

QUALITY MANAGEMENT IN THE DEVELOPMENT OF TEACHER PROFESSIONALISM AT STATE SENIOR HIGH SCHOOL 17 BONE

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Abstract

This study aims to analyze the application of quality management in the development of teacher professionalism at SMA Negeri 17 Bone through a qualitative, descriptive-interpretive approach. The focus of the study is directed at the stages of planning, implementation, and the impact of quality management on teachers' pedagogic, professional, social, and personality competencies. Data were collected through observation, in-depth interviews, and documentation studies, then analyzed descriptively-inductively. The results of the study show that quality management planning has been systematically prepared through needs analysis, selective recruitment, and the preparation of teacher capacity development programs involving various stakeholders. The implementation of quality management is realized through continuous training, academic supervision, and professional coaching, although the effectiveness of supervision still tends to be administrative. The implementation of quality management has a positive impact on improving teacher competence, especially in pedagogic, professional, and work ethic aspects, but strengthening the culture of quality and learning innovation still requires continuous reflective mentoring. This research emphasizes the importance of consistency of instructional leadership and a supervisory system oriented towards continuous improvement in supporting teacher professionalism.

Keywords: Education Quality Management; Teacher Professionalism; Total Quality Management; Academic Supervision; Instructional Leadership

Abstrak

Penelitian ini bertujuan untuk menganalisis penerapan manajemen mutu dalam pengembangan profesionalisme guru di SMA Negeri 17 Bone melalui pendekatan kualitatif deskriptif-interpretatif. Fokus kajian diarahkan pada tahapan perencanaan, pelaksanaan, serta dampak manajemen mutu terhadap kompetensi pedagogik, profesional, sosial, dan kepribadian guru. Data dikumpulkan melalui observasi, wawancara mendalam, dan studi dokumentasi, kemudian dianalisis secara deskriptif-induktif. Hasil penelitian menunjukkan bahwa perencanaan manajemen mutu telah disusun secara sistematis melalui analisis kebutuhan, rekrutmen selektif, serta penyusunan program pengembangan kapasitas guru dengan melibatkan berbagai pemangku kepentingan. Pelaksanaan manajemen mutu diwujudkan melalui pelatihan berkelanjutan, supervisi akademik, dan pembinaan profesional, meskipun efektivitas supervisi masih cenderung bersifat administratif. Penerapan manajemen mutu memberikan dampak positif terhadap peningkatan kompetensi guru, terutama pada aspek pedagogik, profesional, dan etos kerja, namun penguatan budaya mutu dan inovasi pembelajaran masih memerlukan pendampingan reflektif yang berkelanjutan. Penelitian ini menegaskan pentingnya konsistensi kepemimpinan instruksional dan sistem supervisi yang berorientasi pada perbaikan berkelanjutan dalam mendukung profesionalisme guru.

Kata Kunci: Manajemen Mutu Pendidikan; Profesionalisme Guru; Total Quality Management; Supervisi Akademik; Kepemimpinan Instruksional



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INTRODUCTION

Education occupies a strategic position in national development because the quality of its implementation directly influences the quality of human resources and graduates produced, thus functioning as the main instrument of national progress.¹The normative meaning of education indicates a conscious and planned process directed at developing the potential of students as a whole, including spiritual, intellectual, personality, and social skills dimensions as regulated in the National Education Standards based on Law Number 4 of 2022.²The quality of education is largely determined by the role of teachers as the main actors in learning, considering that the professionalism of educators, which includes mastery of material, pedagogical competence, social skills, and personal integrity, are determining factors for the success of the educational process and outcomes.³ Strengthening teacher professionalism is understood as a continuous process implemented through various professional development programs, including training, workshops, and seminars, to consistently improve competence and performance.⁴

The educational quality management approach is understood as a structured system aimed at improving the quality of educational services through the stages of planning, implementation, control, and continuous improvement. The Total Quality Management (TQM) framework views quality as part of a continuous organizational process, not simply an end result, thus requiring the integrated involvement of all educational components. Darling's research findings in Sims and Fletcher-Wood confirm that a management system focused on continuous quality improvement significantly impacts learning effectiveness and teacher performance.⁵According to Hallinger's study, it shows that consistent implementation of quality management can strengthen the school's capacity to manage change while improving the quality of educational services.⁶ Achieving

¹ Sulastris Sulastris et al., "Kompetensi Profesional Guru Dalam Meningkatkan Mutu Pendidikan," *Journal of Education Research* 1, no. 3 (2020): 258–64, <https://doi.org/10.37985/jer.v1i3.30>.

