

Research Article

# The Effectiveness of Teachers' Performance in Implementing the Merdeka Curriculum at SDN 1 Lubuk Seberuk

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**Abstract:** In addition to the main aspects of teacher competency, the study also emphasizes the importance of leadership and institutional support in the effective implementation of policies. The school leadership plays a crucial role in creating a conducive environment for professional development, fostering a culture of collaboration among teachers, and ensuring the implementation of competency-based assessments. It was found that the active involvement of the principal in monitoring and providing feedback to teachers significantly contributes to the continuous improvement of teaching practices. The study also highlights the importance of aligning teacher competency development with the school's educational goals and objectives. While some teachers have demonstrated significant improvement in their teaching methods and student engagement, others still require more support to fully integrate the competencies into their daily practices. The continuous professional development of teachers is therefore vital to ensure that the competencies are not only understood but also consistently applied in the classroom. Moreover, the study recognizes the critical role of community and parental involvement in enhancing the quality of education. Collaboration between the school, parents, and the local community can create a more supportive learning environment, ensuring that students receive the necessary resources and encouragement both at school and at home. In conclusion, the research suggests that while the implementation of teacher competency policies at SDN 2 Lubuk Seberuk has shown positive results, the process should be supported with more training opportunities, resource allocation, and consistent monitoring to overcome existing challenges.

**Keywords:** Education Policy; Education Quality; Elementary School; Professional Development; Teacher Competency.

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## 1. Background

In efforts to improve the quality of education, teacher competency policy is a crucial aspect in realizing educational transformation that is able to adapt to local, national, and global conditions, developments in science and technology, and the demands of the times. In realizing quality education, teachers, as key actors in educational services who play a direct role in serving students, require competencies that encourage improvements in educational quality. To support this role, in accordance with the mandate of Law No. 14 of 2005 concerning Teachers and Lecturers, teachers are obliged to develop their abilities. Improving teacher competency can result in good quality learning and quality graduates. Article 10 of the law explains that teacher competency includes pedagogical, social, personality, and professional competencies.

Pedagogical competence is the ability to understand students' needs and potential, as well as to design, implement, and evaluate the learning process. Second, personal competence refers to an individual's ability to reflect a strong, stable, mature, wise, and authoritative personality, thus serving as a role model for students and possessing noble morals. Third, professional competence is the ability to master learning materials broadly and deeply,



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including scientific methodology. Fourth, social competence is a teacher's ability to communicate and interact effectively with various parties.

The various strategies implemented by the Ministry of Education, Culture, Research, and Technology mentioned above will not have a broad impact if the transformation regarding the importance of improving teacher competency does not originate from the individual teacher and is not supported by teacher competency improvement policies at the educational unit level. Research conducted by Sennen (2017) states that teachers' self-motivation to develop their competencies is low. Some teachers, even though they are certified and receive certification allowances, have not seriously prepared and carried out their duties as teachers professionally. Nafisa et al. (2023) also added that in practice, the problems faced by teachers in Indonesia are quite complex. Many teachers are still placed in positions that do not match their areas of expertise, so learning does not run optimally. Furthermore, a number of teachers carry out their profession only as a job, not as a calling, which ultimately impacts the quality of the teachers themselves. On the other hand, students' understanding of the material presented by teachers is still not optimal. The results of previous research conducted by Herman et al. (2023) on "Implementation of Teacher Professional Competence as an Effort to Improve Learning Quality (Case Study at SDN Bingkeng 01, Dayeuhluhur District, Cilacap Regency)" also further strengthen the importance of implementing teacher competency policies in educational units. The results of this study illustrate that the implementation of teacher professional competence needs to be improved by implementing strategies that involve the role of school principals, teacher professional organizations, and the provision of educational facilities that are aligned with needs.

