

## **Principal's Strategy in Developing Teacher's Professional Performance Competency to Improve Educational Quality**

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**Abstract:** This study aims to find out and analyze in depth the principal's strategy in developing teacher professional performance competencies to improve education quality in SD Negeri 1 Koba Bangka Tengah while the discussion of this research focuses on (1) Principal leadership strategy steps; (2) Constraints faced in developing professional competence of teachers; (3) Model of developing professional competence of teachers which is suggested in the future in improving the quality of education. This research uses a descriptive qualitative approach with a phenomenological research type. Methods of data collection using the method of observation, interviews, and documentation. Data analysis techniques include data collection, data condensation, data presentation, and conclusion. The validity of the data was checked by using source triangulation and method triangulation techniques. Research informants are principals and teachers. The results of the study show that: (1) The strategic steps of the principal's leadership in developing teacher competence to improve the quality of education are the first formal strategy, namely the teacher assigned by the institution to attend education and training, the second non-formal strategy is the teacher on their wishes and efforts to train and develop themselves related to their work or position; (2) There are several obstacles faced in developing teacher competence, namely the lack of or limited IT mastery by the teacher, the lack of teacher creativity in the learning process in the classroom, and the lack of scientific work made by the teacher; (3) The model that can be used to improve the competence of teachers in carrying out their duties is through In-service education or In-service training programs.

**Keywords:** Educational Quality, Principal Strategy, Teacher's Professional Competence

### **A. Introduction**

Education is crucial for preparing the young generation for the global future, preparing them for superior character, high competitiveness, and technological advancements. Teachers play a vital role in implementing education in schools,

ensuring continuous learning and adapting to changes. The global learning dimension can implement learning innovation, producing high-achieving, quality, and dedicated students. However, the quality of education in Indonesia is still lacking, according to UNESCO's Assistant Director General for Education, Qiang Tang. Addressing these challenges is essential for achieving the Pancasila student profile.

A wise way to move the problems faced so that all school children receive the same treatment to improve the quality of education (Report 2016, in Jakarta, Tuesday 6 September 2016). Education Development Index Table (Education Development Index) Indonesia is in 5th position after Thailand with an Index of 0.603 ranking 108th in the world. A total of 217 factors cause the poor quality of education in Indonesia. This is a record of the 2017 ASEAN countries' education ranking obtained from Deutsche Welle Media.

There is limited access to support the learning process and the number of educational staff is not evenly distributed, coupled with teachers who do not yet have educational qualities which are still limited, the availability of facilities and infrastructure is very limited and their use and usefulness is still uncertain. School principals specifically need to prepare strategies to improve the quality of themselves and teachers as educators, because one of the determining factors for the quality of educational staff is how a principal can empower and manage human resources in the school he leads (Irmayani et al., (2018); Apriana et al., (2019); (Tobari et al., (2018). Mulyasa (2007) states that if the quality of teachers is a substance, then to improve the quality of teachers we must focus on two things that must be guided by as a school principal, namely: 1) improving the quality of educational staff as an entrepreneurial resource, 2) increasing the ability of educational staff professionally through integration, the suitability of the holistic program is tailored to the results of the quality of education personnel, clearly mapping and mastering technology and information for education personnel supported by digitalization technology and interesting and sophisticated learning methods. According to (Wandasari et al., 2019); (Fitria et al., 2017); (Fitria, 2018); (Sarinah et al., 2016); (Khasanah et al., 2019) states that quality improvement that emanates from the power of information technology must be carried out continuously, especially considering recent developments. rapid digitalization of science and technology.

Regulation of the Minister of Education and Culture Number 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture. This regulation will be guided by and of course, continuous, continuous adjustments will be made and will continue to progress by making changes. According to Farid (2017) the ideal teacher is wrong one indicator is having digital competence "Teachers must be able to keep up with current developments by conditions in the school where they teach. Those who can make changes are those who are technologically, information, and

computer (ICT) literate, digitally literate, and master technology theoretically and practically. Literacy and numbering train students' thinking skills using technology to master ICT at school. Reading literacy forms imagination and creates feelings in the form of illustrations.

The Pancasila student profile is crucial for the future generation, guiding the education system's activities. School principals must improve professionalism and instill faith, devotion, and noble character in students. Teachers should innovate, create creative programs, and work together to clean the school environment. This strategic plan aims to guarantee quality national education, shape Pancasila students' character, and form a dignified national character and civilization.

