
Teacher Development Management to Improve Professional Competency: Case Study at SMA Negeri 1 and SMA Negeri 3 Bekasi

Munawir Munawir, Ade Tutty R. Rossa, Waska Warta, Ida Tejawiani

Universitas Islam Nusantara, Bandung, Indonesia

Email; munawir@uninus.ac.id; adetuttyrossa@uninus.ac.id;

waskawarta@uninus.ac.id;

idatejawiani@uninus.ac.id

Abstract

This research is based on the low level of teacher competency in their field, this causes each teacher to have differences in mastering the required competencies. This research aims to analyze the implementation of teacher coaching to improve professionalism. This study is qualitative research with an implementation study method. The research was conducted at SMA Negeri 1 and SMA Negeri 3 Bekasi. Data collection techniques: Direct observation, interviews and documentation studies or document and archive searches. Law Number 20 of 2003, Government Regulation of the Republic of Indonesia Number 19 of 2005, every educational unit in formal and non-formal channels is obliged to guarantee the quality of education. In making quality plans or the quality of providing good education, you can use the PDCA cycle theory (Plan, Do, Check, and Action) or what is known as the Deming Wheel. The results of the research show that the implementation of coaching management to increase teacher competency has been carried out in accordance with the SNP, but in general needs to be improved. Conclusion: Implementation of teacher coaching management makes a positive contribution to increasing teacher professional competence with a staged approach to the coaching management process and there are differences because the Vision and Mission of the two schools are different. To achieve its vision, schools need to strengthen the position of the School Quality Assurance Team and learning committee and continue to implement a positive culture: mindset, attitude patterns and behavior patterns based on national education standards.

Keywords: *Management, Teacher development, Professionalism.*

Introduction

The implementation of national education has tools for implementing Law Number 20 of 2003 concerning the National Education System in the form of Government Regulation Number 19 of 2005 concerning National Education Standards. In line with changes in the curriculum towards providing better education that is in line with the needs and developments of the times, in 2013 the National Education Standards were changed to Government Regulation Number 32 of 2013. In its formulation the National

Education Standards are defined as minimum criteria regarding the education system in all jurisdictions. The Unitary State of the Republic of Indonesia.

National Education Standards (SNP) in Indonesia have been regulated in Government Regulation of the Republic of Indonesia Number 57 of 2021 concerning National Education Standards as amended by Government Regulation Number 4 of 2022 concerning Amendments to Government Regulation Number 57 of 2021 concerning National Education Standards. National Education Standards are the key to realizing a quality education system. National Education Standards are minimum criteria regarding the education system in all jurisdictions of the Unitary State of the Republic of Indonesia. SNP coverage consists of 8 (eight) standards, namely: (i) graduate competency standards; (ii) content standards; (iii) process standards; (iv) educational assessment standards; (v) educational staff standards; (vi) facilities and infrastructure standards; (vii) management standards; and (viii) financing standards.

Reality in the field Existing conditions and situations are the reason why each teacher has differences in mastering the required competencies. To determine the condition of a teacher's competency mastery, teacher competency mapping must be carried out through a teacher competency test. The teacher competency test (UKG) is intended to determine the map of teacher mastery on pedagogical competence and professional competence. The teacher competency mastery map will be used as a basis for consideration in providing teacher coaching and professional development programs. UKG output is focused on identifying teacher weaknesses in mastering pedagogical and professional competencies.