## 2. Theoretical Study

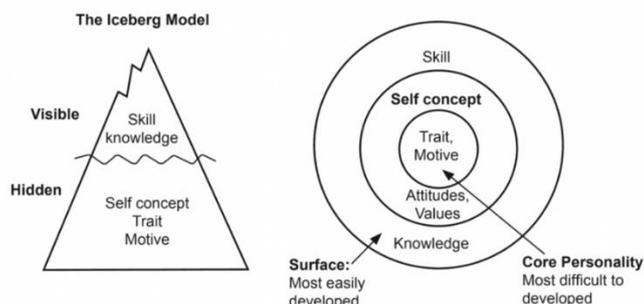
### 2.1. Understanding Competence

Competence comes from the word competency (English) which means ability, capability, proficiency, qualification, eligibility, readiness, skill, adequacy. According to Ciliz et al. (2015), competence is a combination of knowledge, skills, attitudes, motivations, and personal characteristics that enable individuals to act actively and efficiently in certain (specific) situations.

The above definition is also supported by Usman in Febriana (2019), who states that competence is a reflection of an individual's qualifications or abilities. According to the Ministry of National Education (2003), competence encompasses knowledge, skills, and core values reflected in consistent and sustainable habits of thinking and acting, ultimately enabling a person to become competent, that is, possessing the knowledge, skills, and core values needed to perform a task (Febriana, 2019).

Based on the above understanding, researchers conclude that competence is something that reflects a person's ability in terms of knowledge, mastery of attitudes, and skills in certain situations.

According to Spencer and Spencer in Febriana (2019), competence has five dimensions which are explained in the image below.



**Figure 1.** Competency Dimension Image (Spencer and Spencer, in Febriana, 2019)

## 2.2. Understanding Teacher Competence

Researchers cite Government Regulation R1 No. 74 of 2008 concerning teachers that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education. Article (2) explains that teachers are required to have academic qualifications, competencies, teacher certificates, be physically and mentally healthy, and have the ability to realize national education goals. The competencies referred to are a set of knowledge, skills, and behaviors that must be possessed, internalized, mastered, and actualized by teachers in carrying out professional duties. The regulation explains that teacher competencies include pedagogical competencies, personality competencies, social competencies, and professional competencies obtained through education.



Figure 2. Teacher Competency Image

## 2.3. Implementation of Teacher Competency Policy

Nuryani (2024) stated that the success of implementing a policy is influenced by the involvement of Human Resources (HR) that are in accordance with their function (organizational structure and competencies possessed), as well as the ability of leaders to direct, mobilize, and motivate all HR involved, as well as the existence of clear activity programs, budgets, and implementation procedures that are understood by the policy implementer.

In the context of teacher competency development policy, the Directorate General of Primary and Secondary Education of the Ministry of National Education, as quoted by Wijaya et al., (2023), put forward various alternative Teacher Professionalism Development Programs that can be implemented, including: (1) Teacher Education Qualification Improvement Program, (2) Equivalency and Certification Program, (3) Competency-Based Integrated Training Program, (4) Educational Supervision Program, (5) MGMP Empowerment Program, (6) Teacher Symposium, (7) Other Traditional Training Programs, (8) Reading and writing journals or scientific works, (9) Involvement in scientific forums, (10) Conducting research, especially Classroom Action Research, (11) Internship program, (12) Following developments in information through mass media, (13) Active involvement in professional organizations, and (14) Establishing collaboration with fellow teachers or colleagues in the surrounding environment.

In addition to these various competency improvement programs, the Center for Policy Research of the Research, Development, and Book Agency of the Ministry of Education and Culture (2020) emphasized that teachers play a central role in creating superior human resources. To support this role, as mandated by Law Number 14 of 2005, teachers are obliged to continuously develop their skills. One way is through participation in professional organizations such as the Subject Teachers' Conference (MGMP), which serves as a forum for teachers in the same field of study to exchange ideas and experiences. In this regard, it is important for MGMP, as a professional organization, to develop strategies to strengthen teacher competency through discussion forums and training.

## 2.4. Quality of Education

According to the Big Indonesian Dictionary, "quality" is defined as the level or measure of goodness or badness of something, encompassing quality, level, or degree, such as intelligence and skill. Quality can also be understood as the overall description and characteristics of a product or service that reflect its ability to meet expected needs (Siswopranoto, 2022).

Furthermore, the Ministry of Education, Culture, Research, and Technology also outlines educational quality, as measured through educational report cards. This allows schools to assess their educational outcomes across input, process, and output. This allows schools as a system to comprehensively assess their achievements and identify, reflect, and address any challenges they face. The following provides a detailed overview of educational quality across input, process, and output (Kemendikbudristek, 2023).