The Human Development Index (HDI) shows that Indonesia's human resources quality is still below other countries, with a ranking of 108 in 2013. The country is slightly better than the Philippines, which ranks 117th. Law no. 12 of 2020 outlines internal quality assurance for educational institutions, with stakeholders including teachers, students, parents, and school administration staff. External stakeholders, such as government, social institutions, and communities, are expected to provide support and correction in the learning process.

Haningsih (2014) stated that many problems regarding quality are often encountered in the world of education, starting from the quality of graduates, teaching, guidance, and training from teachers, as well as teacher professionalism and performance. However, this quality is related to the management of educational leaders, limited funds, facilities and infrastructure, educational facilities, media, learning resources, tools and training materials, unsupportive school climate, educational environment, and support from parties related to education. Each school certainly has weaknesses and strengths regarding the quality of education. These educational components will certainly influence the low quality of graduates in each educational institution.

The Indonesian government is using the Global Education Monitoring (GEM) report to address obstacles to education quality and develop education in the country. Quality schools are assessed based on their good condition, meeting requirements, and the complete components of education such as input, process, output, educational staff, facilities, infrastructure, and limited funds. Schools are given the authority to set their policies, such as determining and compiling their learning tools.

National Education Standards are the minimum criteria for the education system in Indonesia, regulated by Government Regulation Number 32 of 2013 concerning Amendments to Government Regulation Number 19 of 2005. Adjustments will be made continuously according to school needs. The government's efforts in

coordination, monitoring, planning, implementation, evaluation, and supervision of education aim to improve the quality of national education.

Quality learner outcomes are intentional, expected effects of the educational system, including what children know and can do, as well as their attitudes and expectations for themselves and society. The quality of education in Indonesia is determined by how each school achieves techniques in implementing programs and service processes towards the 8 National Education Standards. The goal is to achieve a minimum standard of educational outcomes that meets the 8 SNPs.

School principals must continuously innovate and prioritize the quality of education in response to globalization and the rapid development of science and technology. The infrastructure facilities at schools like SD Negeri 1 Koba, which provide computer labs and laptops, are essential for teachers and staff to develop their skills in mastering technology. A strong vision is crucial for leaders to determine the direction and steps in achieving goals. Parents are increasingly seeking quality education, leading to the creation of schools that are environmentally cultured and competitive. Quality is a school input that must be continuously evaluated to produce quality graduates. The quality of education is determined by diligent efforts, including managing programs, infrastructure, financing, and management of funds and stakeholders. SD Negeri 1 Koba, an accredited school in Central Bangka, has achieved numerous achievements, but many facilities are redundant and need improvement. The regional government is planning to equalize all education sectors to promote development programs and educational transparency, aiming for superior schools with character.

This research was conducted at SD Negeri 1 Koba, a public elementary school in the Koba Cluster 1 area of Central Bangka. The school has a large number of teachers, an accredited head, and a principal who has received awards for outstanding performance. The principal plays a crucial role in creating teacher development strategies through clinical and academic supervision. The number of teachers at SD Negeri 1 Koba is 139, with 82% being Bachelor's degree graduates. There are also 4 Master's degree graduates and 9 D2 graduates. The school is a division of SD Negeri 2 Koba, which was first established in 1978. Due to human development and increasing student numbers, the principal and village officials are looking for a solution to open a new State Elementary School with an afternoon school in the same location.

Interviews conducted at SD Negeri 1 Koba revealed that the school prioritizes the construction of school building rehabilitation, which has not improved the professionalism of teachers' work. Teachers are busy correcting work, care about professionalism, and do not perform class administration, indicating that the school does not yet reflect the professional characteristics of work.

The principal at SD Negeri 1 Koba is working to improve the quality of teachers and the school environment. The school's vision is "quality, competitive, virtuous and environmentally cultured," with a mission to improve academic and non-academic achievement, implement school-based management, develop facilities and infrastructure, implement character education, increase devotion to God, develop student activities in arts and culture, and increase environmental awareness. In 2022, there will be 14 class teachers, 2 Physical Education teachers, and 2 PAI teachers, 18% of whom have a Bachelor's degree, and 82% with a Bachelor's degree. The school principals are making joint plans to improve professional teacher performance, but they rarely carry out supervision. The school environment is aiming for a factually oriented and sustainable environment. The achievement of quality education in Indonesia is measured by the implementation of the SNP (National Education Standards) quality standard program and the PPDB school standard program.

