Pre-service PPG as a means to improve educational human resources (Liu et al., 2022; Nguyen, 2021; Sahroni & Subroto, 2022). Although these studies provide valuable insights into professional

development, many focus on theoretical frameworks and general implementation practices without deeply analyzing specific strategies or outcomes in distinct school settings. Moreover, there is a noticeable gap in studies that examine how PPG translates into practical improvements in teaching, especially in rural or low-performing schools. This leaves room for more localized and strategic research on PPG's effectiveness.

While past research has shed light on the theoretical and systemic aspects of professional teacher development, few studies have provided empirical evidence focusing on how PPG impacts teacher performance in specific school contexts. Most studies offer generalized findings or concentrate on urban and well-supported schools, with limited attention given to under-resourced rural schools. Furthermore, there is a lack of detailed analysis on the strategic components that can optimize the effectiveness of the PPG program. This research addresses this gap by focusing specifically on SDN Kertosuko II Krucil, a public elementary school that represents the challenges faced in many rural educational environments. The novelty of this study lies in its dual approach: combining literature reviews with firsthand interviews from PPG participants. This method allows for a grounded understanding of both theoretical expectations and real-world application.

This study aims to analyze the effectiveness of the Teacher Professional Education (PPG) program in enhancing teacher performance at SDN Kertosuko II Krucil. It seeks to identify which aspects of teaching have improved as a direct result of PPG participation, and what strategies can be implemented to maximize the benefits of the program. The primary focus is on three core components of instructional practice: lesson planning, classroom management, and assessment. These components are critical indicators of teacher performance and reflect the broader competencies outlined in national education standards. The research adopts a qualitative approach through literature review and semi-structured interviews with teachers who have undergone PPG training. By concentrating on a specific school, the study allows for a more nuanced understanding of how the program operates in practice, rather than in theory. It also considers how well the PPG curriculum aligns with actual classroom needs and identifies opportunities for curriculum refinement.

Teacher professionalism as cultivated through the PPG program, plays a decisive role in improving educational outcomes. A professional teacher does more than deliver lessons—they inspire, guide, assess, and respond to students' diverse needs. In the Indonesian context, where educational disparities are stark, programs like PPG can serve as a transformative force, especially when implemented with strategic precision. However, to realize its full potential, PPG must not only be accessible but also relevant, contextualized, and continuously

evaluated. This study asserts that effective professional development requires more than certification; it demands a tailored approach that bridges policy and practice. At SDN Kertosuko II Krucil, the PPG program has shown positive results, but further strategic enhancements could yield even greater impacts.

RESEARCH METHOD

The researcher used a qualitative research method that involved the process of collecting data from various written sources, oral interviews, and observation and documentation (Leko et al., 2021). This study focuses on strategies for improving teacher quality through teacher professional education. In this study, the researcher used 2 data sources, primary data and secondary data. The aim is to more accurately collect information related to the research object. Primary data obtained from the results of observations, interviews, and focused discussions (Mirza et al., 2023). While secondary data was obtained through documents in the form of achievement certificates and photographs of Academic and Non-Academic Achievement championship winners related to the Strategy for Improving Teacher Performance at SDN Kertosuko II.

While the data collection technique was carried out using 3 main methods, namely; interviews, observations and documentation. The interview was conducted with Mr. Edy, S.Pd.MM as the Principal and Mr. Nicho Hartawan, S.Pd.I as the PPG Teacher at SDN Kertosuko II to obtain information related to the Strategy for Improving Teacher Performance through PPG at SDN Kertosuko II. Observations were made by observing the strategies implemented to improve Teacher Performance through Teacher Professional Education. In addition, documentation is an instrument of evidence used as a support and complement to data obtained through observation and interviews regarding teacher strategies to improve students' learning understanding at SDN Kertosuko II Krucil.

Data analysis in this study uses a thematic analysis approach according to Clarke & Braun which consists of three main stages (Proudfoot, 2023). The first stage is data reduction, which is the process of filtering and simplifying the data that has been collected so that it is more focused on the focus of the research problem. The second stage is increasing perseverance, by increasing this perseverance, the researcher is able to recheck the data, so that the researcher is able to provide an accurate and systematic description of the data regarding the object being studied. The third stage is drawing conclusions, where the findings are interpreted based on relevant theories. Through this approach, the study aims to present a comprehensive picture of the strategy for improving teacher quality through teacher professional education at SDN Kertosuko II.

