IMPLEMENTATION OF QUALITY CONTROL IN PROFESSIONAL DEVELOPMENT OF EDUCATION IN MTsN 1 PESAWARAN

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Abstract

The implementation of quality control in the professional development of teachers is a very important need. Through quality control, schools can adopt a structured and systematic approach to improving teacher professionalism. In relation to MTsN 1 Pesawaran, this study aimed to analyze quality control practices in the development of teacher professionalism in MTsN 1 Pesawaran. The research method used is a qualitative approach using interviews and observations as data collection tools. Study participants included teachers and school administrators. Collected data were analyzed using qualitative analysis techniques through data reduction, data presentation and data validation. Research results show that quality control practices play an important role in improving teacher professional development. Factors that influence faculty engagement and engagement in implementation include effective communication, planned professional and developmental development, and active participation in decision-making. With increased teacher involvement, the quality of education at MTsN 1 Pesawaran improved. The survey recommends that school leaders pay attention to the importance of establishing effective communication with teachers, organizing planned training, and involving teachers in decision-making about quality control increase. In summary, the introduction of quality control can be an effective strategy to foster teacher professionalism and improve the quality of teaching at MTsN 1 Pesawaran.

Keywords: Quality Control Practices, Teacher Professionalism, Teacher Engagement, Quality Of Teaching.

A. Introduction

Education is one of the important aspects of a country's development. Achieving optimal teaching quality requires professional and qualified teachers. As leaders in the learning process, teachers play an important role in shaping the
Quality of the next generation. Therefore, the implementation of quality control is very important for the development of teacher professionalism.

Education is an important part of a country’s development efforts. A country’s progress in various fields largely depends on the quality of education for the next generation. However, optimal teaching quality cannot be achieved without professional and qualified teachers. Teachers play a central role in the learning process and have great responsibility for educating the next generation of quality (Sallis, 2014).

Implementation of quality management in the development of teacher professionalism is a very important necessity. Through quality management, schools can have a structured and systematic approach to improving teacher professionalism. This covers various aspects, from selective teacher recruitment, competency development, objective performance appraisal, to sustainable career development (Fullan, 2015).

However, in general, some of the problems that are often encountered in the implementation of quality management in the development of teacher professionalism in various educational institutions include:

1. Lack of clear eligibility criteria
   Sometimes there are no clear eligibility criteria to become a professional teacher. This can lead to differences in teacher competence and quality between schools (Prasojo, n.d.).

2. Challenges in recruiting and selecting teachers
   An opaque or rigorous process in recruiting and selecting teachers can lead to the acceptance of unqualified teachers into the education system. This can hinder efforts to improve teacher professionalism (Rakhman, 2008).

3. Limitations in competency development
   Some educational institutions may experience limited resources and opportunities to implement regular teacher competency development and training programmes. As a result, teachers may not have adequate access to upgrade their knowledge and skills (Rakhman, 2008).

4. Lack of an effective performance appraisal system
   The lack of an objective and comprehensive performance appraisal system can make it difficult to identify teacher strengths and weaknesses and provide constructive feedback. This can hinder their professional development.

5. Lack of professional development opportunities:
   Lack of a clear career path and limited opportunities for professional development can discourage teachers from advancing their profession. This can also lead to a lack of incentives for good teachers (Abdullah, 2018).
These issues need to be taken seriously and overcome through effective quality control and the introduction of a holistic approach to teacher professional development. A teacher's professionalism has a significant impact on the quality of learning and student development. Professional teachers are able to provide quality instruction, build good relationships with students, and use effective teaching methods. Teachers also serve as role models in helping students form positive values and good work ethics.

Quality control in the development of teacher professionalism is of great importance in the context of MTsN 1 Pesawalan. In order to improve the professionalism of teachers, we must first establish clear standards of qualification and competence. This standard should cover academic and non-academic aspects relevant to society's needs and expectations (Hargreaves & Fink, 2004). In addition to setting qualification standards, the implementation of quality management also involves a strict and transparent teacher selection system. The teacher recruitment process must be carried out carefully to ensure that only the best teachers can join MTsN 1 Pesawaran. In addition to academic competence, aspects of personality and professional ethics must also be considered in teacher selection (Marzano et al., 2001).

Implementing quality control in teacher professional development is a strategic approach to improving the quality of education. By implementing quality control, schools can create a systematic system for developing teacher professionalism. This covers many aspects from teacher recruitment to professional development, performance evaluation and career development.