The quality of education to date is still far from what was expected, so hard and continuous work is needed to catch up so that we will be able to compete honorably in the era of globalization. In an effort to improve the quality of education, experts in their fields are needed, according to their capacities so that everyone can play their role optimally, including teaching as a profession that demands its own skills and expertise. The National Education Standards mandate that every education unit in formal and non-formal channels is required to improve educational and learning competencies. The aim of ensuring the quality of education is to meet or exceed National Education Standards. Improving and ensuring the quality of education is the responsibility of each component in the education unit. In accordance with applicable laws and regulations, each educational unit is obliged to carry out quality assurance according to its authority. Improving quality in educational units cannot run well without a culture of quality in all school components. To improve school quality as a whole, a special approach is needed so that all school components together have a culture of quality. For this reason, an Education Quality Assurance Implementation program is needed in all schools in Indonesia with an approach involving all school components (whole school approach). As the first step in a series of quality assurance activities carried out by educational units, each educational unit must be able to prepare a quality map. The preparation of this quality map is necessary so that each educational unit can identify its respective strengths and weaknesses in relation to achieving National Education Standards, so that improvements can be made to achieve and even exceed National Education Standards. In

the concept of the Education Quality Assurance System (SPMP), improving the quality of education must be carried out based on data that has been analyzed accurately and correctly. The low quality of education has had a direct impact on the low quality of our nation's human resources. Because the process of producing quality human resources can only be through quality education and learning processes. Quality education can be achieved if teachers have sufficient income, so that they are able to pay adequate attention in carrying out their duties. Therefore, teaching staff need to develop, broaden, renew and deepen teacher competency.

Several factors that cause these problems, factors that cause the low quality of education in Indonesia, are as follows:

1. Learning Approach All educational problems that arise in Indonesian society stem from the failure of the education system. Be it from educational failure in the family environment, educational failure in the community, to educational failure at school. If all the aspects above are not optimal in providing education for children, then the children will be the victims. There will be some things or attitudes that are not in accordance with the goals of education.
2. Teacher Competency Factors In an advanced education, a professional teacher is needed. This means that every teacher is required to have the ability to understand teaching materials broadly and deeply. One of the obstacles is that in remote areas where improving teacher competency is difficult, this is due to very difficult transportation facilities and internet networks.
3. Differences in the quality of graduates are also influenced by how much attention schools pay to teacher development so that each high school in the city of Bekasi has teachers with the same educational standards but there are differences in professionalism in carrying out the learning process.
4. Teacher professionalism is also influenced by how much the school provides motivation and support for teachers in increasing their professional competence.

Teachers play an important and strategic role in education. As teachers, educators and trainers of students, teachers are agents of social change who change human thought patterns, attitudes and behavior towards a better, more dignified and more independent life.

Apart from that, teachers are the component that has the most influence on creating quality educational processes and outcomes. Therefore, any improvement efforts made to improve the quality of education will not make a significant contribution without being supported by professional teachers. In other words, improving the quality of education must start from teachers and end with teachers as well.

To carry out their heavy duties and functions, teachers are required to have all the competencies, including pedagogical competence, social competence and professional competence, which are integrated with each other in their complete personality. However, in reality in the field, educators often do not have full competence in carrying out their duties.

One of the inhibiting factors is the ability of educators who do not support the implementation of their duties, the lack of awareness, desire and willingness of educators themselves to strive to improve their competence. The development of the worrying condition of teachers has in fact become the main cause of the decline in the implementation of the teaching and learning process in educational units which is ineffective, inefficient and of low quality.

From this presentation, it can be seen how important the role of education is, so it is very necessary that the quality of education be further improved. One effort to improve the quality of education is through improving the quality of learning in the classroom. Increasing the quality of learning is largely determined by planned learning. It needs to be realized that the success of the teaching and learning process is determined by several factors including teachers, students, methods, infrastructure and class situations during learning. However, teachers who prepare such good learning will be less meaningful if it is delivered in an inappropriate way. Teachers are expected to be able to develop appropriate learning models so that students' understanding of a subject becomes relatively greater.