RESULT AND DISCUSSION

Result

Strategic Concept of Teacher Professional Education

The research conducted at SDN Kertosuko II revealed a strong conceptual understanding and positive perception of the Teacher Professional Education Program (PPG) among participating educators. Through observations and informal interviews, it was found that teachers who underwent PPG demonstrated better preparation in lesson planning, classroom management, and assessment practices. The school leaders also affirmed that PPG participants showed a noticeable improvement in their pedagogical skills and instructional confidence. These preliminary findings suggest that PPG not only supports professional certification but also enhances the overall teaching performance. The observation further revealed that participants had a clearer understanding of national education standards and were more committed to professional development compared to non-PPG teachers.

The implementation of PPG at SDN Kertosuko II has significantly influenced teachers' competence in several areas. These include pedagogical planning, teaching implementation, and reflective evaluation. Teachers who participated in the PPG program expressed increased self-confidence in carrying out their teaching duties. The ability to use various instructional media, design learning activities aligned with the 2013 Curriculum, and conduct evaluations that informed the next steps in student learning. Moreover, the mentorship element embedded in the PPG structure—particularly the guidance from lecturers during workshops and teaching practice—contributed greatly to skill reinforcement. The alignment of program components such as workshops, field teaching practice (PPL), and competency tests created a well-rounded preparation framework. The strategic function of PPG not only in fulfilling certification requirements but also in strengthening the internal capacity of teachers to respond to classroom challenges with a professional mindset.

Table 1. Observational Results

Observed Competency Area	Pre-PPG Performance	Post-PPG Performance	Improvement Level
Lesson Planning	Basic	Advanced	High
Classroom Management	Moderate	Proficient	Moderate
Student Assessment	Basic	Proficient	High
Use of Learning Media	Limited	Diverse & Relevant	High
Curriculum Alignment	Inconsistent	Consistent	Moderate

Table 1 presents a comparative analysis of six core teaching competencies observed before and after teachers at SDN Kertosuko II participated in the PPG program. Prior to PPG, most teachers demonstrated only basic or moderate abilities in areas such as lesson planning, assessment, and classroom management. After completing the PPG, significant improvements were observed—particularly in lesson planning, assessment skills, and the use of learning media. Teachers began using more relevant and diverse teaching tools, which enhanced student engagement. Furthermore, their alignment with the national curriculum became more consistent. The program also led to heightened confidence and a stronger sense of professional responsibility. These developments indicate that the PPG program has an integrative effect, not just equipping teachers with technical knowledge but also strengthening their teaching identity and professional attitude.

The PPG program is a crucial mechanism for improving teacher quality. The data reveal that teachers who completed the PPG experienced significant gains in instructional planning, assessment literacy, and confidence in delivering content. These improvements are not isolated outcomes but are interconnected and cumulative in shaping the teacher's holistic growth. The structured approach of PPG—which includes theoretical workshops, supervised teaching practice, and formal assessment—ensures that professional development is not superficial but grounded in practical experience. The improvement in teaching practices also suggests that PPG participants are more adaptable and responsive to classroom dynamics, making them better equipped to support student learning outcomes. These interpretations underscore the need for continued investment in PPG and its expansion across all educational levels.

Improving Teacher Performance Competence

Finding conducted at SDN Kertosuko II revealed notable challenges in teacher discipline and professional behavior, which have been affecting the overall quality of education at the school. During the research period, several instances were recorded where teachers arrived late, missed scheduled classes, or were absent without valid justification. These practices indicated a lack of professional accountability and directly influenced classroom management and student learning outcomes. In response to these issues, the principal initiated a strategic intervention by encouraging teacher participation in the Teacher Professional Education Program (PPG). This decision aimed to enhance teacher competencies holistically, with the expectation that structured professional development would foster greater discipline, stronger pedagogical skills, and improved motivation. The principal emphasized the importance of creating a positive school environment through collaboration, continuous training, and role

modeling. The initial impact of the PPG program showed signs of increased teacher engagement and a more consistent approach to instructional planning and delivery. This suggests that targeted professional development, backed by leadership support, can serve as a catalyst for performance improvement at the school level.