After the change of principal in 2022 in the 2022-2023 academic year, SD Negeri 1 Koba 328 students, 13 groups, 18 with bachelor's degree qualifications in 2022. School facilities include 14 classrooms, 1 classroom not being used due to lack of students, laboratory space, and 30 computers in 2022. The selection of SD Negeri 1 Koba as a model school in November 2015. This is true since the existence of an Activator which is oriented towards an independent learning curriculum. SD Negeri 1 Koba has been left behind for a moment because now the regional government is focusing on implementing the Independent Learning curriculum for driving schools.

Heads and teachers don't know the vision and mission of the school. However, work is required to be professional, empowering existing ones to carry out the main abilities in achieving achievements without knowing the school's vision. The research was carried out for this research was carried out to provide input and planning that can provide motivation and innovation for teachers. Let's make a breakthrough regarding strategies to improve the quality of education as a benchmark for improving school quality.

## **B. Methods**

This research was conducted where the research focused on SD Negeri I Koba, they researched the performance of the Principal, Educators and educational staff and students, administrative staff, library as well as all activities that could be used as data sources for us. Research methods used by us are qualitative so it is easier for us to determine problem formulation and prepare reports. The researcher chose the descriptive method because the data sought was in the form of statements, not numbers. Meanwhile, the descriptive method was chosen to make it easier for us to collect data and to describe data obtained from the field in the form of data in the form of descriptions (not numbers or statistics). According to Iskandar (2008),

qualitative research is guided by the naturalistic or phenomenological paradigm of how to understand the research subject.

The data collection instruments used along with the data collection techniques used by us are observation, interviews, and documentation studies. Trianto (2010) says that data collection methods are essential “data collection techniques used by us to collect data”.

### **C. Results and Discussion**

This research uses descriptive qualitative analysis to examine the implementation of a school’s vision and mission in the UTAMA environment. Data is gathered through observation, documentation, and interviews, and the results are linked to theory. The analysis synchronizes data and documentation.

#### **The impact of Teacher Professional Competency strategies on the quality of education**

The research demonstrates that a school principal’s strategy to improve education quality involves routine administrative supervision, fostering responsibility, delegating authority, improving teacher professional quality through training, monitoring performance, and providing exemplary leadership. The principal’s role is crucial in managing and supervising all school members, and progress in education is dependent on their involvement. The principal’s responsibility is more dominant in implementing responsibility.

Supervision is not just observing and reporting, but also means correcting and improving the situation to be better by the objectives (Satori, 2007). From this definition it can be concluded that routine supervision is an activity of checking, supervising correcting, and improving conditions for the better so that goals are achieved. The principal as a communicator who acts as an intermediary is required to display the ability to foster cooperation with all school members in an open, partnership-like work climate to provide a sense of security comfort, and calm at work for all school members (Fitrah, 2017).

Suharto (2017) states that the role of supervisors is “to help, provide support, and share”. Suharto’s (2017) results from hypothesis testing indicate that school culture has a favorable impact on performance and that supervision has a beneficial impact on teacher dedication and performance. Because of this, more monitoring is required, along with work partnerships to help develop a character that takes responsibility for tasks, a school culture that supports the nationalistic spirit that supports Pancasila as the foundation of the state, and the principal’s dedication to their work. Additionally, Onuma (2016) research revealed notable distinctions

between the teacher supervision practices of districts and sub-district schools. For parents to have control over any school activity that involves funds that must come from the Boss's account, they must support school committees, class associations, and other stakeholders for there to be any noticeable positive differences in the schools. According to Sulistyorini (2009), supervision (controlling) is one of the management functions in educational institutions that greatly influences the achievement of organizational goals. The need for supervision is carried out by the school principal to evaluate work implementation, improve what is being done, and ensure that plans are achieved.

Routine supervision is a crucial process in schools, aimed at ensuring the responsibility and discipline of teachers and educational staff. It involves regular visits to all classes to monitor the learning process and identify empty classes. The principal plays a crucial role in promoting a quality school by being a role model in responsibility and discipline. They must balance their commitment to achieving the school's vision and mission with objective assessments. Professional supervision has been found to improve the quality of learning, leading to increased teaching satisfaction, commitment, and effective work capacity. Principals who set an example and are role models for educators help develop patterns and increase the character of responsibility, fostering empathy and cooperation among students.

This relates to research by Mukhtar (2015), which concluded that the following three strategies would help the principal increase teacher responsibility: 1) help teachers instill character/behavior habituation standards; 2) implement the character of responsibility by applicable regulations; and 3) comply with all regulations that have been mutually agreed upon. Without a doubt, a regulation serves a purpose. Therefore, it serves to maintain school community control and deter infractions. The role of responsibility is to accomplish organizational objectives in addition to guaranteeing the upkeep of order and the efficient completion of duties, as well as to create a dynamic, agreeable, and pleasurable work environment. Hence, not just teachers or other educational personnel abide by the rules. School principals must also set a good example for all educators and education staff.