### 3. Research Methods

The method used in this research is a qualitative research method. Qualitative research methods are methods that aim to obtain detailed data, data that contains meaning, namely concrete data that represents the value behind the visible data (observed). Sugiyono (2019) mentions another name for qualitative research methods, namely: post-positivistic methods because they are based on the philosophy of postpositivism, which assumes that a reality or object is dynamic and holistic (whole) that cannot be separated, so it cannot be seen partially and broken down into several variables, but rather the result of the construction of thoughts and interpretations of the observed symptoms.

### 4. Results and Discussion

#### 4.1. Research result

This research was conducted at This research was conducted at SD Negeri 2 Lubuk Seberuk, a school established in 1987, located on Jl. Lintas Sumatra, hamlet 1, Lubuk Seberuk, Kec. Lempuing Jaya, Ogan Komering Ilir Regency, South Sumatra 30657. In 2021, SDN 2 Lubuk Seberuk officially became the 2nd generation driving school.



Figure 3. Image of SDN 2 Lubuk Seberuk OKI

Implementation of Teacher Pedagogical Competence Policy at SD Negeri 2 Lubuk Seberuk

Overall, the implementation of the teacher pedagogical competency policy at SD Negeri 2 Lubuk Seberuk has been successful. This is supported by the statements of informants, as illustrated in the following descriptive research results table.

Table 1. Research Results Description Table.

Question	Description of Research Results
How is the implementation of the teacher pedagogical competency policy?	"Our teachers, in terms of pedagogical competence, already possess the abilities that meet our expectations and are able to understand, design, and implement child-centered learning. We have instilled this competence and it is essential that we possess it." (K, December 3, 2024)
How does the school support the implementation of the teacher pedagogical competency policy?	"Here we have a community, the TARSİ community is the name. It's a place where we develop competencies and continue to carry out various good practices between teachers, principals, facilitators, and also school supervisors, and besides that, there are also seminars held through online webinars" (MN, November 29, 2024).

	<p>"The independent training at SD2 Lubuk Seberuk is extraordinary because we have a learning community, a smart, inspiring tarsi. All the teachers have logged in and completed the independent training before the teachers completed the independent training. I have completed it and have already completed 34 certificates in the Independent Training. The teachers are already at 28, 24, on average, more than 10 have completed the independent training and received certificates. The independent training is carried out and reinforced in learning community activities" (K, December 3, 2024).</p>
	<p>"School support includes providing learning facilities such as laptops with internet connections to access PMM independently, online webinars, and also the implementation of monthly community meetings, which are held twice a month" (MN, November 29, 2024).</p>
	<p>"We always participate in various events and activities held by educational institutions or units, both at the sub-district and district levels. For example, seminars, training courses, workshops, and workshops," (M, November 29, 2024).</p>
	<p>To develop pedagogical competencies, we participated in training sessions, both through PMM and through workshops, which we have already conducted (DA, November 29, 2024).</p>
	<p>"The principal always provides information if there are matters related to educational staff, especially to improve competency, for example, if there is a workshop, it is always informed in advance, then more specific knowledge is informed by the Principal" (DA, November 29, 2024).</p>
	<p>"The principal also holds programs like those that are programmatically and structurally registered in detail. There are routine, scheduled activities such as observations and what is called supervision, both clinical supervision and academic supervision, so supervision is always held on a scheduled basis" (S, November 29, 2024).</p>
	<p>Based on the school-based community document, SD Negeri 2 Lubuk Seberuk is registered with the Student Action Plan (PMM) and actively holds scheduled regular meetings. The document discusses several aspects of the school-based community program and activity schedule. Programmed community activities that have been implemented include reviewing teaching modules, the Pancasila Student Profile Strengthening Project module, differentiated learning, dissemination of school leadership workshops, planning and implementing independent training in the PMM, learning reflections, and student assessments (School Document Study Results, 2024).</p>
	<p>Based on the Education Unit Curriculum (KSP) document of SD Negeri 2 Lubuk Seberuk regarding teacher pedagogical competency, it is carried out by conducting coaching and mentoring activities to assist teachers in designing and implementing performance assessments, good practice activities and discussions, as well as <i>in-house training</i> inviting resource persons in accordance with the training objectives and targets, such as increasing teacher insight and skills in designing and implementing inquiry learning, literacy-numeracy integration, and differentiated learning (School Document Study Results, 2024) .</p>

Implementation of Teacher Personality Competency Policy at SD Negeri 2 Lubuk Seberuk

Like pedagogical competence, the personality competence of teachers at SD Negeri 2 Lubuk Seberuk is also aligned with the values believed in and embedded in the school culture. This is supported by statements from informants, as illustrated in the following descriptive table of research results.