² Badrudin Badrudin et al., "Standarisasi Pendidikan Nasional," *Jiip - Jurnal Ilmiah Ilmu Pendidikan* 7, no. 2 (2024): 1797–808, <https://doi.org/10.54371/jiip.v7i2.3962>.

³ Fitriyani Fitriyani and Ratih Juwita Novalia, "Meningkatkan Kualitas Pembelajaran: Peran Strategis Pelatihan Guru," *Jurnal Pendidikan Vokasi Dan Seni (JPVS)* 3, no. 1 (2024): 13–24, <https://doi.org/10.52060/jpvs.v3i1.2768>.

⁴ Rusi Rusmiati Aliyyah et al., "Guru Berprestasi Sumber Daya Manusia Pengembang Mutu Pendidikan Indonesia," *Journal of Administration and Educational Management (Alignment)* 2, no. 2 (2019): 157–65, <https://doi.org/10.31539/alignment.v2i2.957>.

⁵ Sam Sims and Harry Fletcher-Wood, "Identifying the Characteristics of Effective Teacher Professional Development: A Critical Review," *School Effectiveness and School Improvement* 32, no. 1 (2021): 47–63, <https://doi.org/10.1080/09243453.2020.1772841>.

⁶ Philip Hallinger et al., "'Are Principals Instructional Leaders yet?' A Science Map of the Knowledge Base on Instructional Leadership, 1940–2018," *Scientometrics* 122, no. 3 (2020): 1629–50, <https://doi.org/10.1007/s11192-020-03360-5>.

educational quality is highly dependent on the ability of the managerial system to build an organizational culture that supports professional learning and continuous evaluation.⁷

The quality of education in Indonesia still faces serious challenges, particularly regarding the professionalism of teachers, the key actors in the learning process. Various research findings indicate that limited pedagogical competence, low learning innovation, and suboptimal implementation of academic supervision are common issues in educational institutions.⁸ This condition is closely related to weaknesses in the planning, implementation, and supervision aspects of teacher development programs, resulting in a disconnect between quality management planning and practice at the school level, particularly in mentoring and follow-up of professional development.⁹ The integrated quality management perspective views the quality of education as a dynamic process that demands collective commitment and continuous attention from all elements of the educational organization, so that the implementation of Total Quality Management is expected to be able to encourage improvements in the quality of education as a whole.¹⁰

Developing teacher professionalism has become increasingly urgent in line with the dynamics of globalization and shifting educational paradigms. Educator professionalism is required to encompass mastery of learning materials, along with comprehensive pedagogical, social, personality, and professional competencies.¹¹ A number of academic studies confirm that the implementation of educational quality management, including the Total Quality Management (TQM) approach, has the potential to be an effective strategy in encouraging continuous improvement in teacher performance and professionalism through the implementation of academic supervision, continuous training programs, and strengthening a culture of quality in the school environment.¹²

SMA Negeri 17 Bone plays a strategic role as a senior high school in preparing quality human resources. This study focuses on analyzing the application of quality management in teacher professional development at the school, including aspects of planning, implementation, and its

⁷ Amélia Lopes et al., "Teacher Professionalism towards Transformative Education: Insights from a Literature Review," *Professional Development in Education* 50, no. 5 (2024): 832–46, <https://doi.org/10.1080/19415257.2023.2235572>.

⁸ Lallo Lallo et al., "Implementasi Kebijakan Peningkatan Mutu Sekolah Dasar," *Jurnal Basicedu* 5, no. 6 (2021): 6126–33, <https://doi.org/10.31004/basicedu.v5i6.1781>.

⁹ Nur Rahman et al., "Implementasi Manajemen Mutu Terpadu Dalam Meningkatkan Mutu Pendidikan," *Murhum: Jurnal Pendidikan Anak Usia Dini* 4, no. 1 (2023): 149–61, <https://doi.org/10.37985/murhum.v4i1.174>.