Responsibility involves carrying out tasks seriously and obligations according to established regulations, with pleasure and without violating religious norms. Work discipline must be effectively and efficiently carried out for high-quality education. Teacher performance depends on the principal's ability to lead democratically, building a solid team. Democratic leadership assumes dynamic group interaction, delegating tasks, and giving trust to achieve organizational goals, supporting the quality of education.

The Principal of SD Negeri 1 Koba can delegate duties and authority to senior teachers and close associates when unable to be active due to external duties. The principal aims to assess the potential of teachers and staff, providing opportunities

for optimal development. Two teachers were recommended to become curriculum and student representatives, promoting motivation and demonstrating ideal potential in all staff.

Rohani (2004) states that teacher development activities are a series of assistance in the form of professional services provided by more expert people (school principals, supervisors, other experts) to teachers to improve the quality of learning processes and outcomes, to achieve educational goals. planned can be achieved. SD Negeri 1 Koba enhances the quality of schools through various activities like training, workshops, seminars, and courses. These activities help teachers and staff become professional educators, adapting to the school principal's work program. Proper professional training increases insight, enabling them to stay updated with globalization and the Independent Curriculum. Program evaluations enforce rules and instill responsibility.

Teachers are in the vanguard and ultimately set the agenda for education reform (Syafaruddin, 2002). In the fundamental theory of education, instructors enjoy the same rights as pupils. instructors, who have historically received less attention, should be given priority in any reform efforts. Giving educators and other education staff incentives and incentives that are relevant to their lives at work is the first step in raising the caliber of these professionals. It is anticipated that striking a balance between instructors' rights and responsibilities will improve the standard of instruction during the school day. Instructors pay greater attention to their students and are more responsible in carrying out their responsibilities at school.

A strong work team with a structured organizational structure is crucial for systematic management and improving the quality of education. The school principal guides students, conducts daily pickets, and hones teachers' skills. The team consists of teachers and staff, each responsible for their duties, supervising, evaluating needs, and providing innovative ideas for improvement.

The following is how Harahap (2005) measures the efficacy of a team: 1) Members of a team must play a critical and prioritized role for the team to function as a unit; 2) realistic goals must be set by circumstances and facts; 3) human resources are essential and play a crucial role in prioritizing time, space, and energy; 4) responsibility and authority to support teacher performance; 5) the plan's implementation must include a vision and mission statement; 6) a set of working rules is required; 7) teams must use appropriate tools to overcome obstacles and find solutions; and 8) cooperative teams must cultivate a positive, democratic, and beneficial attitude.

We found that schools improve education quality through strategies like routine supervision, delegation of authority, training, workshops, performance evaluation,

and leadership. Consistent teamwork, clear organizational structure, and evaluation of teacher and staff quality are key. Activities are conducted according to school goals and thorough planning, ensuring efficient and effective operations.

### **Strategy for Quality of Facilities and Infrastructure Benefits**

The implementation strategy for improving education quality involves education personnel playing a crucial role in using facilities and infrastructure. The school principal aims to fulfill needs, conduct comparative studies, and provide computer technology facilities, WPHI, and internet networks to support student learning. Educational infrastructure is facilities that indirectly support the teaching process, such as yards, gardens, fish ponds, organic waste bins, school gardens, and roads to school (Qomar, 2007).

Barnawi et al. (2012) defines educational facilities as equipment, materials, and furniture used in the educational process, while educational infrastructure refers to the basic equipment that indirectly supports the learning process. The importance of both direct and indirect facilities in supporting the learning process.

Educational facilities directly support the educational process, while educational infrastructure indirectly supports it. Proponents use educational technology to improve teachers' professional activities. Planning involves meetings with sector representatives and teachers to prioritize facilities and infrastructure. Funds for development come from BOS funds. Uncompleted equipment is reported to the Principal.

The facilities offered significantly contribute to the school's high caliber. According to Belmo's (2012) research findings, the provision of facilities and infrastructure is accomplished through the following methods: a) planning; b) procurement from government assistance and school and community committees in the form of routine funds, community funds, and community self-help funds; c) inventory, which is handled by the inventory team through the creation of records, the coding of goods, and the preparation of reports; and d) maintenance, which includes major repairs, preventative maintenance, and checking. Nurnirin, (2012) School principals prioritize the management, inventory, and utilization of facilities and infrastructure when making improvements to these resources.

