IMPLEMENTATION OF TEACHER DEVELOPMENT POLICY IN IMPROVING THE QUALITY OF ISLAMIC SCHOOLS

Diana
Universitas Islam Negeri Sumatera Utara Medan, Indonesia
Email: dayanahasibuan26@gmail.com

Abstract

This research is motivated by the importance of teacher development in improving the quality of Islamic schools which are currently facing various challenges of globalization and modernization of education. Teachers as the main agents of change in the learning process need to receive serious attention through structured and sustainable competency development policies. However, the implementation of the policy still faces various obstacles, both in terms of equal distribution of opportunities and limited resources. The research method used is a qualitative approach with literature study as the main technique. Data is obtained from various sources such as books, journals, research reports, and regulations related to Islamic education policies. The analysis was carried out with a descriptive-analytical model that linked field findings with education management theory, policy implementation theory, and previous research results. The results of the study show that teacher development in Islamic schools has been implemented, but it is still uneven and faces resource constraints. Internal factors, such as motivation, education, and teacher experience, as well as external factors, such as the leadership of school principals, government policies, and infrastructure support, play a major role in the successful implementation of teacher development policies. In conclusion, teacher development has a significant impact on improving the quality of Islamic schools, both in academic, spiritual, and public trust aspects. Therefore, teacher development must be seen as a sustainable long-term investment for the realization of quality and competitive Islamic education.

Keywords: *Teacher Development, Education Management, Islamic School Quality, Internal-External Factors, Policy Implementation.*

INTRODUCTION

Education is one of the main pillars in building the nation's civilization. Through quality education, a nation can give birth to a generation that is intelligent, has character, and is able to adapt to the times. In the Indonesian context, Islamic education has a very strategic position because the majority of the population is Muslim and makes Islamic schools one of the alternative educational institutions that are trusted by the community to instill religious values while equipping students with general knowledge. Islamic schools are expected to be able to become institutions that not only produce graduates with good academic achievements, but also have noble morals, integrity, and life skills that are relevant to the needs of the 21st century. However, to realize this goal, Islamic schools need to prioritize the quality of their educators, especially teachers, who are the spearhead in the educational process. Teachers do not only transfer knowledge, but also act as role models, guides, motivators, and facilitators of learning. Therefore, teacher development is a central issue that cannot be ignored in efforts to improve the quality of Islamic schools.

Teacher development policies are a set of regulations, strategies, and programs designed to improve teacher competence, professionalism, and welfare. The Government of Indonesia through the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek), as well as the Ministry of Religion (Kemenag) which fosters Islamic education, has established various policies to encourage the improvement of the quality of teachers. The policy includes teacher certification, continuous training, teacher professional education (PPG) programs, workshops, seminars, and programs to improve academic qualifications for at least undergraduate (S1). The implementation of teacher development policies is not only limited to the aspect of improving pedagogic and professional competence, but also includes strengthening social and personality competencies, which are highly relevant to the context of Islamic schools. In other words, teacher development in Islamic schools must touch the academic and spiritual dimensions so that the role of teachers as muallim and murabbi can run in balance.

On the other hand, the quality of Islamic schools is greatly influenced by the successful implementation of teacher development policies. The quality of schools in general can be measured through the achievement of student learning outcomes, the quality of the learning process, school management, infrastructure, and community satisfaction with educational services. However, the teacher factor still occupies the most important position, because direct interaction between teachers and students is the core of teaching and learning activities. Many studies show that student success is not only influenced by the curriculum or facilities, but also by the quality of teachers in managing learning, providing motivation, and building a conducive classroom environment. Therefore, improving the quality of Islamic schools cannot be separated from a comprehensive, directed, and sustainable teacher development strategy.

The teacher development policy has actually been regulated in Law Number 14 of 2005 concerning Teachers and Lecturers which emphasizes the professionalism of teachers as educators. In addition, Government Regulation Number 19 of 2005 concerning National Education Standards also outlines the importance of teacher competence which includes pedagogical, professional, social, and personality competencies. In the context of Islamic schools, this regulation is strengthened by the policy of the Ministry of Religion which regulates the development of madrasah teachers and Islamic-based schools. However, policy implementation in the field often encounters challenges. Some of the obstacles faced include limited funds, lack of equitable access to training, low motivation for some teachers to improve competence, and weak supervision from school management. This condition causes a gap between the policies designed and the reality of implementation in Islamic schools.