In the context of MTsN 1 Pesawalan, it is very important to implement quality control to ensure that the quality of teachers in this school is high. In order to improve the professionalism of teachers, we must first establish clear standards of qualification and competence. These standards should reflect the needs and expectations of society and include academic and non-academic competencies.

In addition to establishing eligibility criteria, MTsN 1 Pesawalan also requires a rigorous and transparent teacher selection system. The recruitment process should be carefully managed to ensure that only the best teachers are admitted to the school. Personality and professional ethics aspects should also be considered when making this choice, as a teacher's professionalism is related not only to academic performance, but also to the attitudes and values expressed in dealing with students.

Once teachers are selected, competency development becomes important. MTsN 1 Pesawaran can carry out various training and development programs to improve teacher knowledge and skills. This training must be directly related to the
latest developments in curriculum and teaching methods, so that teachers can provide relevant and effective learning to students.

Furthermore, evaluation of teacher performance is also an integral part of implementing quality management. MTsN 1 Pesawaran can use comprehensive and objective performance assessment instruments to evaluate teacher performance on a regular basis. The results of this evaluation can be used as a basis for providing feedback to teachers and identifying needs for further development.

Based on research and observations that have been made at MTsN 1 Pesawaran, some of the problems that may occur in the implementation of quality management in developing teacher professionalism at that location include:

1. Lack of access to training and professional development
   MTsN 1 Pesawaran instructors may find it difficult to access relevant training and professional development programs. Limited resources such as time, money, and equipment can be obstacles to expanding knowledge and skills.

2. Lack of a clear performance appraisal system:
   In MTsN 1 Pewaran, the ambiguity of the teacher rating system can be a problem. Without clear guidelines and objective criteria, evaluation of teacher performance can be subjective and unfair. This hampers teacher professional development and provides poor feedback.

3. Lack of teacher cooperation and involvement in decision-making:
   In MTsN 1 Pesawalan, teacher participation and involvement in decision-making processes related to professional development are often restricted. A lack of collaboration between teachers, school leaders and school administrators can hinder the development, innovation and sharing of experiences that are critical to improving teacher professionalism overall.

4. Lack of support and awareness of professional development efforts:
   In MTsN 1 Pesawalan, there is often a lack of support and awareness of teachers' professional development efforts. If teachers do not feel supported or acknowledged in their efforts to improve their skills and performance, their motivation for development can be low.

5. Lack of access to and use of support resources:
   MTsN 1 Pesawaran may have limited support facilities and resources such as libraries, laboratories and technical equipment. The inability to access or make the most of these resources can limit the ability of teachers to develop innovative and relevant teaching methods.
These problems require attention and collaborative efforts from all related parties at MTsN 1 Pesawaran to overcome obstacles and create an environment that supports the effective development of teacher professionalism.

Career development must also be a concern in the implementation of quality management. MTsN 1 Pesawaran can develop clear career development plans for teachers, including career paths and other professional development opportunities. By providing appropriate incentives and rewards, teachers will be motivated to continuously improve their competence and performance.

In an effort to implement quality management in developing teacher professionalism, strong support from the school and management is very important. MTsN 1 Pesawaran needs to create a culture that supports the professional development of teachers, through coaching, supervision and collaboration between colleagues. In addition, the active participation of teachers in professional development activities should also be given attention.

Implementation of quality management in developing teacher professionalism at MTsN 1 Pesawaran is a very important step in improving the quality of education. By ensuring that teachers have good quality and competence, this school can provide quality and relevant learning to students. In an era of rapid change, the implementation of quality management is a solid foundation in maintaining the sustainability of educational development.

B. Method

The study uses a qualitative approach with a case study design. Data collection is done through observation of participants, in-depth interviews with teachers, principals and school administrators, and analysis of documents related to quality control practices. Participatory observation is conducted to gain a first-hand understanding of the learning process and teacher-student interactions in the classroom. In-depth interviews are conducted to know respondents’ perceptions, experiences and views on implementing quality control and developing teacher professionalism. Document analysis is performed to obtain data on documents relating to school policies, policies, quality control and professional development of teachers (Darmawan, 2013).