¹⁰ Rahmad Azhari, "Implementasi Komunikasi Interpersonal Terhadap Kinerja Guru Di Sekolah SMAN 1 Kubu Babussalam Tahun Pelajaran 2022/2023," *Science and Education Journal (SICEDU)* 1, no. 2 (2022): 335–40, <https://doi.org/10.31004/sicedu.v1i2.49>.

¹¹ Muhammad Yunus, "Profesionalisme Guru dalam Peningkatan Mutu Pendidikan," *Lentera Pendidikan: Jurnal Ilmu Tarbiyah Dan Keguruan* 19, no. 1 (2016): 112–28, <https://doi.org/10.24252/lp.2016v19n1a10>.

¹² Erik Hadi Putra et al., "Implementasi Total Quality Management dalam Peningkatan Mutu Sekolah di SMA Negeri 4 Bukittinggi," *Jurnal Pemikiran & Pencerahan* 4, no. 1 (2024): 16–31.

impact on improving the pedagogical, professional, social, and personality competencies of educators. The research also focuses on the role of the principal and supervisor in implementing academic supervision and the implementation of teacher development strategies that are systematically formulated and implemented continuously, with the hope of contributing ideas to strengthening school management practices.

LITERATURE REVIEW

Quality management in education is rooted in modern management theory, which emphasizes effectiveness, efficiency, and continuous improvement. Conceptually, management is understood as the process of planning, organizing, implementing, and controlling resources to optimally achieve organizational goals.¹³ In the context of education, management is not only oriented toward achieving administrative goals, but also toward improving the quality of learning processes and outcomes through the management of human resources, curriculum, and the school's organizational culture. This approach places human beings, especially teachers, as the primary subjects in achieving educational quality.¹⁴

Quality theory in education is heavily influenced by the concept of Total Quality Management (TQM), which emphasizes customer orientation, continuous improvement, involvement of all organizational members, and data-based decision-making.¹⁵ From an educational perspective, "customers" are not only defined as students, but also as parents, the community, and the state. Educational quality is understood as the alignment of the educational process with the standards and needs of stakeholders, both normatively and descriptively.¹⁶ Implementing quality management in schools requires visionary leadership, systematic academic supervision, and a quality culture that encourages reflection and innovation in learning.

Teacher professionalism is a key variable within the educational quality management framework. Professional teachers are defined as educators who possess pedagogical, professional, social, and personality competencies integrated into their learning practices.¹⁷ Professionalism is not only related to academic qualifications and certification, but also includes a commitment to self-development, continuous reflection, and the ability to adapt to In the conceptual framework of this

¹³ Al Irsyadiyah, "Manajemen Mutu Pendidikan Perspektif Pendidikan Islam," *Rausyan Fikr: Jurnal Pemikiran Dan Pencerahan* 16, no. 1 (2020), <https://doi.org/10.31000/rf.v16i1.2459>.

¹⁴ Cinara Boni et al., "Educational Management: Significant Reflections," *Revista Gênero e Interdisciplinaridade* 4, no. 04 (2023): 406–11, <https://doi.org/10.51249/gei.v4i04.1509>.

¹⁵ Reshmi Sasi, "Total Quality Management and its Impact in Higher Education," *EPRA International Journal of Multidisciplinary Research (IJMR)*, November 30, 2024, 604–8, <https://doi.org/10.36713/epra19177>.

¹⁶ Noor Khalidah et al., "Kepuasan Pelanggan : Indikator Mutu Pendidikan," *Cerdika: Jurnal Ilmiah Indonesia* 5, no. 2 (2025): 755–70, <https://doi.org/10.59141/cerdika.v5i2.2429>.

¹⁷ Syamsiah Nur and Mardiah Mardiah, "Pentingnya Profesionalisme Guru Dalam Pendidikan," *Al-Liqo: Jurnal Pendidikan Islam* 5, no. 02 (2020): 215–28, <https://doi.org/10.46963/alliqo.v5i02.245>.

research, quality management is positioned as a strategic instrument that influences the development of teacher professionalism through quality planning, implementation of supervision, continuous training, and learning evaluation.

