

Development of A Model for Strengthening Teacher Capacity Through School Quality Reports at SMP Negeri 2 Telaga

Ansar*, Warni Tune Sumar, Fachrudin Akadji

Universitas Negeri Gorontalo, Indonesia

Email: ansar@ung.ac.id*, warnisumar@ung.ac.id, fach_akad713@ung.ac.id

ABSTRACT

This research aims to analyze teacher capacity building at State Middle Schools in Telaga District, Gorontalo Regency, focusing on four main aspects: program planning, learning implementation, assessment of student learning outcomes, and development of teacher professional activities. This research uses a quantitative descriptive percentage method, analyzed using descriptive techniques and formula-based calculations, in the sense that each question item in the questionnaire is tabulated to obtain the percentage for each indicator, which is then presented in diagrams and further analyzed using interviews with respondents to support the percentage findings. The research results show that (1) program planning at State Middle Schools in Telaga District, Gorontalo Regency, is in the good category with a percentage of 91%. (2) The implementation of learning at State Middle Schools in Telaga District, Gorontalo Regency, is in the good category with a percentage of 86%. (3) The assessment of learning outcomes at State Middle Schools in Telaga District, Gorontalo Regency, is in the good category with a percentage of 88%. (4) The development of teacher professional activities at State Middle Schools in Telaga District, Gorontalo Regency, is in the good category with a percentage of 84%.

Keywords: Program Planning; Learning Implementation; Teacher Professional Development

INTRODUCTION

Teachers, as educators, hold a strategic position in the overall teaching and learning process, with teachers playing a key role in determining the success of learning (Dursun & Aykan, 2025; Kurniawati et al., 2017). They are the foundation of the nation's progress through the process of socialization and internalization of values (Arifin, 2021). Therefore, the presence of teachers is absolutely necessary in learning (Carrillo & Flores, 2020; Rapanta et al., 2020). This understanding requires teachers to have broad insight, be competent, creative, and independent, possess noble character, and master science and technology (Putri et al., 2024; Supangat et al., 2024). In other words, teachers must have a balance between mastery of ilmu pengetahuan dan teknologi (IPTEK) and stability of iman dan takwa (IMTAK). Teachers also play a significant role in the development of science and technology, one of which is by utilizing advances in science and technology as learning media (Anwar et al., 2023; Hasanah et al., 2023; Lufri et al., 2022).

In the era of the digital revolution, technology has impacted various sectors, especially education (Kalolo, 2019; Railean, 2016). In the educational context, digital technology not only influences teaching methods but also demands innovation in learning processes that are more effective and relevant to 21st-century needs (Pramesworo et al., 2023; Sumardi et al., 2020; Zou et al., 2025). Educational success cannot be separated from learning, and learning cannot be separated from the learning process. In every learning activity, there is a learning process that encourages individuals to do their best, achieve success, and be recognized by others. Learning is a combination of human elements, materials, facilities, equipment, and procedures that interact with each other to achieve learning objectives (Shang & Sivaparthipan, 2022).

Strengthening teacher capacity is a key factor in improving the quality of learning; one of the problems facing education today is the weak teacher capacity in increasing students' learning motivation (Nanda, 2024). There are differing opinions regarding the definition of capacity: some refer to it in the context of abilities (knowledge and skills), while others interpret capacity more broadly to include attitudes and behavior. Capacity development is based on the assumption that capacity is related to performance. When performance is suboptimal, teacher capacity development is needed, and such development is considered effective if it positively impacts teacher performance (Putra et al., 2024). Efforts to improve teacher capacity cannot rely solely on individual commitment and motivation. The teacher capacity development process must be integrated with appropriate organizational, implementation, and oversight policies.