Teachers who previously exhibited poor attendance and inconsistent classroom practices began to show improvement in key professional areas. These include increased punctuality, better alignment with lesson plans, and more active participation in school activities. The leadership of the principal was a key driver, particularly in encouraging accountability and fostering an atmosphere conducive to professional growth. Additionally, PPG provided teachers with access to updated pedagogical strategies, which were integrated into classroom activities. Teachers became more aware of their responsibilities and demonstrated higher levels of motivation and self-regulation. The program’s structure, which combines workshops, practical teaching, and assessments, offered a comprehensive framework that supported the development of competencies in planning, instruction, and evaluation. As a result, students began to benefit from more organized, engaging, and learner-centered classroom environments. These observations support the idea that professional training programs, when implemented with institutional support, can significantly transform teaching practices and lead to measurable improvements in student outcomes.

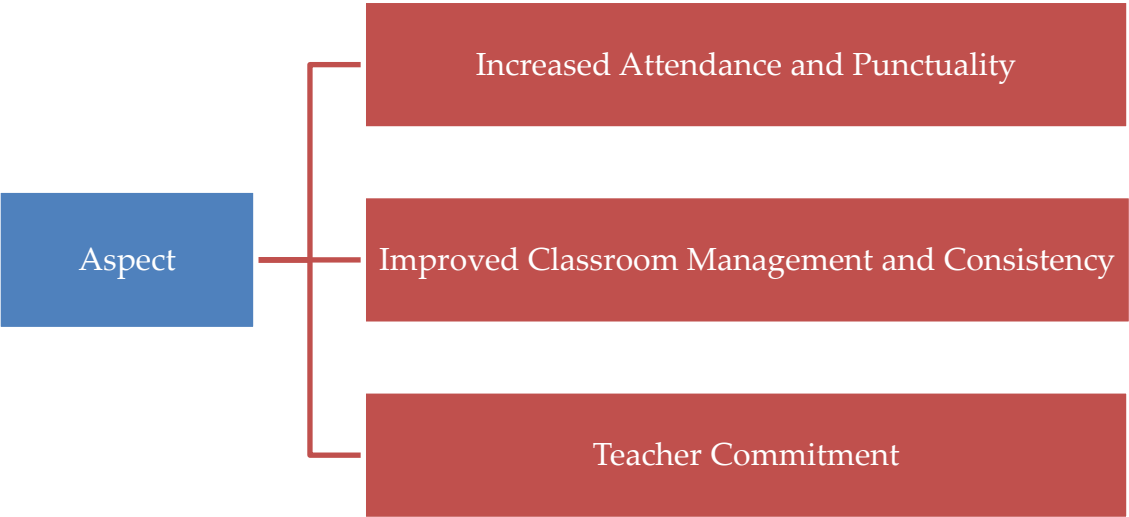


Figure 1. Aspect Improvement

Figure 1 show three points reflect the tangible changes observed among teachers at SDN Kertosuko II after their involvement in the PPG program. Firstly, attendance and punctuality saw noticeable improvement. Teachers who once

arrived late or skipped classes became more consistent in adhering to school schedules. This was likely influenced by the sense of accountability reinforced through the PPG's structured nature and the leadership's follow-up mechanisms. Secondly, improvements in classroom management and lesson implementation were observed. Teachers began preparing more detailed lesson plans, applied diverse teaching strategies, and maintained better control of classroom dynamics. This not only helped improve student behavior but also increased student participation and comprehension. Thirdly, there was a visible shift in teacher attitudes toward their profession. Many began to actively participate in school meetings, peer discussions, and collaborative planning. This demonstrated a growing sense of ownership and commitment to their role. These developments confirm the significance of structured professional development, supported by school leadership, in improving both individual teacher performance and overall school quality.

The PPG program, coupled with strategic leadership, is effective in improving teacher performance. The observable changes—ranging from increased discipline to improved classroom execution—can be interpreted as both behavioral and structural outcomes. PPG not only equips teachers with pedagogical tools but also fosters a mindset shift toward continuous professional improvement. The supportive role of the school principal, who facilitated teacher enrollment in the program and monitored progress, was instrumental in the program's success. The combination of formal education through PPG and informal motivation through school leadership created a balanced system that encouraged both accountability and innovation. Teachers began to internalize the importance of their roles as educators, which translated into more consistent and quality-driven teaching practices. This highlights that professional development must be integrated with school management practices to be sustainable. The findings underscore the need for ongoing investment in teacher training and underscore the relevance of leadership in influencing teacher behavior and educational quality.