Research Method

This research seeks to fully describe the process of improving the quality of private university graduates in Jakarta in improving and developing the quality of higher education, so that the higher education learning process is able to give birth to a capable, tough, creative generation so that they are able to make a real contribution to the development of the times. can also make a real contribution to developing society and the country. The most basic thing is qualitative methodology as a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior. According to them, this approach is directed at the background of the individual or organization into variables or hypotheses, but needs to view them as part of a whole. Qualitative research method is a research method based on the philosophy of postpositivism, used to research the condition of natural objects, where the researcher is the key instrument, sampling of data sources is carried out purposively and snowballing, data collection techniques are triangulation, data analysis is inductive, and Qualitative research results emphasize meaning rather than generalizations. In the process of collecting qualitative data four things need to be taken into account, namely: qualitative researchers must be close enough to the people and situations being studied, so that a deep and detailed understanding of what is going on is possible; Qualitative researchers must try to capture what actually happens and what people say; Qualitative data consists of a large collection of pure descriptions of people, activities, and social interactions, and; Qualitative data consists of direct quotes from various people, that is, from what they say and write. To compensate for the shortcomings of one method, the principle of triangulation is commonly used, including data triangulation, researcher triangulation, theory triangulation and methodological triangulation.

Result and Discussion

Teacher Development Management Planning to Increase Professionalism, Based on the results of interviews with the Principal of SMA Negeri 1 Bekasi City, namely regarding the Formulation of School Development to increase teacher professionalism, which is carried out by the Principal with the School's Internal School Quality Assurance Team which is carried out at the beginning of the new school year.

Coaching activities for teachers are basically an integral part of management in the field of personnel in schools and are an effort to develop teachers' knowledge and skills so that in turn it is hoped that teachers can gain a competitive advantage and provide the best possible service. In other words, they can work more productively and improve the quality of their performance. Alan Cowling & Phillips James (1996: 110) provide a formulation of coaching as: "the systematic development of attitudes/knowledge/skills in behavioral patterns required by an employee (read: teacher) to carry out tasks or work adequately"

By borrowing the thoughts of Sondang Siagian (1997: 183-185), below we will explain the benefits of implementing a coaching program, both for schools and teachers themselves. Discussion This research is in accordance with the limitations of the problem previously described which has been carried out by SMA Negeri 1 Bekasi including several stages as follows:

To improve the quality of learning at SMA Negeri 1 Bekasi, rationalize the Guidance Quality Standards Policy, Quality Achievement Targets, Work Standards, SOPs for Implementing Guidance Quality Assurance, Guidance Institutions/Resource Persons in the Work Plan. Steps in implementing Guidance Quality Assurance in High School teacher coaching to increase professionalism. teachers, an integrated quality management coaching approach is needed. To rationalize the planning of an integrated quality management process in increasing professionalism in teacher development at SMA Negeri 1 Bekasi

Formulating School Development To increase teacher professionalism, student activities are always directed towards the school's vision and mission so that academic and non-academic achievements will focus on the school's vision and mission and National Education Standards. We strive to realize the mission and vision of the school. We carry out five stages of quality assurance for coaching, namely mapping, planning, implementation, monitoring/evaluation, and setting new standards. Our reference is Permendiknas No. 63 of 2009. Quality mapping activities involve all school members, namely in the form of completing the School Self-Evaluation (EDS), starting from the school principal, teachers, students, education staff and committees. School Self-Evaluation was created by LPMP West Java as a quality assurance institution for secondary education in West Java. Filling in EDS is online. The existing indicators were created by LPMP. In principle, we just have to choose answers according to school conditions.

1) Planned and systematic.

Guaranteeing the quality of coaching that SMA Negeri 1 Bekasi City wants to achieve is carried out in a planned and systematic manner. There are clear and measurable

targets. This target is outlined in school programs, including long-term, medium-term and short-term programs. The following is an excerpt from a joint interview with the school principal. Schools make plans and targets written in the school work program. Starting from long-term, medium-term and short-term programs. This is something we have to do so that we don't lose direction. The school work program is a guideline for carrying out all activities.

2) Open

The next principle applied in the implementation of the internal coaching quality assurance system at SMA NEGERI 1 Bekasi City is that it is open. The meaning of open here is that the system implemented is flexible in order to keep up with current developments. This means that the plans that have been made do not become rigid guidelines that must be implemented if conditions do not allow it. Then, program creation also follows current developments.