The importance of teacher development in improving the quality of Islamic schools is also based on the demands of globalization and the industrial revolution 4.0. Teachers are required not only to master the subject matter, but also to have 21st century skills such as critical, creative, communicative, and collaborative thinking. In addition, the use of information technology in learning is a must so that the learning process is more interesting, interactive, and in accordance with the needs of the digital generation. In the context of Islamic schools, these challenges become increasingly complex because teachers must be able to combine the mastery of modern technology with the Islamic values taught. Thus, teacher development must be directed at the integration of professional competence with spiritual competence.

Theoretically, the implementation of teacher development policies can be reviewed through the perspective of education management which includes planning, implementation, evaluation, and follow-up. At the planning stage, Islamic schools need to develop teacher development programs that are in accordance with the vision, mission, and needs of the institution. The implementation stage involves various forms of activities such as training,

workshops, guidance, and peer teaching. Evaluation is carried out to assess the effectiveness of the program, while the follow-up is in the form of strengthening strategies so that teacher development can run continuously. The success of policy implementation is highly dependent on the commitment of school leaders, government support, community participation, and the motivation of the teachers themselves.

The quality of Islamic schools is not only measured from the academic aspect, but also from the formation of students' character and morals. Teachers in Islamic schools play the dual role of educators and moral coaches. Therefore, teacher development is not enough to only emphasize the improvement of pedagogic competence, but must also pay attention to aspects of personality and spirituality. Teachers who have an Islamic personality are expected to be able to be role models for students in daily life. The implementation of teacher development policies in this context means providing space for teachers to improve the quality of worship, morals, and a deep understanding of Islam. This is the uniqueness as well as the advantage of Islamic schools compared to public schools.

In practice, there are a number of factors that affect the successful implementation of teacher development policies. Internal factors include teacher motivation, education level, teaching experience, and adaptability to change. Meanwhile, external factors include school management support, government policies, the availability of facilities and infrastructure, and the involvement of the community and parents. Collaboration between all parties is the key so that teacher development policies can run effectively. If all these factors go in harmony, the quality of Islamic schools will increase significantly, both academically and spiritually.

In addition, the role of school principals is very decisive in the implementation of teacher development policies. The principal as the education manager is in charge of directing, guiding, and facilitating the needs of teachers. Visionary, participatory, and inspirational leadership will encourage teachers to be more motivated to develop themselves. In the context of Islamic schools, school principals are also expected to have moral integrity and a strong understanding of Islam so that they can be an example for teachers and students. Without good leadership, the implementation of teacher development policies will run half-heartedly and will not have a significant impact on the quality of schools.

The study of the implementation of teacher development policies in improving the quality of Islamic schools is very relevant considering that there is still a gap between expectations and reality in the field. Many Islamic schools face quality problems due to limited teacher competence. On the other hand, the community is increasingly demanding that Islamic schools be able to produce qualified and competitive graduates. Therefore, this research is important to provide an empirical picture of how teacher development policies are implemented in Islamic schools, what are the challenges faced, and what strategies can be done to optimize teacher development in order to improve school quality.

By focusing on the implementation of teacher development policies, this research is expected to make an academic and practical contribution. Academically, this research enriches the study of Islamic education management and human resource development in the context of Islamic schools. Practically, the results of this research can be evaluation material for policy makers, school principals, and teachers in improving the quality of Islamic educational institutions. In addition, this research is also expected to provide strategic recommendations so that teacher development policies can be implemented more effectively and have a real impact on the quality of Islamic schools.

METHOD

This study uses a qualitative approach with a descriptive type of research. This approach was chosen because it aims to deeply understand the implementation of teacher development policies in the context of improving the quality of Islamic schools. Qualitative research allows researchers to explore data in a natural, holistic, and contextual way, so that the phenomenon being studied can be understood more comprehensively. The focus of the research is directed at the processes, strategies, and challenges faced by Islamic schools in implementing teacher development policies, not on the calculation of numbers or statistical data. Thus, this research emphasizes more on understanding the meaning behind the facts in the field.