**Table 2.** Research Results Description Table

Question	Description of Research Results
<p>How is the implementation of the teacher personality competency policy?</p>	<p>"Our teachers, in terms of pedagogical competence, already possess the abilities we expect and are able to understand, design, and implement child-centered learning. We have instilled this competence and it is essential that we possess it." (K, December 3, 2024).</p>
	<p>"The competency policy that we are implementing is the first personality competency. Every teacher must be able to and have independent characteristics and carry out actions appropriate to an educator and have a high work ethic as a teacher. This is one of the things that must be implemented when teachers have personality competency" (K, December 3, 2024)</p>
	<p>"As educators, we naturally maintain our own dignity and, of course, we hope that the school will also maintain it, especially the goodness within this school. We begin with our attitudes and behavior, ma'am. We greet our fellow teachers, then fellow educators, then we respect the principal, then respect our students, and behave politely as teachers, becoming role models and emulated by students." (DA, November 29, 2024).</p>
	<p>"The personality values in our school are certainly in accordance with our cultural character as Eastern people, ma'am, especially good manners, which are maintained because in our school there are several ethnicities and religions, so of course our culture is diverse" (DA, November 29, 2024)</p>
	<p>"The teachers here are very nice and friendly" (QAW, November 29, 2024).</p>
	<p>"We always come from home to school on time, sir. In other words, if we come in at 7:00, we are already at school at 6:30. Then, we carry out the schedule that has been made by this school according to the applicable rules" (DA, November 29, 2024).</p>
<p>How does the school support the implementation of the teacher Personality competency policy?</p>	<p>"On Friday, our religious activities prioritize diversity because here is a small Indonesia. In our elementary school, there are several religions embraced by students from Islam, Catholicism, Christianity, Hinduism, and Buddhism. The principal is very respectful, even responding and following up on what the students need regarding worship activities. All are fulfilled, even religious rooms for religious learning are filled and even facilitated. There is no such thing as racial discrimination. Differences are all treated equally because they have the right of citizens to embrace their religion and receive religious services" (S, November 29, 2024).</p>
	<p>"Motivating to take part in training at PMM which is now easily accessible via the internet and also from the computer too" (MN, November 29, 2024).</p>
	<p>"My first support as the principal is to provide support to the teachers, and to provide appreciation in the form of figures for improving teacher competency" (KS, December 3, 2024).</p>

	<p>Based on the Education Unit Curriculum (KSP) document for SD Negeri 2 Lubuk Seberuk, in an effort to implement the teacher personality competency policy, the principal carries out class visit supervision which in the assessment rubric also assesses attitudes that are in accordance with the values. believed together, which includes: assessment by superiors, <i>self - assessment</i> , and assessment Peer <i>assessment</i>. Schools also provide facilities and appreciation to teachers and students (School Document Study Results, 2024) .</p>
	<p>Based on the results of observations in the monthly meeting forum in December 2024, the principal stated that the school had given appreciation to teachers regarding teacher discipline at school. The appreciation was given during the Teacher's Day Commemoration. The principal also added during the initial interview that the personal competencies of teachers such as the implementation of a culture of discipline were also continuously strengthened to become an example for students and the school community and began with an example and role model from a principal (Researcher's observation results, 2024).</p>

Based on the description of the research results above, it can be concluded that the personality competencies of teachers at SD Negeri 2 Lubuk Seberuk are implemented and reflected in daily activities at school and outside of school. Teachers also participate in training related to improving personality competencies. The habituation of personality competencies is also reflected during learning community activities and academic supervision carried out by the principal, one of which is providing feedback regarding the implementation of teacher personality competencies in the teaching and learning process, as well as the appreciation given as a form of school support for improving teacher personality competencies.