Teacher capacity development activities have been widely implemented among educators, and their impact on teacher performance is evident (Çelik & Anderson, 2021; Khan & Wali, 2020). Several field findings from initial observations—such as learning documents, learning implementation, and student learning outcomes—show that they have been implemented by all teachers. However, the quality of learning in junior high schools in Telaga District, Gorontalo Regency, is still far from expectations due to low teacher capacity. Learning will be effective if teachers can manage all learning components properly; yet many teachers are still not adept at motivating students to learn, utilizing learning resources, developing students' creativity, enhancing their emotional intelligence, or disciplining students. In fact, if all these aspects can be implemented well, the quality of learning will be optimally realized. Therefore, improving performance through teacher capacity development is very important for achieving maximum education quality (Maxwell, 2024; Putra et al., 2024). To realize this, a better and higher-quality pattern of teacher capacity development is needed so that schools can become strong and dignified institutions.

The school quality report represents a school's performance in achieving the Standar Nasional Pendidikan (SNP) as a result of quality improvement efforts undertaken by the school (Kamila et al., 2025; Novaria, 2022). Improving education quality has become a critical national issue and a primary focus of education quality management (Phumphongkhochasorn et al., 2022). Teachers play a crucial role in determining a school's success in achieving educational standards. This study aims to explain the dimensions and indicators of teacher performance and then identify the impact of teacher performance variables on school education quality. By improving the quality of school quality reports, teacher performance can be enhanced, thereby creating a learning climate that is interactive, inspiring, enjoyable, challenging, and motivating for students to participate actively, as well as stimulating initiative, creativity, and independence in line with their talents and interests.

Several previous studies have examined various aspects of teacher capacity development and learning implementation (Murray & Vanassche, 2019). Rumahlatu (2016) revealed that the implementation of the 2013 Curriculum requires teachers not only to serve as instructors but also as facilitators, motivators, and evaluators who are creative in planning, implementing, and evaluating learning. Kusumawati (2021) emphasized that systematic learning planning—including annual programs, semester plans, syllabi, and lesson plans tailored to student characteristics—is the main foundation for successful learning. Aulia (2024) found that comprehensive assessments that include cognitive, affective, and psychomotor aspects using

valid and reliable instruments greatly determine the quality of student learning outcomes. Hathorn (2018) emphasized that teacher professional development through training, seminars, and classroom action research is a key component in educational reform. Meanwhile, Polatcan (2025) revealed that intrinsic factors such as achievement, recognition, and responsibility play an important role in improving teachers' motivation and professional performance.

Although several studies have examined various aspects related to teacher capacity development, there are still research gaps that need to be filled. Previous studies have generally focused on partial aspects such as learning planning, curriculum implementation, or assessment of learning outcomes separately. There have not been many studies that comprehensively examine the four dimensions of teacher capacity strengthening—program planning, learning implementation, assessment of learning outcomes, and professional development—within one integrated research framework, especially at the junior high school level in a specific regional context.

The novelty of this research lies in the development of a model for strengthening teacher capacity through school quality reports at SMP Negeri 2 Telaga by simultaneously analyzing the four main dimensions of teacher capacity development. This comprehensive approach provides a complete picture of the actual conditions of teacher capacity building and the factors that influence it, so that the resulting policy recommendations are more targeted and applicable.

Based on the problem formulation, this study aims to identify program planning in increasing teacher capacity, learning implementation, assessment of student learning outcomes, and the development of teacher professional activities in State Junior High Schools in Telaga District, Gorontalo Regency. This research is expected to provide theoretical benefits for the development of education management science, particularly related to strengthening teacher capacity, as well as practical benefits for schools, teachers, and policymakers in formulating strategies to improve the quality of education based on school quality report data.

METHOD

This research uses the research method used is descriptive quantitative research, the percentage of which is analyzed using descriptive analysis and using a formula in the sense that each question item in the questionnaire is made into a table to obtain an overview of the percentage achieved in the questionnaire. In each indicator, a diagram is made and analyzed using interviews with respondents to support the data from the percentage analysis results.

Data collection technique

Data collection techniques used by researchers to obtain data. Questionnaires. The questionnaire method, it is a data collection technique that is carried out by giving a set of written questions or statements to respondents to answer. In this study, the questionnaire can also be delivered to a scope that is not too wide, so that the questionnaire can be delivered directly in a not too long time, so that sending the questionnaire to respondents does not have to be through a delivery service.