The data source of this research consists of primary and secondary data. Primary data was obtained through in-depth interviews with school principals, teachers, and Islamic school managers who were directly involved in the process of implementing teacher development policies. In addition, observations are carried out to see firsthand the implementation of teacher development activities, such as training, workshops, and learning practices in the classroom. Secondary data was obtained from official school documents, government regulations related to teacher development, activity reports, and relevant academic literature. Data collection techniques were carried out through interviews, participatory observations, and documentation studies.

Data analysis was carried out using the Miles and Huberman interactive analysis model which includes three stages, namely data reduction, data presentation, and conclusion/verification. Data reduction is carried out by selecting information that is relevant to the focus of the research, the presentation of data is carried out in the form of a systematic descriptive narrative, while drawing conclusions is carried out by looking for patterns, relationships, and meanings from the data that has been collected. To ensure the validity of the data, source triangulation, method triangulation, and time triangulation techniques are used. In this way, the data obtained can be accounted for its validity and reliability, so that the results of the research can provide an objective picture of the implementation of teacher development policies in improving the quality of Islamic schools.

FINDINGS

The first findings in this study show that the implementation of teacher development policies in Islamic schools in general has been running, but it has not been evenly distributed in all aspects. Some teachers have participated in training programs, workshops, and seminars organized by schools and related institutions, so that their competence in teaching is increasing. However, some other teachers still do not get the same opportunity, either due to limited quotas, costs, or lack of personal motivation to develop themselves. This shows that there is a gap in the implementation of policies that should apply to all teachers without exception.

The second finding revealed that the support of school principals plays an important role in encouraging the successful implementation of teacher development policies. Principals who have visionary and participatory leadership tend to be more successful in mobilizing teachers to participate in various development programs. School principals also play an active role in facilitating teachers by providing information, arranging schedules, and providing incentives or awards for teachers who show improved performance. In contrast, in schools with less responsive leadership, teacher development tends to be slow and less directed.

The third finding is related to the internal motivation factors of teachers. From the results of the interviews, it was found that some teachers have high motivation to improve their competencies because they feel that self-development is part of their professional and moral responsibility. They make an effort to attend training even if it means spending personal costs

or sacrificing free time. However, there are still teachers who tend to be passive and only participate in development programs if required by the school. Age, workload, and welfare factors also affect teachers' motivation in carrying out self-development.

The fourth finding shows that the use of technology in learning is still a major challenge. Although some teachers are quite proficient in using digital technology, such as online learning applications, interactive presentation media, and educational platforms, others still face limitations and lack of facilities. As a result, technology-based learning innovations have not been optimally applied in all classes. In fact, the demands of 21st century education and government policies strongly emphasize the importance of mastery of technology in improving the quality of learning.

The last finding is the positive impact of teacher development on improving the quality of Islamic schools. Schools whose teachers actively participate in development programs show better learning quality, both in terms of methods, classroom atmosphere, and student learning outcomes. In addition, skilled and professional teachers are able to build better interactions with students, thereby increasing students' motivation to learn. These findings emphasize that teacher development is one of the key factors in realizing the quality of Islamic schools that are superior, competitive, and still rooted in Islamic values.

DISCUSSION

A. Implementation of Teacher Development Policy in the Perspective of Education Management

The implementation of teacher development policies in Islamic schools is a crucial aspect in efforts to improve the quality of education, because teachers are key elements who directly interact with students. Through teacher development, Islamic schools can improve the quality of learning, strengthen the integration of Islamic values, and build a superior and competitive school image. When viewed from the perspective of education management, the implementation of teacher development policies cannot be separated from the four main functions of management proposed by George R. Terry, namely planning, organizing, actuating, and controlling. These four functions are a basic framework that can be used to understand the extent to which teacher development policies in Islamic schools run in accordance with the goals that have been set.