McDonald (2010) explores school problems and their solutions, highlighting the importance of community involvement in procuring necessary facilities and infrastructure. The principal emphasizes monthly checks of classroom and service rooms for repairs and maintenance, with representatives reporting findings to the Principal. Teachers report damaged facilities to Mr. Hamidri, who records and reports the results to the Principal. The Principal inspects educational facilities and

infrastructure after receiving a report to determine if repairs, replacements, or renovations are needed. If approved, they coordinate with the Education Department treasurer to procure the necessary resources. Maintenance objectives include checking age-appropriate equipment, controlling operational readiness, checking equipment availability, and ensuring safety for students or staff.

The description above is a strategy for improving the quality of facilities and infrastructure seen from the cooperation of the Principal, Deputy for Facilities and Infrastructure, teachers, and educational staff in determining facilities and infrastructure through planning, fulfillment, and maintenance of infrastructure. Openness for teachers or employees to give their opinions to provide facilities and infrastructure to support performance. The conclusion is that teachers need learning facilities to support learning activities. The more complete and adequate learning facilities a school has, the easier it will be for teachers to carry out their duties, as will the atmosphere during learning activities. Learning facilities must be developed to support the teaching and learning process.

### **Dynamic Quality Management Development Strategy**

The strategy carried out by the School in improving the quality of management is through 1) Planning; 2) Implementation; 3) Monitoring and Evaluation.

#### *Planning*

The principal conducts a meeting to discuss school year activities, which are divided into daily routine activities, weekly activities, and semester 1 and 2 activities. Daily routine activities include welcoming students, singing national songs, reading the Koran, and visiting the library. Weekly routine activities include Islamic spirituality, cleaning cemeteries, gymnastics, and self-development. Semester activities include inter-class competitions, mid-semester assessments, and commemoration of religious holidays.

The school aims to instill character, ethics, moral values, responsibility, cooperation, respect, and environmental culture in its students. It encourages reading the holy book Al-Qur'an and participating in religious competitions. The school also emphasizes cultivating religious character, focusing on excellence, piety, trustworthiness, independence, and noble morals. Daily habituation activities, such as morning apples, dhikr, istigfar, and prayers to the Prophet, Azmaul Husnah, are part of the school culture.

The school also conducts Rohis activities on Friday mornings to instill independence, self-confidence, cooperation, and responsibility in students. Activities include visiting the Pangkal Pinang Tin Museum, gymnastics, and maintaining a clean

environment. Self-development activities include regional dance, volleyball, solo singing, woven works, wallpaper, drum band, painting, spiritual, mathematics, science, karate, swimming, pictures tell stories, football, and vocal and choir.

Semester activities include competitions between classes, mid-semester assessments, and tryout activities for grade six. The school also focuses on the national education calendar, commemorating Islamic religious holidays and Indonesian national holidays, and enlivening big-day activities with competitions. The Ramadan Sharing program provides zakat infaq and alms donations to all students.

Schools also provide supervision from the department in the form of complete class administration such as details of effective weeks, Prota, Promes, syllabus, learning implementation plan, educational calendar, and journals. Service supervision is carried out twice a year, namely at the beginning of the semester. The school took part in a learning workshop involving supervisors from the Koba District Technical Implementation Unit. The development of school learning equipment refers to Curriculum 13.

### *Implementation*

According to the school's vision of "Quality, Competitive, Virtuous and Environmentally Cultural" and with a primary school community of "Excellent, Taqwa, Trustworthy, Independent, Noble Morals and Environmentally Friendly," character development has been implemented in schools since 2021. The process, method, or act of carrying out (plans, choices, etc.) is called implementation, according to the school's Vision and Mission Big Indonesian Dictionary. Schools must work to build the vision, and goals, and the efforts that have been made to attain the vision and goals, claims (Muhaimin, 2009).

The school has a habituation program that focuses on developing the five characters, including welcoming students at the school gate, implementing transparent school policy programs, placing teachers as holders of sovereignty in teaching and learning, collaborating with the community and school stakeholders, and utilizing human resources and facilities owned by the school. The picket teacher welcomes students and supervises the implementation of the school picket daily. The principal conducts routine supervision of each class, ensuring the condition of teachers and students. Teachers carry out learning activities according to the learning implementation plan in class, using varied methods to make students active. During the break, students engage in various activities, such as playing, shopping, reading books, and studying alone. Three scheduled visits to the library and computer laboratory are conducted to eliminate boredom and motivate students. The school implements PAIKEM, an abbreviation for active, innovative, creative, effective, and fun learning, to create an

atmosphere that builds student creativity and encourages the emergence of new ideas.