Data Analysis Techniques

For this research, the data obtained from respondents will be analyzed using descriptive analysis and using a formula in the sense that each question item in the questionnaire is made into a table to obtain an overview of the percentage achieved in the questionnaire in each indicator and each alternative answer by dividing the frequency of each alternative answer for

each question item by the number of samples $\neq 100$, which is formulated as follows Sudjana (200: 47)

$$P=f/n \times 100\%$$

Information :

P : Presentation

F : Frequency in classification N

: number of responses

100%: fixed number

Meanwhile, to calculate the percentage in the form of a score, the following formula is used.

$$Pr=sc/si \times 100\%$$

Information :

Pr : presentation

Sc : the achievement score is the total obtained

Si : total score is the maximum number of scores that can be achieved. The scores obtained for the next indicators will be classified as follows.

Score Presentation	Classification
91-100%	Very good
81-90%	Good
71-80%	Not enough Good
50-70%	No Good
<40%	No Once Good

RESULTS AND DISCUSSION

Program Planning Program Planning at Junior High School in Telaga District

Educational program planning is a systematic and ongoing process aimed at establishing educational goals, formulating strategies and policies, and allocating the resources necessary to achieve those goals. Educational planning involves various aspects, from curriculum and teaching staff to facilities and financing. This process aims to ensure that the education system meets the needs of society and current developments, while also creating an optimal learning environment for students.

Based on the presentation of questionnaire data, the answers of 30 respondents regarding learning program planning in tables 1 to 9 can be interpreted as follows:

Table 1. Interpretation of program planning indicator data at SMP Negeri 2 Telaga

Sub Indicators	Score Respondents	Presentation (%)	Criteria Evaluation
Compile calendar education	116	96	Very Good
Prepare an annual program	112	91	Very Good
Preparing a semester program	115	95	Very Good
Developing lesson plans according to characteristics student	111	90	Very Good
Determining KKM	111	90	Very Good
Using the teacher's daily agenda	102	80	Good
Own timetable face advance	110	89	Good

Sub Indicators	Score Respondents	Presentation (%)	Criteria Evaluation
Manage book absence	108	87	Good
Manage book mark	112	91	Very Good
AMOUNT	997	815	-
Average	111	91	Very Good

Source: Processed primary data 2025

Table 1. Regarding the interpretation of program planning data in Gorontalo Regency, the average respondent answer score was 111 with a percentage of 91%. The results of this data processing are associated with the assessment criteria showing that program planning at SMPN 2 Telaga in Telaga District, Gorontalo Regency is in the good category with a percentage of 91%. However, the findings in the study seen from the results of the 91% percentage, still 8% are influenced by internal and external factors. This is as often found in the preparation of learning programs, some teachers still do not compile learning programs based on student characteristics and not all teachers use the teacher's daily agenda. Viewed from the role of good learning tools is an important foundation for the success of the learning process. With careful planning, teachers can create a conducive learning environment, increase learning effectiveness, and ensure that learning objectives are optimally achieved.

Implementation of Learning at SMP Negeri 2 Telaga

Based on the presentation of questionnaire data, the answers of 30 respondents regarding the implementation of learning in tables 10 to 16 can be interpreted as follows:

Table 2. Interpretation of learning implementation indicator data at SMP Negeri 2 Telaga

Sub Indicators	Score Respondents	Presentation (%)	Criteria Evaluation
Conditioning class activity introduction	103	81	Good
Facilitating student explore information (activities core)	109	88	Good
Develop experience explore information (activities core)	111	90	Good
Experience confirm information (activities core)	112	91	Very Good
Carry out process assessment	114	93	Good
Assessment knowledge character And skills student	104	82	Good
Carry out activity reflection measure target achievement (activities closing)	105	83	Good
Carry out bait come back in the learning process	105	83	Good
AMOUNT	863	691	-
Average	108	86	Good