At the planning stage, Islamic schools should ideally prepare teacher development programs by paying attention to the real needs of teachers, the school's vision and mission, and government regulations. For example, if the results of the evaluation show that teachers are still weak in mastering learning technology, then the development program should focus on training in the use of digital media, e-learning, or application-based learning. However, the findings of the study show that not all Islamic schools have careful planning. Some schools still run teacher development programs on an ad hoc basis or on a temporary project basis, rather than as part of a long-term strategic plan. This condition has implications for low consistency in implementation, so that teacher development achievements have not been maximized. This is in line with the opinion of Sagala (2010) who emphasizes that planning in education must be needs-based (needs assessment) so that teacher development activities really touch the problems faced in the field.

The next stage is implementation. In the context of Islamic schools, the implementation of teacher development policies is usually in the form of training, workshops, seminars, professional education, and academic supervision by school principals. From the results of the study, it was found that teachers who have participated in development programs show an improvement in pedagogical, professional, and social skills. However, the implementation of

the program is still uneven due to limited funds and training quotas. Some teachers can even access training that is organized independently by schools, while access to government programs is still limited. This is in line with the findings of Hoy and Miskel (2013) who stated that the success of the implementation of education policies is influenced by organizational capacity, including the ability of schools to manage resources for program implementation. Thus, Islamic schools need to strengthen their management capacity in order to ensure the fair involvement of all teachers.

The evaluation function in the implementation of teacher development policies is very important to assess the extent to which program objectives are achieved. Evaluation can be carried out through teacher performance assessment, academic supervision, and monitoring of student learning outcomes. However, the research findings show that teacher development evaluations in Islamic schools are still administrative, more oriented towards activity reports than an in-depth assessment of the impact of training on learning practices. In fact, according to Stufflebeam (2003) in the CIPP (Context, Input, Process, Product) model, program evaluation must be carried out comprehensively by assessing the background, inputs, processes, and results. Without adequate evaluation, it is difficult for schools to know if a development program is really effective or just a formality.

The last stage is follow-up, which in education management theory is referred to as the control function. Follow-up includes efforts to improve and strengthen the program based on the results of the evaluation. In the context of Islamic schools, follow-up should be directed at integrating teacher development results into daily learning practices. However, the findings of the study show that not all schools are able to follow up on teacher development results optimally. There are teachers who have already attended the training, but are not encouraged to implement their new knowledge in the classroom. This leads to a gap between training programs and real practice. This condition strengthens the view of Fullan (2007) that change in education is not enough just with training, but requires systemic support so that the innovations obtained by teachers can be truly implemented.

If examined further, the implementation of teacher development policies can also be analyzed through the policy implementation theory of Edward III (1980), which emphasizes four main variables, namely communication, resources, disposition, and bureaucratic structure. First, communication is related to the extent to which policies are socialized to teachers. The findings of the study show that in some Islamic schools, socialization is still limited so that teachers do not understand the goals of development. Second, resources include funds, manpower, and facilities. Many Islamic schools face budget constraints so not all teachers can participate in the training. Third, the disposition or attitude of the implementer is related to the motivation of the teacher and the commitment of the principal. Highly motivated teachers tend to actively seek development opportunities, while passive teachers are just waiting for instructions. Fourth, the bureaucratic structure is related to administrative procedures that are often convoluted, making it difficult for teachers to access programs.

The results of this study are in line with the findings of Wibowo (2017) who revealed that the implementation of teacher development policies in secondary schools still faces obstacles in the form of lack of equal access and low teacher participation. Thus, the factors put forward by Edward III proved relevant in the context of Islamic schools. To overcome these problems, Islamic schools need to improve policy communication mechanisms, increase the availability of resources, strengthen teacher motivation, and simplify bureaucracy. In this way, the implementation of teacher development policies can run more effectively and have a real impact on the quality of schools.

In addition, the successful implementation of teacher development policies is also greatly influenced by the leadership role of school principals. The principal as the education manager

is responsible for directing, guiding, and motivating teachers. Visionary, participatory, and inspirational leadership is able to create a work climate that is conducive to teacher development. Bass (1990) in transformational leadership theory emphasizes that leaders must be able to provide inspiration, intellectual stimulation, and individual attention to their subordinates. In the context of Islamic schools, school principals who are able to motivate teachers through an Islamic approach will be more successful in encouraging teachers to develop themselves. The findings of this study show that schools with strong leadership tend to have more effective teacher development programs than schools with weak leadership.