The collected data will be analyzed using a thematic analysis approach. The data will be coded, categorized and analyzed to identify patterns, themes and emerging aspects related to the implementation of quality management and the development of teacher professionalism. The results of the analysis will be interpreted to gain an in-depth understanding of the problems that occur, the
C. Result and Discussion

1. Implementation of Quality Management can Increase the Development of Teacher Professionalism at MTSN 1 Pesawaran

The introduction of quality control has great potential to enhance the professional development of teachers at MTSN 1 Pesawaran. Here are some of the key findings that support this:

a. Enhancing Teacher Awareness and Responsibility:
The introduction of quality control at MTSN 1 Pesawalan has successfully raised teachers' awareness of the importance of fostering professionalism. Teachers have a better understanding of the importance of attending training, developing relevant curricula and improving the quality of learning. We also feel responsible for continuously improving our performance.

b. Improving the performance evaluation system:
The introduction of quality control has brought positive changes to the teacher evaluation system at MTSN 1 Pesawaran. Teachers can more accurately identify their strengths and weaknesses because they have clear and objective criteria for evaluating teacher performance. Constructive feedback helps teachers identify areas that need improvement.

c. Improving training access and participation:
Quality control has increased access and opportunities for teachers to participate in training and professional development. Appropriate and ongoing training programs are organized on a regular basis. Teachers at MTSN 1 Pesawalan have benefited from this training both in terms of improving their knowledge and skills and understanding of modern learning approaches.

d. Cooperation and exchange of experience:
The introduction of quality control has facilitated cooperation and exchange of experience among teachers at MTSN 1 Pesawaran. They have the opportunity to share best practices, effective teaching strategies, challenges and solutions encountered during the learning process. This creates an environment that supports and enriches the professional development of teachers.

e. Performance Evaluation and Rewards:
Quality control practices ensure that good teachers are properly evaluated and rewarded.
This motivates teachers to continue to improve their professionalism and gives positive encouragement to good teachers. Teachers at MTsN 1 Pesawalan feel valued for their dedication and contribution to improving the quality of education.

In conclusion, the implementation of quality management at MTsN 1 Pesawaran has had a positive impact on increasing the professional development of teachers. Through increased awareness, better assessment systems, wider access to training, collaboration between teachers, and recognition of achievements, teachers at MTsN 1 Pesawaran can develop themselves more effectively and provide quality education to their students.

The implementation of quality management has a significant role in increasing the professional development of teachers at MTsN 1 Pesawaran. The research results show several important aspects that support this statement. First, the implementation of quality management increases teachers' awareness of the importance of developing professionalism. Teachers are becoming more aware of the need to attend training, develop relevant curricula, and improve the quality of learning. This means that teachers have gained a better understanding of how to improve their performance in the teaching and learning process (Yusmina & Murniati, 2014).

Furthermore, the introduction of quality control has led to the improvement of the teacher evaluation system of MTsN 1 Pesouran. Clear and objective criteria were used to assess teacher performance. Teachers can more accurately identify their strengths and weaknesses and receive constructive feedback. This allows you to identify areas of development that need improvement.

In addition, the introduction of quality management has improved access to and participation in teacher training and professional development. Relevant and ongoing training programs are organized regularly to give teachers the opportunity to improve their knowledge, skills and understanding of the latest learning approaches (Abdullah, 2018).

Furthermore, the implementation of quality control facilitates cooperation and exchange of experience among teachers of MTsN 1 Pesouran. Through this collaboration, teachers have the opportunity to share best practices, effective teaching strategies, challenges and solutions encountered in the learning process. This creates an environment that supports and enriches the professional development of teachers.

Finally, the introduction of quality control ensures that high performing teachers are properly evaluated and rewarded. This motivates teachers to continue to improve their professionalism and gives positive encouragement to
good teachers. Teachers feel valued and recognized for their commitment and contribution to improving the quality of education.

The introduction of quality control at MTsN 1 Pesawaran has had a positive impact on the development of teacher professionalism. Teachers have become more aware of the importance of fostering professionalism, performance appraisal systems have improved, access to training has increased, cooperation among teachers has strengthened, and performance is measured.

As teachers become more aware, they place more emphasis on self-development and the quality of the learning they teach. A clearer and more objective performance appraisal system will give teachers a better understanding of their own strengths and weaknesses, allowing them to identify and address areas of development that need improvement. Improved access to training will enable teachers to improve their knowledge and skills and apply the latest approaches to classroom learning. Collaboration among teachers fosters the sharing of experience and knowledge and creates an environment that supports and enriches the professional development of teachers. Recognition of achievement motivates teachers to continuously improve their performance (Abdullah, 2018).

Overall, the implementation of quality management at MTsN 1 Pesawaran has brought about positive changes in the development of teacher professionalism. These steps provide a strong foundation for improving the quality of education in these schools.