Efforts to improve teacher performance can be made through education and coaching. The 'on the job' method is the method most widely used in coaching and development. Teachers are trained on new work with the direct supervision of an experienced 'trainer' (an instructor or other teacher); Includes all efforts for teachers to learn a job while doing it in the real workplace. The various methods used are as follows: 1) Job rotation, 2) Job Instruction Learning, 3) Apprenticeship, 4) Coaching, 5) Temporary assignments.

This learning service program must present that consciousness and the world of reality are side by side, thus reality is formed by human consciousness itself. In Service Learning is carried out outside the employee's workplace, only referring to actual work simulations. The aim is to avoid obstacles that might affect the course of the learning process.

1. Principles of planning for Teacher Development Management to improve professional competence in terms of quality and quantity achieved by a person in carrying out their duties in accordance with the responsibilities given to them. Performance is divided into 4, namely:
 - a) Individual performance describes the implementation of a person's duties so that they can produce results determined by their group or institution;
 - b) Group performance describes the implementation of the main activities of a group so as to achieve the results set by the institution;
 - c) Institutional performance concerns the implementation of all the main activities of an institution so as to achieve the mission or vision of the institution; and
 - d) Program/policy performance relates to the implementation of activities in the program or policy that have been implemented so that the program or policy objectives can be achieved

2. Benefits of Teacher Development Management planning to improve professional competence
 High School Development Planning To increase the professionalism of teachers at SMA Negeri 1 and 3 Bekasi City, this was carried out by holding meetings with the committee,

all teachers and education staff. The meeting discussed the formulation of school development to increase teacher professionalism, the preparation of school development to increase teacher professionalism, and the preparation of SPMI (Internal Teacher Development System) documents.

The SPMI (Internal Teacher Development System) document was prepared by involving the school quality assurance team. Schools formed by educational units have duties according to article 3 of Minister of Education and Culture Regulation No. 28 of 2016 is to assist school principals in planning, implementing and controlling coaching quality assurance. Members: The educational school quality assurance team as referred to in paragraph (1) letter e consists of at least: a. representative of the Head of the education unit; b. teacher representatives; c. representatives of educational staff; and D. school committee representatives.

In planning to create a quality fulfillment planning program based on the results of quality mapping, education policy documents at the national, regional and educational unit levels as well as strategic plans for the development of educational units. Then the results of the planning are outlined in the education unit/school planning document as well as the action plan/implementation of activities; In implementing quality compliance in the management of educational units and learning process activities, we adjust them to planning so that the desired standards can be achieved well; To control the implementation of the Internal School Quality Assurance System, the School carries out a quality evaluation/audit of the quality fulfillment implementation process which has been carried out in accordance with the plans prepared so as to ensure certainty of continuous quality improvement and development.

In compiling the SPMI document, the Principal has carried out documentation activities which include mapping the quality of education well. The quality mapping documents created include:

- 1) SPMI policy documents; 2) SPMI manual document; 3) Standard documents in SPMI; 4) Form documents used in SPMI; 5) Supporting documents These documents are prepared referring to the technical guidelines for the implementation/implementation of SPMI with other supporting documents related to improving the quality of education.

In managing education quality data, schools review the suitability of the implementation of programs/activities that have been carried out with the plans that have been made both in terms of schedule, costs and processes, discuss the achievement of quality indicators that are appropriate to the activities being implemented, and discuss the implementation of relevant quality fulfillment and then discuss obstacles, problems and solutions for implementing fulfillment activities.

In implementing SPMI, schools coordinate by involving various parties including: (1) Principal/Deputy Principal (2) All Teachers and Education Personnel (3) School Supervisors (4) Regional Government Officials (5) Parents of students (6) School Committee (7) Community Leaders and Religious Leaders. The school has formed a coaching quality assurance unit or integrated SPMI into the management of the education

unit, the School Education Quality Assurance Team (TPMPS) has been formed and has: 1. Decree on the Establishment of TPMPS

2. TPMPS Organizational Structure 3. TPMPS activity journal. According to Sobri (2009:4), organizing is the activity of structuring and forming working relationships between people so that a unified effort is created to achieve predetermined goals. To realize working relationships between personnel, the principal forms a school internal quality assurance system team accompanied by job descriptions for each part of the organization so that they can carry out work in accordance with their respective duties and authorities so as to create a unified effort in realizing the goals. -The goals set by the school are the school's internal quality standards in developing superior academic programs in State High Schools.