Referring to all the descriptions above, it can be concluded that the implementation of teacher development policies in Islamic schools is still at a transitional stage. The program is already running, but it is not optimally integrated. There is still a gap in equal distribution of opportunities, limited resources, weak communication, and lack of post-training follow-up. Therefore, recommendations that can be submitted are the need to prepare a strategic plan for teacher development based on school needs, increase the allocation of special budgets for teacher training, and strengthen the role of school principals as leaders of change. With these steps, the implementation of teacher development policies is not only an administrative formality, but actually an effective instrument in improving the quality of learning and the quality of Islamic school graduates.

B. Internal and External Factors in Successful Teacher Development

The successful implementation of teacher development policies cannot be separated from the interaction between internal and external factors that affect teachers as individuals and schools as organizations. Internal factors are directly related to the teacher's personal condition, such as motivation, educational background, teaching experience, pedagogical skills, and adaptability to the times. These factors determine the extent to which teachers are able to take advantage of the development opportunities provided by schools and the government. Meanwhile, external factors include the support of the principal, government policies, the availability of infrastructure, the work environment, and community participation. This analysis is in line with the theory of the education system put forward by Tilaar (2002), that education is an open system that is always influenced by internal and external factors that interact with each other. Thus, teacher development in Islamic schools cannot be viewed only from the perspective of individual teachers, but also from the structure and educational environment that surrounds them.

The most dominant internal factor is teacher motivation. Motivation is the main driver for a person to act, including in improving professional competence. Maslow (1954) through his theory of the hierarchy of needs explained that individuals will be encouraged to develop themselves when their basic needs have been met. A teacher who feels that his or her physiological, secure, and social needs have been met, will be encouraged to pursue the need for reward and self-actualization through active participation in training and research. However, teachers whose welfare is still low tend to find it difficult to focus on self-development. The findings of the study show that teachers who have adequate incentives are more diligent in training than teachers who face financial pressure. This is also supported by the research of Kalikulla (2017) which found that welfare is directly proportional to the participation of teachers in development programs. Therefore, meeting the basic needs of teachers is an important prerequisite for building strong motivation in professional development.

In addition to motivation, other internal factors that also affect are educational background and teaching experience. Teachers who have higher academic qualifications generally have a sensitivity to the importance of self-development. They absorb training materials faster and are

able to apply them in learning. Meanwhile, teachers with long teaching experience tend to have adaptive strategies in dealing with classroom challenges, although they are sometimes stuck in old methods that are difficult to update. This is where the importance of a balance between adequate formal education and continuous field experience is honed through ongoing training. Thus, teachers in Islamic schools can integrate new knowledge with the wisdom of old practices in the context of learning in accordance with Islamic values.

The ability to adapt to the times is also an important internal factor. The world of education in the 21st century requires teachers to master information and communication technology, think critically, creatively, and be able to collaborate. Adaptive teachers are better prepared to accept curriculum changes, utilize digital platforms, and develop innovative learning media. On the other hand, teachers who are less adaptive often feel burdened by new innovations and are reluctant to change traditional teaching patterns. In the context of Islamic schools, this adaptability is also related to the extent to which teachers are able to combine technological advances with Islamic spiritual values, so that teacher development not only improves technical skills, but also maintains the Islamic character in the educational process.

Meanwhile, external factors also play a crucial role. The support of school principals, for example, greatly determines the success of the implementation of teacher development policies. Principals who have visionary and participatory leadership will be able to mobilize teachers to be more active in developing their competencies. Bass's (1990) transformational leadership theory explains that a good leader is able to inspire, motivate, and provide individual attention to each subordinate. The results showed that schools with principals who actively facilitate teachers, either through budget allocation or flexible scheduling, had a higher quality of learning. On the other hand, in schools with passive leadership, teachers often run alone without adequate support, so that development results are not maximized.