The Role of Programs in Teacher Performance

At the beginning of the research, only one teacher had participated in the program. However, during the latest phase of the study, the number had increased to five. This shift was not merely quantitative but brought noticeable qualitative changes to the school's teaching practices. According to Mr. Edy, S.Pd., M.M., the school principal, PPG participation led to better lesson planning, clearer delivery of instructional content, and more structured classroom management. These changes were especially evident in the teachers' ability to design RPPs (Lesson Implementation Plans), develop supporting materials, and

apply effective teaching strategies. Furthermore, teachers reported feeling more confident and motivated in facilitating student learning. This transformation, largely triggered by structured professional training, demonstrates the importance of institutional support and access to development opportunities for teachers. It also underlines the pivotal role of school leadership in promoting and sustaining professional growth initiatives that can lead to a significant improvement in student outcomes.

The implementation of teacher development programs at SDN Kertosuko II had a noticeable effect on the teaching quality within the school. Before participating in PPG, most teachers had limited experience with pedagogical training and did not regularly engage in professional development. In fact, school-wide teacher training sessions were almost non-existent due to limited resources and infrastructure, especially a lack of instructional media such as projectors. However, over the past two years, the school principal has taken the initiative to organize quarterly training sessions to supplement the PPG. These efforts created a culture of continuous learning among the teaching staff. Teachers now collaborate more effectively, design more tailored instructional materials, and demonstrate greater responsiveness to student needs. These findings suggest that a combination of formal certification programs and in-house training initiatives can effectively improve teacher competencies across pedagogical, professional, and personal dimensions. Most importantly, the initiative served as a catalyst for a shift in mindset—from passive teaching practices to active, student-centered learning approaches. This cultural shift is critical in building a sustainable model for improving educational quality at the school level.

Table 2. Role Aspects of the Program

Indicator	Before PPG	After PPG Participation
Frequency of training sessions	None	Once every 3 months
Lesson planning quality (RPP)	Inconsistent	Structured and complete
Classroom management	Basic	Active and responsive
Use of teaching materials	Limited	Varied and student-focused

Table 2 illustrates the observed improvement in several teaching-related indicators at SDN Kertosuko II following teacher participation in the PPG program. Initially, only one teacher had been certified through PPG, limiting the overall pedagogical innovation within the school. As more teachers joined the program, the impact became more visible. Quarterly training sessions were also introduced, adding another layer of support. Lesson planning, previously inconsistent, became more organized and aligned with student needs. Teachers began to apply differentiated learning methods and incorporate relevant

instructional tools. Classroom management evolved from basic rule enforcement to dynamic facilitation, with teachers creating more engaging and disciplined learning environments. Lastly, the use of teaching materials diversified. Instead of relying solely on textbooks, teachers started integrating visuals, media, and interactive activities into their lessons.

Structured programs like PPG serve as critical mechanisms for enhancing teacher professionalism. The increase in the number of trained teachers correlated with measurable improvements in lesson planning, classroom management, and teaching strategies. These developments underscore the importance of both external certification programs and internal leadership efforts in shaping teacher performance. The data suggest that professional growth is not automatic; it requires systemic support, motivation, and access to relevant training. The role of the principal was also essential—not just in encouraging participation but also in institutionalizing a culture of training through quarterly workshops. This dual approach led to visible improvements in teaching quality. Teachers became more reflective and intentional in their practices, resulting in a better learning environment. The interpretation of this data reinforces the belief that teacher performance improvement must be addressed through multifaceted strategies that include formal qualifications, ongoing mentoring, and supportive leadership.

Discussion

PPG plays a critical role in equipping teachers with the competencies necessary to meet national education standards (Bektaş et al., 2022; Sahroni & Subroto, 2022). PPG alumni demonstrated improved ability in conducting formative assessments and adapting learning methods to student needs. PPG participants showed significant enhancement in curriculum implementation and pedagogical practices. They emphasized that workshop-based learning and practice teaching were effective components in strengthening teacher readiness. These previous studies confirm the effectiveness of the PPG structure in producing well-rounded professionals, validating the results observed at SDN Kertosuko II. The consistency across these findings supports the scalability and sustainability of the PPG model nationwide.