This is related to the results of Khiroh's (2014) research on the quality standards of educators and education personnel at MTs Miftahul Anwar consisting of pedagogical, personality, social and professional competency standards, physical and spiritual health, ability to realize national education goals, ideological, fluent in reading. The Koran can integrate Islamic values (the Koran) in every lesson and has a spirit of ownership of the institution as well as the commitment of the madrasa head and continuous improvement.

The school schedule includes learning until 12.40, midday prayers, and tutoring activities for grade 6 students. Regular activities include ROHIS, Saturday morning exercise, and scouting. Teachers are responsible for their duties and functions, as per Republic of Indonesia Law number 14 of 2005. The implementation of PAS (Final Semester Assessment) was completed, with students participating in class meetings and contested activities. Teachers reported student learning outcomes for one semester, and end-of-semester holidays were distributed according to the educational calendar. Teachers' competence, loyalty, and responsibility are emphasized in committee activities.

#### *Monitoring and Evaluation*

Government Regulation Number 39 of 2006 defines monitoring as observing the progress of an activity plan, identifying and anticipating problems, and providing advice or warnings to ensure early action. Evaluation is a systematic process of collecting, describing, interpreting, and presenting information to help make decisions and formulate policies. It provides accurate and objective information about a program's implementation process, results, efficiency, and utilization. The essence of evaluation is to ensure objective decision-making, whether to continue or stop the program and to prepare the next program and related policies. Teachers and educational staff need to ensure the program's success.

According to Muhaimin (2009), monitoring and evaluation are activities carried out to supervise, collect, analyze, and interpret information and determine the level of success in the development of school program implementation with certain criteria for decision-making purposes. The Education Quality Assurance Institute and government agencies conduct monitoring and evaluations in schools, including SD Negeri 1 Koba, which meets the standard KKM value of 6.66 - 90.00 with accreditation A. The LPMP focuses on improving educators, equipment, and infrastructure. The provision of facilities and infrastructure is done through Education Department and Boss funds, with input from educational staff, students, facilities, and financing. School performance is measured by students, teachers,

principals, and community involvement. Related Education Service monitors the use of BOS funds, with quarterly reports to the District Education Office.

The results of the discussion show that the strategy to improve the quality of education is through teaching and education staff, facilities, and infrastructure as well as management using the concept of Total Quality Management (TQM). According to Sallis (1993), "Total Quality Management is a philosophy and a methodology which assists institutions to manage change and set their agendas for dealing with the plethora of new external pressures". The aforementioned opinion highlights the knowledge that integrated quality management is a philosophy and approach that supports different organizations, particularly industry, in managing change and creating their agendas in response to external demands. Each school's interpretation of what constitutes quality in the context of education will vary depending on the institution's goals and objectives.

Quality education relies on educators who deliver creative learning centered on students. Schools adopt Total Quality Management (TQM) to meet internal needs and external satisfaction. This approach involves zoning, student admission, and implementing superior programs. Schools serve the community by producing individuals with knowledge, skills, and a sense of responsibility, sincerity, faith, and piety. This approach involves all school members, including the principal, teachers, and students, to ensure the quality of education for students and society.

School principals play a crucial role in improving the quality of education by effectively managing administration, finances, and curriculum. They work as a professional, creative, and innovative team, regardless of social status. The principal implements strategies to improve quality through careful planning, organizational structure, providing role models, and opportunities for training. Teachers should maintain professionalism, and motivate, and supervise output from new student admissions to completion of education. A conducive school environment, professional teachers, and education services support the quality of education. However, the principal's behavior may favor certain teachers, affecting their ability to contribute to the school. Despite their higher educational level, teachers still have power over their leadership.

#### **D. Conclusion**

The study focuses on three strategies to improve teacher professional development in schools. The first strategy involves providing solutions for teacher development through regular supervision, administrative supervision, and learning. The second strategy involves enhancing teacher quality and performance through coordination with the school's budget, innovation, and creativity. The third strategy involves enhancing teacher professional development through planning, program

implementation, monitoring, and evaluation. The school's management strategy includes using the Total Management Concept, including PPDB, management control, and a transparent, efficient, and effective program. A solid management plan can help improve teacher performance in the school management program.

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