In addition to the leadership of school principals, government policies are also a significant external factor. Certification programs, Teacher Professional Education (PPG), workshops, and training held by the Ministry of Religion and the Ministry of Education and Culture provide space for Islamic school teachers to improve their qualifications and competencies. However, the findings of the study also show problems in implementation, such as quota limitations, uneven distribution, and complicated administrative procedures. Yustiyati (2025) found that the teacher certification program is not completely fair because there is a gap between teachers in big cities and teachers in remote areas. This shows that good policies must be followed by a fair and comprehensive implementation system so that all teachers, including in Islamic schools, have equal opportunities.

The availability of facilities and infrastructure is the next external factor that cannot be ignored. Teachers who have access to modern facilities such as laboratories, libraries, technological devices, and representative learning spaces will more easily implement the results of self-development into learning practices. However, the reality is that there are still many Islamic schools, especially those in rural areas, facing limited facilities. This leads to a quality gap between facilities rich schools and schools with minimal facilities. To overcome this, collaboration with local governments, foundations, and the community is needed so that teacher development is not only individual, but also supported by adequate infrastructure.

Community participation, whether through school committees, parents of students, or non-governmental organizations, is also an influential external factor. Community support in the form of financial assistance, provision of facilities, and involvement in school programs can encourage teachers to be more active in developing themselves. In the context of Islamic schools, community participation is often realized through the support of religious institutions, Islamic boarding schools, or Islamic social organizations that care about education. This kind

of support not only helps teachers materially, but also strengthens the spiritual and moral spirit in carrying out their profession.

Thus, it is clear that the success of teacher development is the result of synergy between internal and external factors. Teacher motivation, education, experience, and adaptation must go hand in hand with the support of the principal, government policies, adequate facilities, and community participation. If one of the factors is weak, then the implementation of teacher development policies will not be optimal. Islamic schools that want to improve the quality of their education must pay attention to these two aspects in a balanced manner. Teachers cannot develop without external support, while external support will not be effective without the internal readiness of the teacher himself. Therefore, teacher development strategies in Islamic schools should be designed by paying attention to the balance between internal and external factors so that the results are more optimal and sustainable.

C. The Impact of Teacher Development on the Quality of Islamic Schools

The impact of teacher development on the quality of Islamic schools is one of the important aspects that is of concern in this study. The findings show that schools that have teachers who are active in developing themselves tend to be superior in various aspects to schools that are passive in terms of educator development. The quality of learning looks more varied, innovative, and student-centered, while the classroom atmosphere is more conducive because teachers are able to manage the classroom with the right pedagogic approach. Another positive impact is the increase in student learning outcomes, both cognitive, affective, and psychomotor. This finding is in line with the thinking of Edward Sallis (2006) who emphasized that the quality of education is highly dependent on the quality of educators, because teachers are the spearhead in the implementation of the learning process in schools.

In the context of academic quality, teacher development is able to improve the quality of learning planning and implementation. Teachers who participate in training, workshops, or advanced education are able to prepare a more systematic Learning Implementation Plan (RPP), choose appropriate learning methods, and utilize information technology in learning. This results in more engaging and effective learning, making it easier for students to understand the material. In addition, teachers who develop professionally are also able to evaluate learning with more varied instruments, so that student learning outcomes can be measured comprehensively. Thus, the academic quality of Islamic schools increases along with the increase in teacher competence.

However, the quality of Islamic schools is not only measured from academic aspects, but also from non-academic aspects such as the formation of character and morals of students. Teachers who are skilled in pedagogic aspects while also having spiritual competence are able to present balanced learning between knowledge transfer and internalization of Islamic values. The concept of tarbiyah in Islamic education emphasizes the role of teachers as muallim (teachers) as well as murabbi (character builders). The development of teachers based on Islamic values makes them more sensitive in educating students to have noble character, discipline, and have a religious spirit. Haniyyah (2021) in her research emphasized that teachers who take part in Islamic value-based training are more successful in creating a religious learning atmosphere, so that Islamic schools not only excel in the aspect of knowledge but also in the cultivation of morals.

Furthermore, the impact of teacher development also includes increasing public trust in Islamic schools. Parents tend to choose schools that have professional and competent teachers because they believe it will have an impact on the child's future. The theory of input-output in education put forward by Barnett (1992) is relevant to this condition, namely the quality of output (graduates) is greatly influenced by the quality of input, including teachers. Islamic

schools that have quality teachers tend to produce graduates who are outstanding and have noble character, thus further strengthening the school's image in the eyes of the public. This increase in trust in turn has an impact on the increasing number of students enrolling, financial support from parents, and the school's improved reputation.