#### Implementation of the Social Competence Policy for Teachers at SD Negeri 2 Lubuk Seberuk

The social competence of teachers at SD Negeri 2 Lubuk Seberuk is good, fostering positive relationships within the school community. This is supported by statements from informants, as illustrated in the following descriptive table of research results.

**Table 3.** Research Results Description Table

Question	Description of Research Results
How is the implementation of the teacher social competence policy?	"Social competence is also very important because this competence is the ability possessed by teachers in communicating and interacting with all of us, with parents, with students, and with the surrounding community. This ability is proven by the collaboration with all <i>stakeholders</i> " (KS, December 3, 2024).
	"What we've seen so far as parents, when we send our children off to school, is the 5S culture: smiling, greeting, and greeting at the gate. The teachers greet our children happily, respectfully, and with joy" (N, November 29, 2024).
	"Teachers really respect what our leaders say, so they respond with respect and really appreciate it, so it's no wonder that the performance relationship between the principal and teachers, emotionally and personally, is fine, there are no problems, there are no obstacles, there are no obstacles whatsoever, as soon as there are small obstacles in this school, they will be resolved through deliberation by means of a summons" (S, November 29, 2024).

	<p>“Not afraid, the teacher is good, likes to praise, for example, “Wow, great, you can do this problem” (QAW, November 29, 2024).</p>
<p>How does the school support the implementation of the teacher social competence policy?</p>	<p>"Then, this school always provides support for education and also other educational staff to always expand their knowledge because we cannot be alone and we must always cooperate with one another" (DA, November 29, 2024).</p>
	<p>"Communication has been established regarding the programs currently being implemented through the school committee and also through the parent-teacher forum" (DA, November 29, 2024).</p>
	<p>"We have a parent-teacher communication forum, meaning we, as parents, are very involved. One way we do this is by communicating via WhatsApp. We have a parent-teacher group. We have the principal, homeroom teachers, teachers, and staff in that group. So, that's one way we communicate," (N, November 29, 2024).</p>
	<p>The principal carries out classroom visit supervision, which in its assessment rubric also assesses the teacher's intrapersonal and interpersonal skills in the teaching process (Results of document study by researchers, 2024).</p>

Based on the explanation above, it can be concluded that positive social relationships are reflected in the teachers, and when obstacles or deviations arise, the school responds responsively to these issues. The social competence of teachers at SD Negeri 2 Lubuk Seberuk is seen through the establishment of positive relationships within the school community as a reflection of the teachers' social competence. Meanwhile, regarding relationships with parents, the school program is to establish a parent-teacher forum. The social competence of teachers is also reflected in the positive relationship between teachers and students who are not afraid of teachers because of the teachers' pleasant demeanor. The principal also carries out academic supervision activities. In addition to pedagogical, personality, and social competence, the implementation of the teacher's professional competence policy has also been running well at SD Negeri 2 Lubuk Seberuk.

**Discussion**

This study presents data related to the implementation of teacher competency policies to improve the quality of education at SD Negeri 2 Lubuk Seberuk. This study found that the implementation of competency policies encompasses general teacher competencies, namely pedagogical, personality, social, and professional competencies. However, previous research did not comprehensively discuss the implementation of policies on all four competencies. The results of this study are supported by Law No. 14 of 2005, which stipulates that teachers are obliged to develop competencies as teachers, namely pedagogical, personality, social, and professional competencies.

In addition, observation activities, and/or academic and clinical supervision of teachers by the principal are routinely scheduled, also strengthened by coaching and mentoring activities, good practices and discussions, to assist teachers such as designing and implementing performance assessments as an effort to improve pedagogical competence. This is supported by Mujiyana's (2019) research that the results of the study indicate that academic supervision carried out on 13 teachers as research subjects has a positive impact in the form of increased competence, especially in terms of planning and implementing learning. The next discussion is as a driving school, in improving teacher pedagogical competence, SD Negeri 2 Lubuk Seberuk actively participates in mentoring workshop activities for the School Mover Program. Previous research confirms that consultative and asymmetric mentoring of principals and teachers in School Mover is an effort to improve teacher competence that is able to present learning with a new paradigm (Ristiana, 2023).