The shared emphasis on character development and environmental awareness among PPG graduates stands out. Endang's study concluded that PPG helps build teacher identities rooted in empathy and social responsibility. The significance of integrated mentoring and hands-on practice, affirming that these factors are essential in transforming theoretical understanding into classroom action. Professional certification through PPG is a strategic move to improve national teacher standards (Bowman et al., 2022; Setyaningsih &

Suchyadi, 2021). These studies collectively reinforce the conclusion that the PPG program at SDN Kertosuko II exemplifies national strategies for teacher professionalization. By synthesizing insights from these studies, it is clear that the implementation of PPG offers transformative potential not only in improving individual teacher performance but also in shaping systemic educational reform.

Teacher performance evaluation must be an integral part of school management to identify weaknesses and guide professional development. Schools with routine performance assessments and follow-up training showed significant gains in teaching quality (Munna & Kalam, 2021; Popova et al., 2022; Sanjani, 2024). The importance of principal leadership in improving school effectiveness. They noted that principals who applied collaborative strategies and invested in teacher empowerment created more adaptive and successful school environments. In both studies, the critical roles of strategic management and continuous professional development are underlined, supporting the observations made at SDN Kertosuko II. The implementation of PPG, when facilitated by strong leadership, becomes more than a certification process—it becomes a transformative educational strategy. These studies strengthen the position that teacher quality cannot be separated from institutional structures, particularly leadership commitment and resource allocation for development.

The importance of effective classroom management as a key indicator of teacher performance, which directly aligns with improvements seen post-PPG at SDN Kertosuko II. School leadership significantly impacts teacher motivation and discipline, reinforcing the critical role of principals as observed in this case. Job satisfaction and motivation are key determinants of teacher engagement and performance, which can be fostered through structured development programs like PPG. The impact of legal frameworks, such as the Teacher and Lecturer Law, on promoting teacher professionalism and raising public appreciation for the teaching profession (Popova et al., 2022; Slamet, 2023). Collectively, these studies confirm the observation that performance improvements at SDN Kertosuko II were not isolated incidents but part of a broader trend tied to professional development, motivation, and leadership support. This integration of findings presents a compelling case for nationwide scaling of such initiatives to uplift education quality in Indonesia.

The importance of structured teacher education programs such as PPG in equipping educators with both theoretical and practical teaching competencies (Danti et al., 2024; Sholeh, 2021). Their study found that PPG graduates demonstrate improved classroom readiness and instructional planning. The four required competencies—pedagogical, professional, social, and personal—outlined in the National Ministerial Regulation No. 16/2007. Their findings revealed that teachers who completed formal development programs displayed

greater competence across all four areas. Both studies support the observations in this research, showing that teacher performance significantly benefits from exposure to structured development programs that focus not only on content knowledge but also on the ability to manage diverse learning environments. These external findings reinforce the need for continuous professional education as a national strategy to improve educational outcomes, especially in public elementary schools.

The role of development programs in improving teacher performance is further supported by several additional studies. PPG enhances teachers' ability to apply differentiated instruction and manage inclusive classrooms (Nuranifah et al., 2022; Zhao et al., 2023). Their findings are consistent with the improvements observed at SDN Kertosuko II. Teaching is a professional career requiring certification and ongoing training—an argument clearly validated by the PPG outcomes. National strategies for education reform must prioritize continuous training and evaluation, a recommendation visibly realized in SDN Kertosuko II through regular training sessions. These studies collectively show that teacher development must be seen as a long-term investment and not a one-time effort. The experience at SDN Kertosuko II serves as a case model where a combination of certification programs and school-based initiatives can significantly uplift teaching quality, enhance student outcomes, and fulfill national education goals.

CONCLUSION

The Teacher Professional Education Program (PPG) has demonstrated a significant positive impact on improving teacher performance at SDN Kertosuko II. Through this program, teachers have shown marked development in key areas of professional competence, including lesson planning, classroom management, subject mastery, and the preparation of instructional tools such as lesson plans (RPP) and learning modules. This has led to more effective material delivery, allowing students to better comprehend the content being taught. PPG has also contributed to building teacher confidence, discipline, and innovation in performing their educational duties. Furthermore, the program has fostered a culture of continuous professional development, with quarterly teacher training sessions becoming a new norm—something that was previously nonexistent due to resource limitations. The proactive leadership of the school principal in overcoming infrastructural challenges, such as the lack of projectors, played a critical role in supporting the program's success.

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