Several previous studies have examined the relationship between management, supervision, and teacher professionalism. Junaidi's research found that managing teaching staff through training and evaluation contributes to improved teacher performance, although it focuses more on individual development.¹⁸ According to Hamid's research, it shows that effective leadership of the madrasah principal has a positive influence on teacher performance and the quality of the madrasah, with a routine coordination and communication approach.¹⁹ The role of the madrasah principal as a strategic leader in improving the quality of education through teacher development and supporting facilities has a significant impact on the overall quality of education.²⁰

More specific research on academic supervision also yields relevant findings. According to Achmad, routine and administrative educational supervision can improve teacher professionalism, even though it is still primarily focused on technical aspects.²¹ Educational supervision carried out through the planning, implementation and evaluation stages can encourage more focused professional development of teachers.²² Similar findings were put forward by Hardiyanti, who stated that the success of supervision in improving teacher professionalism was greatly influenced by teacher motivation and supervisor competence.²³

Furthermore, Mar'ati's research revealed that the principal's supervisory skills and the role of the school committee significantly influence teacher performance and improve educational quality. However, most of this research tends to isolate management, leadership, or supervision variables without comprehensively integrating them within a sustainable school quality management framework.²⁴

¹⁸ Syarifah Syarifah, "Principal Supervision Management on Teacher Performance," *Journal of Educational Administration & Educational Counseling* 3, no. 1 (2022): 8, <https://doi.org/10.24014/japkp.v3i1.16828>.

¹⁹ Abd Hamid, "Madrasah Principal Leadership in Improving Teacher Performance," *Aktualita: Journal of Social and Religious Research* 12, no. II (2022), <https://doi.org/10.54459/aktualita.v12iII.449>.

²⁰ Abdurrahman and Usamah Bin Muhammad, "The Principal's Strategy in Improving the Quality of Education at State Islamic Junior High School 1 Probolinggo," *Jurnal Educatio FKIP UNMA* 9, no. 4 (2023): 1849–56, <https://doi.org/10.31949/educatio.v9i4.6327>.

²¹ Putri Khafifah Fauziah and Yoshinta Kusuma Wardani, "Supervisi Pendidikan dalam Meningkatkan Profesionalisme Guru," *JURNAL MEDIA AKADEMIK (JMA)* 2, no. 6 (2024): 1–11, <https://doi.org/10.62281>.

²² Ubabuddin, "Meningkatkan Kinerja Guru melalui Supervisi Pembelajaran," *Ed-Humanistics : Jurnal Ilmu Pendidikan* 4, no. 1 (2019): 535–44, <https://doi.org/10.33752/ed-humanistics.v4i1.366>.

²³ Menik Hardiyanti and Muh. Naim Madjid, "Effectiveness of Principal Supervision for Teacher Professional Competence," *Academy of Education Journal* 15, no. 2 (2024), <https://doi.org/10.47200/aoej.v15i2.2563>.

²⁴ Azizatul Mar'ati, "Peran Komite Sekolah Dalam Peningkatan Mutu Pendidikan," *Kalam Cendekia: Jurnal Ilmiah Kependidikan* 10, no. 2 (2022): 478, <https://doi.org/10.20961/jkc.v10i2.65774>.

Based on the literature review, there are research gaps both theoretically and empirically. Theoretically, there are still limited studies that integrate the concept of educational quality management with teacher professional development as a systemic whole. Empirically, previous research has generally focused on partial supervision or principal leadership, without in-depth examination of the relationship between quality planning, implementation, ongoing supervision, and their impact on teacher competency in the context of public secondary schools. Furthermore, the local context of schools in regions such as SMA Negeri 17 Bone has rarely been explored in depth.

RESEARCH METHODS

This study uses a qualitative approach with a descriptive-interpretive design to deeply understand the application of quality management in teacher professional development. According to Moleong in Aryal, a qualitative approach was chosen because this study focuses on the process, meaning, and dynamics of quality management practices in the school environment, which occur naturally and contextually and cannot be explained through quantitative measurements.²⁵ The research was conducted at State Senior High School 17 Bone, Bone Regency, South Sulawesi. This school was purposively selected because it had implemented a quality management-based teacher development program, but still faced challenges in academic supervision and ongoing development. Data collection took place from February to April 2025.