Competence is a person's basic characteristics that influence the way they think and act, creating generalizations about the situation they face, so that they are able to survive long enough in competition between humans. Competency is a combination of mastery of knowledge, skills, values and attitudes which are reflected in habits of thought and action in carrying out their duties/work, so what is meant by teacher competency is a number of abilities that teachers must have to reach the level of professional teacher.

Quality schools can be defined as a series of processes and systems related to collecting, analyzing and reporting data on performance, competence, quality of educators and education personnel, school culture and institutional leadership. The quality development process identifies aspects of achievement and improvement priorities, provides data as a basis for planning and decision making and helps build a culture of continuous quality improvement. Quality schools are a function of the education quality management system in the form of the quality of student input as shown by student potential, the quality of learning experiences as shown by teacher competence, the availability and use of learning facilities, and school culture which is a reflection of the quality of the school principal's leadership. School quality is a comprehensive picture of school conditions through the principal's leadership, school culture, teacher competency, school infrastructure, curriculum, financing, assessment and evaluation, as well as the results of learning innovations that can present school conditions according to needs, desires and expectations.

3. Availability of Teacher Development Management guides to improve professional competence.

The coaching guide is a tool used to improve the quality of every teacher coaching at SMA Negeri 1 Bekasi which is continuously carried out both conventionally and through innovative activities. These activities include various coaching to increase teacher competency, procurement of books and learning tools, improvement of educational facilities and infrastructure, and improvement of the quality of school management. However, various indicators of education quality have not shown significant improvement. The bureaucratic and centralized climate in the education system that has occurred so far is considered to be one of the causes of the decline in the quality of education. Schools are confined by power from the central to regional levels so that

school principals and teachers, as the parties who best understand the reality of education, are in a powerless or controlled position.

Identifying functions that need to be involved to achieve situational goals and whose level of readiness still needs to be researched, such as curriculum development, development of educational and non-teaching staff, student development, development of school academic climate, development of school-community relations, development of facilities, and other functions .

- a) Socialize the concept of school-based management to all school members, namely teachers, students, deputy principals, counselors, employees and other related elements (parents, supervisors, deputy head of department, deputy head of regional offices, etc.) through seminars, discussions, forums science, and mass media. In this socialization, the existing school system, culture and resources should also be read and understood as carefully as possible and reflected on their suitability with the system, culture and resources needed for implementing school-based management.
- b) Conduct an analysis of school and out-of-school situations, the results of which are real challenges that must be faced by schools in order to change central-based management to school-based management. Challenges are the difference (mismatch) between the current state (center-based management) and the desired state (school-based management). Therefore, the size of the discrepancy between the current situation (reality) and the expected situation (ideally) tells the size of the challenge (leap).
- c) Formulate situational goals to be achieved from the implementation of school-based management based on the real challenges faced (point 2). As soon as the situational objectives are established, the readiness criteria of each function and its factors are established. Criteria
- d) Determine the level of readiness of each function and its factors through SWOT (Strength, Weakness, Opportunity, and Threat) analysis. SWOT analysis is carried out with the aim of identifying the level of readiness of each function from all the functions required to achieve the predetermined situational goals. Since the level of functional readiness is determined by the level of readiness of each factor involved in each function, a SWOT analysis is carried out on all factors in each function, both factors classified as internal and external. The level of readiness must be adequate, meaning that it must at least meet the readiness measures required to achieve situational goals, which are expressed as: strength, for factors classified as internal and opportunities, for factors classified as external factors. Meanwhile, an inadequate level of readiness, meaning that it does not meet the readiness standards, is stated as a weakness, for factors that are classified as internal factors; and threats, for factors classified as external factors.
- e) Select problem solving steps, namely the actions required to change an unready function into a ready function. As long as there are still problems, which is the same as the lack of functional readiness, then the situational goals that have been set will not be achieved. Therefore, in order for situational goals to be achieved, it is necessary to take actions that change unpreparedness into functional readiness. The actions in question are usually called problem-solving steps, which are essentially actions to overcome weaknesses