This study has presented data related to the obstacles and solutions to the implementation of teacher competency policies in improving the quality of education at SD Negeri 2 Lubuk Seberuk. This study found five obstacles faced by the school, namely: first, the less than optimal pedagogical and professional competencies of teachers in the classroom related to adjustments to the new curriculum and the needs of each student. Limited training on teacher personality competencies. There are still competency and motivation gaps between one teacher and another, especially in the field of technology in learning. Hamdani (2017) supports the results of this study that the challenge in implementing teacher competency policies is due to teachers' lack of mastery of ICT. In addition, other challenges are the Teacher Working Group (KKG) activities between schools that have not been consistently implemented. Lack of monitoring regarding the sustainable impact of trainings attended by teacher representatives (not consistently disseminated to other teacher colleagues). Nuryani (2024) also added in her research that trainings attended by some teachers will not be optimal if they are not disseminated. Intimation at Driving Schools is also a separate program that must be carried out by schools that are members of the Driving School Program.

Furthermore, the findings of this study highlight the need for more intensive mentoring by principals and supervisors based on school needs and support from stakeholders to ensure the implementation of teacher competency policies aligns with those of the central government, provincial/regional governments, and down to the education unit level. This is supported by Fadhli (2020) in his research, which states that successful policy implementation depends, among other things, on the leader's ability to influence, mobilize, and motivate human resources, as well as the cooperation of education stakeholders.

## 5. Conclusion and Suggestions

### Conclusions

Based on the results of the analysis and discussion in chapter IV, the following conclusions were found:

as follows:

- The implementation of teacher competency policies in improving the quality of education at SD Negeri 2 Lubuk Seberuk, the Second Generation of Teachers' Schools in Lempuing Jaya District, has gone well, covering the following four teacher competencies:
  - Pedagogical Competence: aligning perceptions, implementing school Learning Communities, teachers participating in various pedagogical competency improvement activities, coaching and mentoring activities, academic supervision, and School Mover Program workshops.
  - Personality Competence: aligning perceptions, implementing values, strengthening through learning communities and monthly meetings, independent training, class visit supervision, appreciation for teachers regarding teacher discipline, and good role models from the principal.
  - Social Competence: aligning perceptions, implementing school culture, establishing a communication and coordination forum between teachers and parents, implementing meaningful and enjoyable learning, supervising class visits.
  - Professional Competence: alignment of perceptions, participation of teachers, principals, and school supervisors in learning communities, various training, mentoring and dissemination of the School Mover Program workshops, appreciation or competitions in the field of education, school appreciation for teachers, academic supervision, and motivation to continue studies.
- The obstacles and solutions to the implementation of teacher competency policies in improving the quality of education at SD Negeri 2 Lubuk Seberuk are as follows:
  - Constraints: Less than optimal pedagogical and professional competence of teachers in the classroom related to adjustments to the new curriculum and the needs of each student, still limited training on teacher personality competence, still existing competency and motivation gaps between teachers, Teacher Working Group (KKG) activities between schools that have not been consistently implemented, and lack of monitoring regarding the sustainable impact of the training attended by teacher representatives.

- Solution: More active participation in independent training, optimization of school learning communities, building awareness, differentiated mentoring for teachers, activating the implementation of KKG regularly and on schedule, more intensive mentoring by school principals and school supervisors based on school needs and support from stakeholders.

### Suggestion

Based on the conclusions explained above, the researcher provides the following suggestions:

- a. For schools, the results of this study are expected to serve as a reference in formulating, implementing, and evaluating policies related to teacher competency, including pedagogical, personality, social, and professional competency, as an effort to improve the quality of education. Schools are also expected to develop anticipatory strategies and provide appropriate follow-up to any obstacles they encounter.
- b. For school principals, the results of this study are expected to be used as feedback to continue the successful implementation of teacher competency policies through various mentoring programs and strategies.
- c. For teachers, the results of this study are expected to enhance their role in improving their competencies, which impact the quality of student learning processes and outcomes. Teachers are expected to continually improve their pedagogical, personal, social, and professional competencies through various training activities and active participation in school and inter-school learning communities.

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