The research population included all school elements directly involved in the management and implementation of educational quality management. Research informants were determined using purposive sampling techniques, taking into account their role, experience, and level of involvement in teacher professional development programs.²⁶ The primary informants consisted of school principals, school supervisors, and teachers with tenure and experience relevant to the research focus. The number of informants was not determined quantitatively from the outset, but rather followed the principle of data saturation, which occurs when data has been repeatedly collected and no longer yields significant new information. In this study, the researcher acted as the primary instrument (human instrument), supported by interview guidelines, observation guidelines, and documentation formats compiled based on indicators of educational quality management and teacher professionalism.

Data collection was conducted through observations of the learning process and academic supervision, in-depth interviews with key informants, and documentation studies of school

²⁵ Saroj Aryal, "Use and Importance of Qualitative Research in School Education," *The Educator Journal* 12, no. 1 (2024): 48–57, <https://doi.org/10.3126/tej.v12i1.64914>.

²⁶ Sugiono, "Uji Validitas Dan Reliabilitas Alat Ukur SG Posture Evaluation," *Jurnal Keterampilan Fisik* 5, no. 1 (2020): 55–61, <https://doi.org/10.37341/jkf.v5i1.167>.

programs, learning materials, and teacher performance evaluation reports. Data validity was maintained through source and method triangulation techniques and member checking to enhance the credibility and trustworthiness of the data. Data analysis was conducted descriptively and inductively, with the stages of data reduction, data presentation, and conclusion drawing as outlined by Wicoksono.²⁷The analysis process was carried out manually with an emphasis on reflective interpretation to identify patterns, themes, and substantive meanings related to the implementation of quality management in teacher professional development.

RESULTS AND DISCUSSION

This study identifies three main aspects of quality management in the development of teacher professionalism at SMA Negeri 17 Bone, namely planning, implementation, and the resulting impact.

Quality Management Planning Planning is carried out in a structured manner through identification of teaching staff needs and resource analysis. The main components of planning include:

- 1. Selective Recruitment: Formal coordination with the Department of Education to meet the need for teachers in specific subjects (such as Physics, History, and Geography) by setting strict qualifications on pedagogical and personality aspects.
- 2. Capacity Building Program: Drafting a development program that includes training on lesson plan creation, a learning methods workshop, and an introduction to the Independent Curriculum for the upcoming academic year.
- 3. Stakeholder Involvement: The planning process involves the principal as a pioneer, vice principal, quality team, and school committee to ensure the program's suitability to real needs in the field.

To provide a systematic overview of how State Senior High School 17 Bone plans the professional development of its teachers, the following is a table identifying planning components:

Table 1. Components of Teacher Development Strategic Planning:

Planning Stages	Main Activities	Output / Related Documents
Needs Analysis	Identify teacher competency gaps through initial supervision and workload analysis.	List of teacher training priorities (School Work Plan).

²⁷ Deni Fajar Wicoksono et al., “The Managerial Leadership of Principal in Improving the Teachers’ Performances,” *JPI (Jurnal Pendidikan Indonesia)* 11, no. 1 (2022): 10–18, <https://doi.org/10.23887/jpi-undiksha.v11i1.28547>.

Recruitment & Selection	Coordination with the Department of Education to fulfill subject teachers (Physics, Geography, History).	Placement of teachers according to academic qualifications (Linearity).
Program Preparation	Designing In-House Training (IHT) schedule and curriculum workshop.	Academic calendar for human resource development.
Budgeting	BOS funds are allocated for the costs of resource persons, consumption, and training facilities.	School Activity and Budget Plan (RKAS).
Stakeholder Engagement	Coordination meeting between the Principal, Vice Principal for Curriculum, and the Committee.	Minutes of meetings and Decree (SK) of the Quality Team.

Implementation of Quality Management Implementation of quality management at SMA Negeri 17 Bone is realized through a series of professional development activities.:

1. Collective Teacher Activities: Implementation of In-House Training (IHT), Independent Curriculum workshops held regularly every semester, and the formation of teacher learning communities.
2. Supervision and Mentoring: Implementation of academic supervision by the principal and provision of external mentors to accompany teachers.
3. Academic Development: Providing motivation and facilities for teachers to continue their studies to a higher level in order to meet professional qualification standards.