and/or threats, so that they become strengths and/or opportunities, namely by taking advantage of one/more factors that mean strengths and/or opportunities.

- f) Communicating/socializing information about Teacher Development Management to improve professional competence.

Socialization regarding the development of high school teachers is a standard. This contains the requirements for a quality management system that directs the organization to control its processes towards achieving its targets, including customer satisfaction, conformity with regulations and legislation and continuous improvement. In implementing this quality management system, the organization can undergo a certification process from an independent institution as proof of its suitability to meet various ISO 9001:2008 quality management system requirements, thereby further increasing the trust of its business partners/stakeholders.

Coaching organizers have SOPs (Standard Operational Procedures) so that all coaching needs that will be implemented can be prepared carefully. One way is to hold intense internal meetings and ensure that every action plan made at the previous meeting has been implemented well. If at a meeting there are members who have not been able to carry out their duties, then the task of the chairman of the committee or meeting forum is to ask about progress and obstacles faced so that they can provide solutions. Established strategic models, objectives and techniques; Teacher Development Management To improve professional competence. Based on the results of an interview with the Head of the School Quality Assurance Team for SMA NEGERI 1 Bekasi City, namely regarding the Implementation of High School Development activities to increase teacher professionalism, namely the implementation of activities will not run well without an implementing party who is responsible for implementing the activities. In order to support the success of SPMI at SMAN 1 Bekasi City, the school formed a work team. School Management Team. In general, the team formed functions to:

- a) Coordinate the implementation of quality assurance of coaching at the educational unit level
- b) Carry out guidance, guidance and supervision of educational actors in educational units in the development and quality assurance of educational developmen
- c) Carry out education quality mapping based on education quality data in educational units
- d) Monitoring and evaluating the quality fulfillment implementation process that has been carried out It is) Provide recommendations for quality improvement strategies based on monitoring and evaluation results to the head of the education unit.

In order for the coaching to run efficiently and effectively, the readiness of the material to be displayed needs to be ensured first. This material readiness can take the form of checking the material, checking the completeness and functionalization of the Power Point application or similar, and checking the amount of material that will be erected physically and non-physically.

Often in various coaching sessions that are held, participants are often confused about what they should do when they first enter the coaching location. However, at SMA Negeri 1 Bekasi, with very complete facilities, during offline coaching, some participants felt unsure about choosing a seat. This feeling will initially cause discomfort for the participants, while the effectiveness of coaching is sometimes determined from the first minutes of the conversation. For this reason, the task of the training organizer is to directly guide the participants to enter the room and sit in the chairs that have been provided or determined based on the participant number. In contrast to providing courageous coaching, participants usually forget to turn off the microphone during the implementation and do not download the material that has been distributed. For this reason, the task of the training organizer is to provide a briefing to the participants regarding things that must be prepared and carried out at the coaching location no later than H-1 before the coaching activities are carried out. These things are very important in order to support the smooth running of the activities to be held.

Achievements (outcomes) of Teacher Development Management To improve professional competence. From the definition of quality, to achieve good quality, education providers must apply the basic principles of quality management.