Source: Processed primary data 2025

Table 2. Regarding the interpretation of data on the implementation of learning at SMP Negeri 2 Telaga, Gorontalo Regency, the average respondent answer score was 108 with a percentage of 86%. The results of this data processing are linked to the assessment criteria, indicating that the implementation of learning at SMP Negeri, Telaga District, Gorontalo Regency is in the good category with a percentage of 86%. However, the findings in the study, seen from the results of the percentage of 86%, are still 14% influenced by internal and external factors. Teachers have not been fully able to carry out activities that can be programmed by the principal in order to improve teacher performance, namely: (1) scientific teacher meetings; (2) teacher creativity competitions; (3) outstanding teachers; (4) training; (5) motivational seminars; (6) subject teacher deliberations; (7) lesson study. The government continues to improve teacher performance through various efforts, both through teacher certification programs, developing national and local curricula, improving teacher competencies through training, procuring books and teaching tools, procuring and improving educational facilities and infrastructure.

Assessment of learning outcomes at SMP Negeri 2 Telaga Telaga District

Based on questionnaire data exposure answers from 30 respondents about evaluation results learning at SMP Negeri 2 Telaga Regency Gorontalo on table 17 to with table 27 can interpreted as following :

Table 3. Interpretation of assessment indicator data results learning at SMP Negeri 2 Telaga

Sub Indicators	Score Respondents	Presentation (%)	Criteria Evaluation
Use list mark in accordance with standard evaluation	109	87	Good
Carry out test in form test daily , mid-term and final exams	115	94	Very Good
Do evaluation morals glorious And personality	111	90	Good
Carry out evaluation skills student	111	90	Good
Evaluate creativity And innovation student	113	92	Very Good
Carry out analysis test daily	107	85	Good
Conduct remedial and enrichment	107	85	Good
Instrument test each KD	114	93	Very Good
Compiling a question bank	103	81	Good
Carry out analysis evaluation	109	88	Good
Use card question	102	80	Good
AMOUNT	1,201	965	-
Average	109	88	Good

Source: Primary data processing 2025

Table 3. Regarding the interpretation of learning outcome assessment data at SMP Negeri 2 Telaga, the average respondent answer score was 109 with a percentage of 88%. The results of this data processing are linked to the assessment criteria, indicating that the learning outcome assessment at SMP 2 Telaga is in the good category with a percentage of 88%. However, the findings in the study, seen from the results of the 88% percentage, are still 12% influenced by internal factors and external factors of the teacher, including teacher ability in teaching, mastery

of subject matter, management of the teaching and learning process, and classroom management. External factors include the learning methods used, available learning media, and the social environment in the classroom. In addition to the above factors, the role of teachers in providing constructive and fair feedback is also very important in influencing student learning outcomes. Feedback provided by teachers can help students understand their strengths and weaknesses, as well as provide motivation to continue learning and developing.

Developing professional activities of teachers at SMP Negeri 2 Telaga

Based on the presentation of questionnaire data, the answers of 30 respondents regarding developing professional teacher activities at SMP Negeri 2 Telaga in tables 28 to 35 can be interpreted through the table below as follows:

Table 4. Interpretation of indicator data for developing professional teacher activities at SMP Negeri 2 Telaga

Sub Indicators	Score Respondents	Presentation (%)	Criteria Evaluation
Do evaluation action class	105	83	Good
Follow seminar education	108	87	Good
Use technology communication And information	106	84	Good
Increase mastery Language foreign	99	77	Enough Good
Give guidance in activity work scientific	103	83	Good
Guide student achieve targets in activities extracurricular	104	82	Good
Practice And guide student in remedial and enrichment	106	84	Good
AMOUNT	731	580	-
Average	104	82	Good

Source: Processed primary data 2025

Table 4. Regarding the interpretation of data on the development of teacher professional activities at SMP Negeri 2 Telaga, the average respondent answer score was 104, with a percentage of 82%. The results of this data processing, associated with the assessment criteria, show that the development of teacher professional activities at SMP Negeri 2 Telaga is in the good category, with a percentage of 84%. However, the findings of the study, as reflected in the 82% result, indicate that the remaining 18% is influenced by internal and external factors. The development of teacher professional activities in schools is influenced by various internal and external factors. Internal factors include teacher qualifications, experience, motivation, and competence. External factors include school infrastructure, educational policies, support from the principal and the community, and technological developments in education. Internal factors affecting teacher professional development include qualifications and competencies; educational levels and mastery of pedagogical, personality, social, and professional competencies form the main basis for professional development. Relevant and diverse teaching experience can improve teachers' abilities in dealing with various learning situations, as can motivation.

