

Assessment Management Academic Supervision in Improving Teacher End

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Abstract: *Improving teacher quality is a key factor in enhancing the quality of vocational education. Academic supervision serves as a strategic instrument for the professional development of teachers; however, its effectiveness is largely determined by a structured and sustainable assessment management system. This study aims to analyze the management of academic supervision assessment in improving teacher quality at SMK Luhur Baladika Bandung Barat, to identify implementation constraints, and to formulate strengthening recommendations based on the CIPP evaluation model (Context, Input, Process, Product). The study employs a qualitative approach, with data collected through in-depth interviews, observation, and documentation. Data analysis is conducted through the stages of data reduction, data display, and conclusion drawing. The findings indicate that the implementation of academic supervision is not yet supported by a systematic assessment management system; assessment instruments are not standardized, supervision frequency is limited, and supervision results have not been optimally utilized for teacher development. The integration of the CIPP model is proven to be a relevant comprehensive evaluation framework to improve planning, implementation, and utilization of supervision outcomes. This study recommends strengthening a structured, sustainable, and teacher-needs-based academic supervision assessment management system to enhance the professional and pedagogical quality of vocational school teachers.*

Keywords: *Academic Supervision, Assessment Management, Vocational High School Teacher Quality*

INTRODUCTION

Teachers are the main actors in the educational process, especially in vocational education which requires the integration of pedagogic, professional, social, and personality competencies (Syukri et al., 2022). In the context of vocational education, teachers not only play a role as a delivery of learning materials, but also as facilitators in building students' skills to suit the needs of the world of work and industrial development (Putra et al., 2024). Therefore, the quality of teachers is one of the determining factors for the success of vocational education (Sanga & Wangdra, 2023). Improving the quality of education in vocational high schools is greatly influenced by the ability of teachers to design learning, manage classes, implement innovative learning methods, and evaluate learning effectively and sustainably (Tanjung Sari, 2022). This condition shows that efforts to improve the quality of teachers must be carried out systematically through directed and continuous professional development (Phillips et al., 2016).

One of the efforts that can be made to improve teacher professionalism is through academic supervision (Khofifah et al., 2025). Academic supervision is a coaching process carried out by

school principals or school supervisors to help teachers improve the quality of learning (Putri *et al.*, 2023). Academic supervision is not only interpreted as an administrative supervision activity, but also as a professional mentoring process that aims to help teachers identify weaknesses, improve the learning process, and develop their competencies in an ongoing manner (Anshori & Andayani, 2025). Through academic supervision, teachers obtain input related to learning strategies, classroom management, the use of learning media, and learning outcome evaluation techniques (Poniman *et al.*, 2024). Thus, academic supervision has a strategic role in creating an effective, innovative, and quality-oriented learning process (Syukri *et al.*, 2022).

However, the implementation of academic supervision in various schools still faces various obstacles (Miftakhi & Malagola, 2025). In practice, academic supervision is often carried out administratively and incidentally (Putri *et al.*, 2023). Supervision is only carried out to meet the demands of school administration without clear follow-up on the results of the supervision (Khofifah *et al.*, 2025). In addition, the implementation of supervision is often limited to examining learning tools without being followed by in-depth coaching on teachers' learning practices in the classroom (Amanda & Mustofa, 2024). This condition causes academic supervision to not have a significant impact on improving the quality of teachers and the quality of learning (Warman, 2022). In fact, effective academic supervision should be able to be a means of reflection and professional development of teachers in a sustainable manner (Ukrop *et al.*, 2018).

The effectiveness of academic supervision is greatly influenced by the existence of a good assessment management system (Daniati *et al.*, 2025). Academic supervision assessment management includes the process of planning, implementing, processing results, evaluation, and monitoring supervision systematically (Kurniawan *et al.*, 2018). A structured assessment system will help schools obtain objective data on teacher competencies and their development needs (Alvianita *et al.*, 2022). In addition, the results of supervision can be used as a basis for developing training programs, improving competencies, and making strategic decisions for schools (Sanga & Wangdra, 2023). On the other hand, supervision that is not supported by good assessment management will produce data that is less accurate and difficult to use as a basis for improving the quality of education (Daniati *et al.*, 2025).

Based on the results of initial observations at SMK Luhur Baladika West Bandung, the implementation of academic supervision has not been running optimally. Supervision is still carried out with a limited frequency, which is about once a school year. The implementation of supervision has also not been supported by standardized assessment instruments and integrated with the needs of teacher competency development (Alvianita *et al.*, 2022). In addition, the results of academic supervision have not been used optimally as a basis for teacher development and improvement of learning quality (Khofifah *et al.*, 2025). Supervision outcomes tend to be just administrative documents without any clear follow-up in the form of teacher professional development programs (Miftakhi & Malagola, 2025). This condition shows that the academic supervision assessment management system in the school still needs to be strengthened in order to support the improvement of teacher quality more effectively (Warman, 2022).