1. Customer Focused Customer focused means recognizing who the customer is. By knowing customers, we can determine the quality to be achieved so as to meet customer satisfaction. In the process of providing education we can a. Internal Customers are all human resources involved in the process of providing education, such as students, teaching staff, administrative staff, technicians, laboratory assistants and others.
2. Leadership Management sets strategies and leads educational institutions/schools to achieve their goals. Management creates an environment that encourages staff to continuously improve and work to provide customer satisfaction. Top leaders (Principals and Deputy Principals) must establish quality policies, determine achievement plans, allocate resources and be actively involved in monitoring progress. The quality policy created must be socialized to all
3. Employee Involvement Human resources (teaching staff, employees, technicians, students) as implementers and objects to achieve goals (quality) must have quality awareness, commitment and responsibility and be actively involved in realizing the achievement of the expected quality. Achieving quality is not only the responsibility of the Head (Principal and Deputy Principal) but all elements play an active role and are responsible for achieving quality. In this way, teamwork and full employee involvement make quality a reality.
4. Process Approach Understanding and managing existing resources and activities of educational institutions/schools aims to optimize organizational operations. The process approach must be oriented towards effective results, resources and activities are controlled as a process and systematically used to ensure product conformity. Systems Approach to Management A systems approach is used for systems and interactions between processes to contribute to effectiveness and a. Setting quality targets for each process; b. Establish interactions and process sequences; c. Monitor and measure the

effectiveness of each process. Determining the sequence and interaction of processes and managing all resource components as an integrated system are key factors for management's success in realizing the quality of education delivery and achieving the goals to be achieved.

5. Continuous Improvement The target of this improvement must remain on the organization and performance monitoring through measurable quality targets. Problem solutions to the Control Aspects of Integrated Quality Management to increase the professional competence of high school teachers. Quality Assurers within the Bekasi City Education and Development Agency have the authority to carry out related monitoring and evaluation. with all implementation of training, both pre-service training and leadership training. The purpose of monitoring and evaluation carried out by the Quality Assurance Committee is to guarantee the quality of implementation. Currently, a lot of coaching is done online, teachers can take part in these activities without having to travel. This is of course very profitable and makes it easier for teachers in rural areas, they can continue to learn and innovate to improve their schools.

The first step in the Teacher Professional Development and Development system, the implementation will first be to map teacher performance profiles using a self-evaluation instrument. The results of the self-evaluation are then used as a reference in planning a continuous professional development program that will be implemented throughout the academic year. Implementation of continuous professional development is carried out for teachers who have or have not reached the specified standards. At the end of each school year, an assessment of teacher performance is carried out, where the results are an illustration of the increase in competence obtained by teachers after carrying out continuous professional development in the current year and are also used as a basis for determining credit figures for the main elements of the learning/guidance sub-elements for that year. The results of the previous year's teacher performance assessment and the results of the current year's self-evaluation are then used as a reference for planning continuous professional development for the following year.

Conclusion

In the process of implementing the Internal School Quality Assurance System to increase the professionalism of teachers at SMA Negeri 1 and SMA Negeri 3 Bekasi, implementing a quality assurance system is a top priority. The implementation of teacher development consists of: (1) Planning process; which begins with the policy making process up to document ratification, (2) Implementation process, the implementation process is carried out by forming a team and implementers in the field, (3) Training quality evaluation process, the internal quality audit process is carried out by internal auditors after they have carried out the training and a certificate as proof that they are fit and capable to become internal auditors. (4) Quality Control Process. This is carried out continuously in the hope of ensuring that it meets educational standards. a. Aspects of determining/planning the implementation of the school's internal teacher development system at SMA Negeri 1 and SMA Negeri 3 Bekasi have been implemented in accordance

with the rules in the planning process b. The evaluation/monitoring aspect of the implementation of the school's internal teacher development system at SMA Negeri 1 and SMA Negeri 3 Bekasi is carried out to ensure that the quality standards implemented and developed by SPM/LPM have been determined, implemented, fulfilled, evaluated and improved. c. Internal control/audit aspects of the implementation of the school's internal teacher development system at SMA Negeri 1 and SMA Negeri 3 Bekasi have been carried out in accordance with standard operational procedures. This is reflected in the TPMPS/Learning Committee forming an Internal Academic Quality Audit team.

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