2. **Obstacles and Challenges Faced in the Implementation of Quality Management in the Development of Teacher Professionalism at MTsN 1 Pesawaran**

The barriers and challenges in implementing quality control in developing teacher professionalism at MTsN 1 Pesawaran school reveal some key insights:

a. Lack of support and commitment from school administration:

   Studies have shown that one of the major obstacles to the implementation of quality control is the lack of strong support and commitment from school administrators. Lack of understanding of the value and urgency of introducing quality management and lack of appropriate resource allocation are major obstacles to developing teacher professionalism.

b. Lack of Time and Heavy Workload:

   MTsN 1 Pesawalan teachers face the challenge of allocating sufficient time for training and professional development activities. The heavy workload of class assignments, extracurricular activities, and administrative tasks makes it
difficult for teachers to engage in self-development activities. C. Where suitable resources and facilities are not available:

c. One of the obstacles in implementing quality control is the unavailability of appropriate resources and equipment. Lack of textbooks and up-to-date learning materials and limited laboratory and library facilities are obstacles to the introduction of innovative and modern learning approaches.

The obstacles and challenges faced in the implementation of quality management in the development of teacher professionalism at MTsN 1 Pesawaran have had a significant impact on efforts to improve the quality of education. Lack of support and commitment from school management is a critical factor that needs to be addressed. In this case, it is important for school management to have a strong understanding of the benefits and urgency of implementing quality management, and to allocate adequate resources.

In addition, time constraints and high workloads are also obstacles in developing teacher professionalism. Teachers are faced with intensive teaching assignments and other responsibilities, which hinder their participation in self-development activities. Therefore, it is necessary to have good planning to optimize time allocation and reduce irrelevant workload (Rahwati, 2019).

Furthermore, the unavailability of adequate resources and facilities is an obstacle in the implementation of quality management. Efforts should be made to increase the availability of textbooks, up-to-date learning materials, and facilities such as laboratories and libraries. Thus, teachers can apply learning approaches that are more innovative and in accordance with the needs of students (Apud, 2018).

Overcoming these obstacles and challenges will require the cooperation of school leaders, teachers and other stakeholders. The strong support and cooperation of all parties allows for the optimal development of teacher professionalism and can significantly improve the quality of training at MTsN 1 Pesawalan.

Obstacles and challenges in implementing quality control to foster professionalism of teachers at MTsN 1 Pesawalan have a significant impact on the quality of education. One of the main obstacles is the lack of support and commitment from school administrators. A lack of understanding of the value and urgency of implementing quality management and a lack of appropriate resource allocation hamper efforts to foster teacher professionalism. This demonstrates the
need to strengthen school leaders’ awareness and understanding of the importance of quality control to improve the quality of education.

In addition, time constraints and excessive workload are also obstacles to teacher professional development. The heavy workload of class assignments, extra-curricular activities and administrative tasks makes it difficult for teachers to allocate sufficient time for training and self-development activities. Therefore, ensuring that teachers have sufficient time to improve through professional development activities requires careful planning and support from school administrators.

The lack of sufficient resources and equipment is also an obstacle in implementing quality control. A lack of textbooks, up-to-date learning materials, and facilities such as laboratories and libraries limits the ability of teachers to apply innovative and modern approaches to learning. This highlights the importance of improving the provision of adequate resources and facilities to support the professional development of teachers.

Overcoming these obstacles and challenges will require the cooperation of school leaders, teachers and other stakeholders. The strong support and cooperation of all parties will make it possible to resolve the obstacles and challenges that arise. School leaders should strengthen their understanding and commitment to quality control practices and provide appropriate resources. Proper planning of time management and reduction of irrelevant workloads are also necessary. In addition, improving infrastructure and acquiring supportive resources and facilities will provide better support for professional development of teachers. By overcoming these obstacles and challenges, the implementation of quality control to foster the professionalism of teachers at MTsN 1 Pesawalan will be more effective, which will have a positive impact on improving the quality of education in the school.