Program Planning at SMP Negeri 2 Telaga, Telaga District

Based on the research results, learning program planning at SMP Negeri 2 Telaga obtained an average score of 111 with a percentage of 91%, which is included in the very good category. These data show that teachers have optimally implemented most aspects of planning, such as compiling the educational calendar (96%), semester programs (95%), annual programs (91%), developing lesson plans according to student characteristics (90%), and managing grade books (91%). These results demonstrate that teachers at the school have a high awareness of the importance of structured learning planning.

The results of this study align with the opinion Kizi (2024) that lesson planning is a systematic process for designing objectives, strategies, and steps for more effective learning. With a 91% achievement rate, it can be concluded that teachers at SMP Negeri 2 Telaga have carried out their planning function appropriately, particularly in developing annual and semester programs, as well as lesson plans.

However, several weaknesses were still found in certain aspects, such as the use of daily teacher agendas (80%), attendance management (87%), and face-to-face scheduling (89%), which were still in the “good” category. This indicates that not all teachers implement learning administration consistently. These findings support the view Suryapermana (2022) that teacher weaknesses in administrative management often have an impact on learning control and evaluation.

Furthermore, the fact that some teachers have not fully developed lesson plans based on student characteristics demonstrates that lesson planning has not yet fully implemented the principle of differentiation. However, the Minister of Education and Culture's Regulation emphasizes that lesson plans must consider student characteristics, school conditions, and environmental needs to ensure more contextual learning. Therefore, schools need to address this weakness to ensure that learning truly aligns with student needs.

When linked to educational management theory, the results of this study strengthen the view Nurhikmah (2024), which states that planning is a primary function in management that plays a role in determining the direction of organizational activities. In the educational context, the preparation of calendars, semester programs, and lesson plans are examples of the implementation of the planning function to achieve learning objectives.

Overall, the research results indicate that learning program planning at SMP Negeri 2 Telaga, Telaga District, has been running very well. However, internal factors, such as teacher discipline, and external factors, such as school policies and support facilities, still influence its implementation. Therefore, efforts to improve the quality of planning need to be continued through training, academic supervision, and routine monitoring to ensure that teachers are more consistent in implementing learning administration.

Implementation of Learning at SMP Negeri 2 Telaga

The results of the study indicate that the implementation of learning at SMP Negeri 2 Telaga obtained an average score of 108 with a percentage of 86%, which falls within the good category. This means that most teachers have implemented learning according to process standards, especially in core activities such as information exploration (88%), the development of learning experiences (90%), and information confirmation (91%). This finding is in line with Permendikbud No. 22 of 2016, which emphasizes that learning must include exploration, elaboration, and confirmation activities.

However, several aspects still need improvement, particularly preliminary activities (81%), the assessment of student attitudes/character and skills (82%), and reflection and feedback activities (83%). This reinforces the view Naro (2023) that teachers tend to focus more on cognitive aspects than affective and psychomotor aspects. Furthermore, Kolb's theory on Experiential Learning emphasizes the importance of reflection so that students can measure the achievement of learning targets, which, in this study, was still suboptimal.

These weaknesses are inseparable from the influence of internal and external factors, such as teachers' limited access to training, seminars, and lesson study. Consistent with Usman's opinion, the quality of learning implementation is greatly influenced by teacher competence and motivation, as well as support from professional development programs provided by schools and the government. Therefore, although the research results fall within the good category, improvements in the quality of learning implementation are still needed through strengthening administration, reflection activities, and active teacher participation in ongoing professional development.

Assessment of Learning Outcomes at SMP Negeri 2 Telaga

The results of the study showed that the assessment of learning outcomes at SMP Negeri 2 Telaga obtained an average score of 109 with a percentage of 88%, which falls within the good category. Teachers have implemented assessments according to standards, such as daily tests, mid-term exams, and final exams (94%), student creativity assessments (92%), and test instruments per core competency (93%). However, several aspects, such as the preparation of question banks (81%) and the use of question cards (80%), are still considered low and require improvement.