The Impact of Quality Management on Teacher Competencies The implementation of quality management has a significant impact on four teacher competencies.:

1. Pedagogical & Professional: Increased mastery of material, ability to develop more serious learning tools, and readiness to face curriculum dynamics.
2. Personality & Social: Formation of a disciplined work ethic, increased punctuality in attendance, and the ability to build reflective communication with students and parents.

Discussion

The implementation of quality management at SMA Negeri 17 Bone demonstrates the adoption of the basic principles of Total Quality Management (TQM) through the integrated

implementation of the Plan-Do-Check-Act (PDCA) cycle. The planning process is structured based on teacher needs and is followed by regular evaluations every semester aimed at achieving continuous improvement. These findings align with Sallis's view in Muaz, which emphasizes that achieving quality education requires systematic planning and providing consistent opportunities for educators to update their knowledge.²⁸ The active involvement of the principal in the entire quality management cycle reflects effective instructional leadership practices as the main driver in maintaining and ensuring the quality standards of educational organizations.²⁹

Quality management has been proven to contribute significantly to the development of teacher professionalism through a continuous improvement mechanism integrated into school management practices, especially when the management system is implemented consistently at the planning, implementation, and evaluation stages of learning. Educator professionalism develops optimally through structured, continuous development, supported by a quality management system and a culture of organizational reflection.³⁰ The effectiveness of quality management implementation is greatly influenced by the quality of leadership and institutional support, given that weak ongoing supervision and the lack of a school quality culture have the potential to hinder the function of quality management as a means of developing teacher professionalism. Consistent instructional leadership, reflective supervision, collective collaboration, and strong institutional support are seen as key prerequisites for quality management to function substantively in improving teacher professionalism and educational quality on an ongoing basis.³¹

The implementation of quality management at SMA Negeri 17 Bone has been proven to have an impact not only on improving technical and pedagogical skills, but also on strengthening teachers' social competence and professional character through intensive communication patterns and collaboration in various coordination forums. This finding aligns with the thinking of Rahmawati and Putra (2023) who emphasize the role of quality culture in building discipline and professional commitment, while also strengthening Hoy's theory regarding the effectiveness of

²⁸ Muaz Muaz and Rully Khoeru Solihin, "Peningkatan Profesionalisme Guru Melalui Penerapan Manajemen Mutu Terpadu di MTS Pesantren Asasul Huda Desa Ranjikulon Kecamatan Kasokandel," *Islamic Management: Jurnal Manajemen Pendidikan Islam* 5, no. 01 (2022): 55, <https://doi.org/10.30868/im.v5i01.2046>.

²⁹ Philip Hallinger, "Bringing Context out of the Shadows of Leadership," *Educational Management Administration & Leadership* 46, no. 1 (2018): 5–24, <https://doi.org/10.1177/1741143216670652>.

³⁰ Seprudin Seprudin, "Teacher Professional Development: A Systematic Literature Review on Strategies for Effective Continuous Learning," *International Journal of Multidisciplinary Approach Sciences and Technologies* 1, no. 1 (2024): 45–54, <https://doi.org/10.62207/0pb7vm02>.

³¹ Snezhanka D. Georgieva, "Strategies for Education Quality Management," *Strategies for Policy in Science and Education-Strategii Na Obrazovatel'nata i Nauchnata Politika* 30, no. 5 (2022): 500–511, <https://doi.org/10.53656/str2022-5-4-str>.

collaboration-based educational interventions.³² Although the value of work ethics has placed teachers as role models, limitations in the aspect of technological innovation indicate that the internalization of quality culture still tends to be structural and administrative, so that it has not been fully realized in innovative learning practices in the classroom.³³

The planning and implementation of academic supervision at SMA Negeri 17 Bone has been prepared and carried out periodically, however, research findings show that the level of effectiveness still tends to stop at fulfilling administrative aspects. This condition is in line with the results of a study by Yean Rasu et al., which stated that supervision that is not accompanied by reflective guidance and constructive feedback only has a limited influence on changes in learning practices.³⁴ The absence of a structured monitoring system, continued support after training, and a strong follow-up mechanism encourages teachers to return to conventional learning patterns, thus hindering the realization of sustainable quality transformation.³⁵

The principal at SMA Negeri 17 Bone occupies a strategic position as a transformational leader who has a strong vision in empowering teachers through consistently implemented organizational mechanisms, including the implementation of structured clinical supervision as an internal strength in maintaining performance standards.³⁶ This development is further strengthened by the implementation of digital quality management through an e-performance system that serves as a monitoring tool, an approach that has received relatively limited discussion in previous academic studies. Research findings confirm that the existence of such a digital system will have a meaningful impact when integrated with ongoing coaching, mentoring, and evaluation practices.³⁷ The effectiveness of quality management is therefore determined not only by the availability of programs and technology, but also by the quality of reflective supervision and the consistency of teacher professional development that is carried out in depth and continuously.