3. Increasing teacher participation and involvement in the process of implementing quality management for the development of professionalism at MTsN 1 Pesawaran

By increasing faculty participation and involvement in the process of introducing quality control to foster professionalism at MTsN 1, Pesawalan offers several insights, including:

a. Improve communication and coordination: Research shows that effective communication and good coordination between school management and teachers can increase teacher participation and involvement in the implementation of quality management. Holding regular meetings, efficient
use of communication media, and open communication channels can help overcome communication barriers and ensure that teachers feel involved in the decision-making process (Abdullah, 2018).

b. Provide regular training and professional development: Research shows that scheduled and ongoing professional training and development can increase teacher participation in quality management implementation. Training can provide teachers with new knowledge and skills that are relevant to the latest demands in education. In addition, providing teachers with opportunities to share experiences and best practices can also increase their involvement in the implementation process (Ramadona & Wibowo, 2016).

c. Encourage active participation in decision-making: Involving teachers in decisions regarding the implementation of quality management can increase their sense of ownership and involvement. Teachers can be invited to participate in discussions, meetings, or working groups that focus on planning, implementing, and evaluating quality management activities. This provides an opportunity for teachers to contribute their ideas and thoughts, so that they feel valued and have responsibility for the implementation process (Ramadona & Wibowo, 2016).

Increasing the involvement and participation of teachers in the process of implementing quality control in MTsN 1 Pesawalan is very important to strengthen the professionalism of teachers and improve the quality of teaching. Effective communication and good coordination between school administrators and teachers are key to creating an inclusive and open environment. Teachers need to feel heard, valued and included in the decision-making process regarding quality control practices.

In addition, planned and continuous professional education and training provide teachers with opportunities to develop new knowledge and skills. Relevant and ongoing training keeps teachers abreast of the latest developments in education and incorporates best practices into the teaching process. In addition, involving teachers in decision-making strengthens their sense of ownership and responsibility for the process of implementing quality control. Teachers are key stakeholders in education and their active involvement in the planning and evaluation of quality control activities provides valuable perspectives and strengthens their commitment to improving the quality of education.

By increasing teacher participation and involvement through effective communication, professional development and development, and encouraging active participation in decision-making, the implementation of quality control in
MTsN 1 Pesawalan will be more effective and teachers can actively contribute to the professional development and capacity building of Impact on quality of education.

Based on the above findings, it can be concluded that increased teacher participation and involvement in the process of implementing quality control plays an important role in the development of teacher professionalism in MTsN 1 Pesawalan.

a. Effective communication and coordination: Improving communication between school management and teachers and maintaining good coordination are key factors in increasing teacher participation. With effective communication, teachers can feel heard and valued in the decision-making process related to quality management. Good coordination also ensures that there is a common understanding of goals, policies and actions to be taken, so that teachers can be actively involved.

b. Scheduled professional training and development: Providing scheduled and ongoing professional training and development to teachers is an important means of increasing their participation in quality management implementation. The training provides opportunities for teachers to acquire new knowledge and skills that are relevant to the latest developments in education. With an increase in competence, teachers will feel more confident and motivated to be actively involved in the implementation process.

c. Encourage active participation in decision-making: Involving teachers in decisions regarding the implementation of quality management provides a greater sense of ownership and responsibility. Teachers have valuable experience and knowledge that can contribute to improving the quality of education. By actively involving them in discussions and meetings related to the planning and evaluation of quality management activities, teachers feel valued and have responsibility for the process.

In overcoming obstacles and challenges in increasing teacher participation and involvement, it is important for school management to pay attention to this analysis. It requires an active role from school management in facilitating good communication, organizing relevant training, and providing opportunities for teachers to participate in decision making. Thus, the implementation of quality management can run more effectively, and teachers can be fully involved in developing their professionalism.
D. Conclusion

Based on the findings on the implementation of quality control in the development of teacher professionalism in MTsN 1 Pesawalan, it can be concluded that increasing teacher participation and involvement in the process has a significant impact. Effective communication and good coordination between school administrators and teachers, planned professional development and professional development, and encouraging active participation in decision-making are important factors that can enhance teacher engagement. Increased teacher involvement will have a positive impact on improving the quality of education at MTsN 1 Pesawalan by achieving better professional development.

In this regard, school administrators need to pay attention to the importance of establishing effective communication with teachers, conducting education and training according to plans, and involving teachers in decisions about quality control. In this way, an inclusive environment can be created in which teachers feel heard, valued, and held accountable for their professional development. This conclusion suggests to MTsN 1 Pesawalan and other schools to increase teacher participation and participation in quality control practices as a strategic step to develop teacher professionalism and improve the overall quality of education. Indicates direction.

These measures are expected to encourage teachers to become more involved and actively participate in efforts to improve the quality of education at MTsN 1 Pesawaran. A more effective and quality education system can be achieved through close cooperation between school management and teachers and continued support for professional development. Therefore, in order to achieve better educational standards at MTsN 1 Pesawaran school, the implementation of quality control must not be neglected in the development of teacher professionalism.

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