These findings align with the notion Al Maharma (2022) that assessment serves to determine student learning achievement and provide feedback for teachers. This also supports the Minister of Education and Culture's Regulation, which emphasizes that assessment must encompass aspects of attitudes, knowledge, and skills. Although these aspects have been implemented effectively, challenges remain in the analysis of learning outcomes and the consistency of feedback provided.

Furthermore, Black & Wiliam's theory on formative assessment emphasizes that assessment quality is greatly influenced by teacher feedback to students. Therefore, even if the overall achievement is good, improvements are still needed in the management of learning evaluation and the provision of more constructive feedback to ensure optimal student learning outcomes.

Developing Professional Activities of Teachers at SMP Negeri 2 Telaga

The results of the study indicate that the indicator for developing teacher professional activities at SMP Negeri 2 Telaga obtained an average score of 104 with a percentage of 82%, which falls within the good category. The prominent sub-indicators include teacher participation in seminars (87%) and the implementation of remedial and enrichment programs (84%). However, the aspect of improving foreign language proficiency only reached 77%, or a fairly good category. This finding indicates that although most teacher professional development activities have been progressing well, there are still weaknesses in global competency capabilities, especially foreign language proficiency, which is one of the demands placed on 21st-century teachers.

This aligns with Darling-Hammond's opinion, which emphasizes that teacher

professional development must encompass pedagogical skills, content mastery, and cross-cultural communication skills to enable teachers to compete globally. Similarly, Law Number 14 of 2005 concerning Teachers and Lecturers also emphasizes that teachers must possess pedagogical, professional, personality, and social competencies as a foundation for ongoing professional development.

Furthermore, teacher involvement in classroom action research activities (83%) and scientific paper guidance (83%) supports reflection-based professional development. This aligns with Schon's theory on Reflective Practitioners, which states that professional teachers are required to reflect on learning practices through classroom action research as a means of continuous improvement.

Internal factors, such as teacher motivation and work experience, also have a significant impact. Teachers with high motivation are more likely to participate in seminars, utilize technology, and innovate in their teaching. This is reinforced by the theory Ataliç (2016) on Motivation–Hygiene Theory, which explains that intrinsic motivation (such as recognition and achievement) can encourage increased teacher professionalism.

However, external factors, such as limited infrastructure, school policies, and community support, also play a significant role. According to the perspective Gaikhorst (2019), the success of teacher professional development is determined not only by the individual but also by a supportive educational system, including the availability of facilities, career development policies, and a conducive work environment.

Thus, the results of this study indicate that the development of teacher professional activities at public junior high schools in Telaga District has been progressing well but still requires improvement, particularly in foreign language proficiency and the use of educational technology. Internal teacher motivation and external school facilities are key factors in optimizing sustainable teacher professional development.

CONCLUSION

Based on the research results, it can be concluded that learning program planning at SMP Negeri 2 Telaga has been implemented very well, achieving 91%. Teachers have carried out most planning components, including the preparation of educational calendars, annual programs, semester programs, and lesson plans based on student characteristics. However, weaknesses remain in the consistency of learning administration. The implementation of learning reached 86%, categorized as good. Teachers have conducted core learning activities relatively optimally, particularly in exploration, elaboration, and confirmation. Nevertheless, preliminary activities, attitude assessment, and reflection activities still require improvement.

The assessment of learning outcomes achieved 88%, which falls within the good category. Teachers have implemented assessments according to established standards through written tests, instruments aligned with each Kompetensi Dasar (KD), and evaluations of student creativity. However, the preparation of question banks and the use of question cards remain relatively low and require further strengthening. The development of teachers' professional activities reached 82%, also in the good category. Teachers have actively participated in seminars and have conducted remedial, enrichment, and classroom action research activities. Nonetheless, their mastery of foreign languages and utilization of educational technology remain limited and need to be enhanced to meet the demands of 21st-century competencies.

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