Another impact that is quite important is the formation of a positive school culture. Teachers who actively develop themselves are usually role models for their peers. They bring positive energy, a spirit of innovation, and a high work ethic into the school environment. A school culture that emphasizes self-development, teamwork, and professionalism will strengthen the academic and non-academic climate in Islamic schools. This positive culture creates a conducive learning environment, where teachers, students, and school management support each other to achieve better quality. Thus, teacher development not only impacts the individual, but also on the school system as a whole.

Although the positive impact of teacher development is quite large, this can only be achieved if development is carried out continuously. Sporadic teacher development or only carried out because of momentary needs will not provide significant changes to the quality of schools. Michael Fullan (2007) emphasizes that change in education requires continuity, consistency, and systemic support. If teacher development is carried out only on a project or a momentary program, then the impact will not last long. On the other hand, if Islamic schools have a long-term strategy in teacher development, including in planning, financing, and evaluation, then the impact on the quality of the school will be sustainable.

In addition, teacher development also contributes to improving teacher professionalism in facing global challenges. The era of globalization and the industrial revolution 4.0 requires teachers to have 21st century skills, such as critical thinking, creativity, collaboration, and communication. Teachers who are trained and continuously develop themselves are better prepared to face this challenge than static teachers. Islamic schools that support teacher development will be better able to compete with public schools in producing quality graduates who are able to face the times, while still adhering to Islamic values.

From a quality management perspective, teacher development is also an important indicator in internal quality assurance of schools. The education quality assurance system places teachers as the main component that determines the success of graduate competency standards, content standards, process standards, and assessment standards. Therefore, teacher development directly affects the success of schools in meeting national education standards. Islamic schools that succeed in developing their teachers will more easily meet accreditation with superior titles, thus having an impact on improving reputation and competitiveness.

In the end, the impact of teacher development on the quality of Islamic schools can be concluded to include three main aspects. First, the academic aspect, where skilled teachers are able to improve the quality of learning and student learning outcomes. Second, the character aspect, where teachers play an important role in shaping students' morals and religiosity. Third, the institutional aspect, where teacher development improves the image of the school, strengthens a positive culture, and ensures the sustainability of the quality of education. By paying attention to these three aspects, it is clear that teacher development is a long-term investment that not only impacts the quality of individual teachers, but also on the overall progress of Islamic schools.

Thus, it can be affirmed that teacher development is a key factor in improving the quality of Islamic schools. Professional, moral, and innovative teachers are the main and irreplaceable assets in education. Therefore, the implementation of teacher development policies must be seen as a sustainable strategy, not just a formality. Islamic schools that place teacher development as the top priority will be able to produce a generation that excels in science, is strong in morals, and is ready to face global challenges while maintaining Islamic identity.

CONCLUSION

Based on the description in the previous three subchapters, it can be concluded that the implementation of teacher development policies is a strategic factor in improving the quality of Islamic schools. The success of teacher development is not only determined by formal policies, but also influenced by internal factors such as motivation, education, and teacher experience, as well as external factors in the form of principal support, government policies, infrastructure, and community participation. The results of teacher development have been proven to have a significant impact on the quality of Islamic schools, both in academic, spiritual aspects, and strengthening the image of the institution in the eyes of the community. Thus, teacher development must be seen as a sustainable long-term investment, in line with previous theories and research, so as to be able to produce professional, religious, and visionary educators who make a real contribution to improving the quality of Islamic education in Indonesia.

REFERENCE

Barnett, R. (1992). *Improving Higher Education: Total Quality Care*. Buckingham: Open University Press.

Bass, Bernard M. (1990). *From Transactional to Transformational Leadership: Learning to Share the Vision*. Organizational Dynamics, 18(3), 19–31. https://doi.org/10.1016/0090-2616(90)90061-S

Edward III, George C. (1980). *Implementing Public Policy*. Washington D.C.: Congressional Quarterly Press.