Another problem found is the lack of a comprehensive evaluation mechanism for the implementation of academic supervision. So far, supervision evaluation has focused more on the implementation aspect of activities without measuring the effectiveness of supervision results on improving teacher competence (Kurniawan *et al.*, 2018). In fact, a comprehensive evaluation is very important to find out the extent to which academic supervision is able to have an impact on the quality of learning (Khofifah *et al.*, 2025). In addition, an evaluation is also needed to identify barriers, weaknesses, and needs for improvement in the academic supervision system implemented in schools (Anshori & Andayani, 2025).

In an effort to strengthen the management of academic supervision assessments, an evaluation model is needed that is able to examine all components of supervision comprehensively. One of the relevant evaluation models used is the CIPP (Context, Input, Process, Product) evaluation model (Adi *et al.*, 2025). This model was developed to help evaluate the program comprehensively through four main components, namely context, input, process, and product (Alvianita *et al.*, 2022). Context evaluation is used to identify the needs and problems of academic supervision. Input evaluation is used to assess the readiness of resources, instruments, and supervisory planning.

Process evaluation focuses on the implementation of academic supervision, while product evaluation is used to assess the results and impact of supervision on improving teacher quality (Kurniawan *et al.*, 2018).

The use of the CIPP evaluation model is considered relevant because it is able to provide a comprehensive overview of the effectiveness of academic supervision assessment management at SMK Luhur Baladika West Bandung (Adi *et al.*, 2025). Through this approach, schools can identify various weaknesses in the implementation of academic supervision while formulating a more systematic and sustainable improvement strategy (Daniati *et al.*, 2025). Therefore, this study is focused on the management analysis of academic supervision assessments and strengthening the supervision system through the CIPP evaluation approach as an effort to improve the quality of teachers and the quality of learning at SMK Luhur Baladika West Bandung (Syukri *et al.*, 2022).

METHODS

This study uses a qualitative approach with a case study design, which aims to analyze in depth the management of academic supervision assessment in improving the quality of teachers at SMK Luhur Baladika West Bandung. The research was carried out at SMK Luhur Baladika West Bandung with research subjects including principals, vice principals for curriculum, school supervisors, and teachers. The research data is sourced from primary and secondary data collected through in-depth interview techniques, participatory observation, and documentation studies. The researcher acts as the main instrument, supported by interview guidelines, observation sheets, and documentation checklists.

The focus of the research is directed at the management of academic supervision assessment based on the CIPP (Context, Input, Process, Product) evaluation model to assess the needs, readiness of resources, the process of implementing supervision, and the results of academic supervision on improving pedagogic and professional competence of teachers. Data analysis is carried out through the stages of data reduction, data presentation, and conclusion drawn, while the validity of the data is maintained through source triangulation, technical triangulation, and member check. The research procedure includes the planning stage, data collection, data analysis, and the preparation of research reports.

RESULTS AND DISCUSSION

RESULTS

Research Results on the Conditions of Implementation of Academic Supervision Assessment Management

The results of the study show that the implementation of assessment management in academic supervision at SMK Luhur Baladika West Bandung has not run optimally and structurally. Academic supervision has been carried out by the principal, but it is still incidental with a frequency of about once a year. Supervision planning has not been supported by a clear assessment management system, so the implementation of supervision is more oriented towards administrative fulfillment rather than as a means of professional development for teachers. The assessment instrument for academic supervision has not been standardized and has not fully referred to the indicators of pedagogic and professional competence of teachers. In addition, the process of processing and utilizing the results of supervision has not been carried out systematically as a basis for decision-making in the development of teacher development programs.

Research Results on Obstacles and Inhibiting Factors in Academic Supervision Assessment Management

The results of the study identified several major obstacles that hinder the effectiveness of academic supervision assessment management. These obstacles include limited time for school principals to carry out supervision on an ongoing basis, the lack of standard and integrated assessment instruments, and the variety of teacher competencies that are quite diverse. In addition, the absence of a well-documented documentation system for supervision results causes the results of supervision assessments to not be optimally utilized for teacher development, school accreditation, and Principal Performance Assessment (PKKS). This condition has an impact on the low usefulness of academic supervision in improving the quality of teachers.

Research Results on the Application of the CIPP Evaluation Model in Academic Supervision Assessment Management

Based on the results of the research, the application of the CIPP (Context, Input, Process, Product) evaluation model is considered relevant and has the potential to strengthen the management of academic supervision assessment at SMK Luhur Baladika West Bandung. In the context aspect, it was found that academic supervision is needed as a more systematic and sustainable instrument for teacher development. In the *input aspect*, human resources such as principals and teachers are available, but it requires strengthening supervision competencies and assessment instruments. In the process aspect, the implementation of supervision still needs to be improved in terms of planning, frequency, and feedback mechanisms. Meanwhile, in the *product aspect*, the impact of supervision on improving teacher quality has not been optimal because the results of supervision have not been utilized optimally as a basis for teacher professional development and development.