³² Ali Ramatni Joni Wilson Sitopu et al., "Gaya Kepemimpinan Transformasional Kepala Sekolah Mewujudkan Iklim Organisasi Yang Kondusif.," *Jurnal Edu Research Indonesian Institute For Corporate Learning And Studies (IICLS)* 5, no. 4 (2024): 114–24.

³³ Andria Sari et al., "Inovasi Sistem Penjaminan Mutu Internal melalui Project Based Learning di SDN Mangunharjo," *Jurnal Manajemen Pendidikan (JMP)* 14, no. 2 (2025): 210–18, <https://doi.org/10.26877/jmp.v14i2.23375>.

³⁴ Yean Rasu et al., "Supervisi Akademik Untuk Peningkatan Kompetensi Pedagogik Guru," *LEADERIA: Jurnal Manajemen Pendidikan Islam* 2, no. 2 (2021): 55–61, <https://doi.org/10.35719/leaderia.v2i2.67>.

³⁵ Hapid Mulyana and Siti Patimah, "Implementation of Quality Control in Professional Development of Education in MTsN 1 Pesawaran," *INCARE, International Journal of Educational Resources* 4, no. 1 (2023): 019–032, <https://doi.org/10.59689/incare.v4i1.695>.

³⁶ Lilia Indriani et al., "Teacher Professional Development: "Be a force for good,"" *Journal of Community Service and Empowerment* 4, no. 3 (2023): 500–511, <https://doi.org/10.22219/jcse.v4i3.28191>.

³⁷ Muhammad Qamaruzzaman et al., "Implementasi Supervisi Akademik Berbasis Digital," *Literasi (Jurnal Ilmu Pendidikan)* 15, no. 2 (2024): 141, [https://doi.org/10.21927/literasi.2024.15\(2\).141-151](https://doi.org/10.21927/literasi.2024.15(2).141-151).

CONCLUSION

The implementation of quality management at SMA Negeri 17 Bone demonstrates that teacher professional development can be effective when supported by strategic planning based on real needs, the implementation of structured development programs, and the active involvement of school leaders. The quality management implemented has adopted the principle of continuous improvement through a cycle of planning, implementation, and evaluation, thus contributing positively to improving teachers' pedagogical and professional competence, while strengthening educators' discipline, responsibility, and work ethic.

Research findings indicate that the implementation of academic supervision has not yet reached optimal levels because it still places greater emphasis on fulfilling administrative aspects and is not accompanied by reflective mentoring and structured follow-up mechanisms. This situation has resulted in the incomplete internalization of a culture of quality in innovative classroom learning practices. Therefore, improving teacher professionalism through quality management is not solely determined by the availability of programs and regulatory frameworks, but is also strongly influenced by the quality of instructional leadership, consistency in supervision implementation, and the sustainability of professional development based on reflection.

RESEARCH IMPLICATIONS

Theoretically, the results of this study strengthen the relevance of the Total Quality Management approach in the educational context, particularly in teacher professional development, as an ongoing process that requires integration between strategic planning, program implementation, and reflective evaluation. These findings emphasize that educational quality cannot be viewed solely as an end result, but rather as a dynamic process built through consistent organizational culture and leadership.

Practically, this research has implications for school principals and educational policymakers to strengthen the academic supervision function, which is not merely administrative but also directed at reflective and sustainable professional development. Schools need to develop post-training follow-up mechanisms, mentoring, and coaching integrated with quality management systems, including the substantive use of technology. For education offices, the results of this research can serve as a basis for designing more adaptive teacher development policies, oriented to the real needs of schools, and supporting the formation of a quality culture that encourages continuous learning innovation.

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