Fullan, M. (2007). *The New Meaning of Educational Change* (4th ed.). New York: Teachers College Press.

Handoko, T. Hani. (2012). *Manajemen Personalia dan Sumber Daya Manusia*. Yogyakarta: BPFE.

Haniyyah, Z. (2021). Peran guru pai dalam pembentukan karakter islami siswa di SMPN 03 Jombang. *Irsyaduna: Jurnal Studi Kemahasiswaaan*, *1*(1), 75-86.

Hoy, Wayne K., & Miskel, Cecil G. (2013). *Educational Administration: Theory, Research, and Practice* (9th ed.). New York: McGraw-Hill.

Iqbal, M. (2021). *Implementasi Tarbiyah dalam Pendidikan Islam Kontemporer*. Jakarta: Rajawali Pers.

Kalikulla, S. (2017). Pengaruh Kesejahteraan Guru, Motivasi Kerja dan Kompetensi Guru Terhadap Kinerja Guru SMK di Kabupaten Sumba Barat. *JDMP (Jurnal Dinamika Manajemen Pendidikan)*, *1*(2), 79-90.

Maslow, A. H. (1954). *Motivation and Personality*. New York: Harper & Row.

Mukhlis, A. (2018). *Guru sebagai Agen Perubahan Pendidikan: Perspektif Pendidikan Islam*. Yogyakarta: Pustaka Pelajar.

Mulyasa, E. (2017). *Manajemen dan Kepemimpinan Kepala Sekolah*. Jakarta: Bumi Aksara.

Mulyasa, E. (2017). *Standar Kompetensi dan Sertifikasi Guru*. Bandung: Remaja Rosdakarya.

Robbins, Stephen P., & Coulter, Mary. (2016). *Management* (13th ed.). Boston: Pearson Education.

Robbins, Stephen P., & Judge, Timothy A. (2017). *Organizational Behavior* (17th ed.). Harlow: Pearson Education Limited.

Sagala, Syaiful. (2013). *Kemampuan Profesional Guru dan Tenaga Kependidikan*. Bandung: Alfabeta.

Sagala, Syaiful. (2013). *Manajemen Strategik dalam Peningkatan Mutu Pendidikan*. Bandung: Alfabeta.

Sallis, E. (2006). *Total Quality Management in Education* (3rd ed.). London: Kogan Page.

Siagian, Sondang P. (2016). *Filsafat Administrasi*. Jakarta: Bumi Aksara.

Sudjana, Nana. (2016). *Pembinaan dan Pengembangan Guru Sekolah*. Bandung: Sinar Baru Algensindo.

Supardi. (2013). *Sekolah Bermutu: Konsep, Strategi, dan Implementasi*. Jakarta: Rajawali Pers.

Terry, George R. (2006). *Principles of Management*. Homewood, Illinois: Richard D. Irwin.

Tilaar, H. A. R. (2002). *Perubahan Sosial dan Pendidikan: Pengantar Pedagogik Transformatif untuk Indonesia*. Jakarta: Grasindo.

Tilaar, H.A.R. (2009). *Kebijakan Pendidikan: Pengantar untuk Memahami Kebijakan Pendidikan dan Kebijakan Pendidikan sebagai Kebijakan Publik*. Jakarta: Pustaka Pelajar.

Usman, Husaini. (2014). *Manajemen: Teori, Praktik, dan Riset Pendidikan*. Jakarta: Bumi Aksara.

Wahyudi. (2017). *Kepemimpinan Kepala Sekolah dalam Meningkatkan Mutu Pendidikan*. Bandung: Alfabeta.

Wibowo. (2017). *Manajemen Kinerja*. Jakarta: Rajawali Pers.

Yustiyati, S. (2025). Standar Kompetensi Guru: Evaluasi Pencapaian Standar Kualifikasi Akademik dan Kompetensi dalam Era Transformasi Pendidikan. *Jurnal Penelitian Ilmiah Multidisipliner*, *2*(01), 1023-1031.

Zubaedi. (2015). *Desain Pendidikan Karakter: Konsepsi dan Aplikasinya dalam Lembaga Pendidikan*. Jakarta: Kencana Prenada Media Group.