Research Results on Strategic Recommendations for Strengthening Management of Assessment of Academic Supervision

The results of the study produced several strategic recommendations for strengthening the management of academic supervision assessments, including: the need to develop standardized and competency-based academic supervision assessment instruments; increasing the frequency of academic supervision on a scheduled and continuous basis; strengthening the capacity of school principals in academic supervision management; as well as optimizing the use of supervision results as the basis for teacher development, the preparation of school development programs, and the fulfillment of accreditation needs. With the implementation of integrated academic supervision assessment management based on the CIPP model, academic supervision is expected to be able to have a real impact on improving the professional and pedagogic quality of teachers.

DISCUSSION

Management of Academic Supervision Assessment in the Perspective of Management Theory

The results of the study show that the management of academic supervision assessments at SMK Luhur Baladika West Bandung has not been carried out optimally and systematically. This condition can be seen from the lack of structured supervision planning, limitations of assessment instruments, the implementation of supervision that has not been scheduled consistently, and the weak follow-up of supervision results. These findings show that the implementation of academic supervision is still more oriented towards the fulfillment of school administration than as a process of continuous professional development of teachers. In fact, academic supervision should be an important part of the education quality improvement system that is carried out in a planned, measurable, and sustainable manner.

In the perspective of George R. Terry's management theory, the success of a program is greatly influenced by the implementation of management functions which include planning, organizing, actuating, and controlling (POAC). In terms of planning, schools do not have a comprehensive supervisory planning system. Academic supervision instruments have not been prepared based on the needs of teacher competency development, so the assessment process tends to be general and has not been able to map teachers' weaknesses specifically. In addition, the supervision schedule has not been designed regularly and continuously so that supervision is only carried out at certain times without the continuity of the coaching program.

In the aspect of organizing, the coordination of the implementation of academic supervision has also not run optimally. The principal as a supervisor has not fully involved other elements such as the deputy principal or the education quality assurance team in the management of academic supervision. As a result, the implementation of supervision is still individual and has not yet become part of the school's quality culture. In fact, good organization is needed so that academic supervision can be carried out effectively, efficiently, and oriented towards improving the quality of learning.

Furthermore, in the aspect of implementation (actuating), academic supervision at SMK Luhur Baladika West Bandung has not run optimally because the frequency of supervision is still low and the supervision approach tends to be formal. Teachers have not received intensive assistance related to improving learning strategies, media use, and learning evaluation. This

condition causes supervision to not be able to provide motivation and professional encouragement for teachers to improve the quality of learning. Meanwhile, in the aspect of controlling, the results of supervision have not been analyzed and systematically used as a basis for decision-making in teacher development and school program development. The results of supervision are more stored as administrative documents without clear follow-up.

This finding strengthens Arikunto's view that educational assessment must be carried out systematically in order to function as a tool for evaluating and improving the quality of education. Unplanned and unacted assessments will lose their substantive meaning in improving the quality of learning. Thus, the weak management of academic supervision assessment at the Luhur Baladika Vocational High School (SMK) West Bandung shows the need to strengthen an integrated supervision management system starting from planning to evaluation of supervision results.

Academic Supervision as a Process of Professional Development of Teachers

Academic supervision is essentially a professional coaching process that aims to help teachers improve their competence in carrying out learning. The results of the study show that academic supervision at SMK Luhur Baladika West Bandung has not fully carried out the coaching function optimally. The low frequency of supervision and the lack of follow-up of supervision results cause teachers to not get adequate feedback to improve the quality of learning. Supervision is more focused on learning administration checks than coaching teaching practices in the classroom.

These findings are in line with the opinion of Batkunde and Arikunto who emphasized that academic supervision must be carried out in a continuous, consultative, and collegial manner. Supervision not only aims to assess teacher performance, but also helps teachers find solutions to various learning obstacles faced in the classroom. Therefore, academic supervision needs to be carried out through two-way communication that allows teachers and supervisors to discuss strategies to improve the quality of learning.

Sergiovanni also explained that the main goal of academic supervision is to help teachers develop professional skills, monitor the quality of the learning process, and foster teachers' commitment to academic responsibility. In the context of this study, this goal has not been achieved optimally because supervision is still an administrative formality. Teachers have not received targeted guidance related to learning innovation, the use of educational technology, and the development of learning methods based on the needs of students.

In addition, the low intensity of supervision also has an impact on the weak culture of teachers' reflection on the learning practices carried out. In fact, reflection is an important part of teachers' professional development because through reflection teachers can evaluate the advantages and disadvantages of learning that has been implemented. Effective academic supervision should be able to encourage teachers to reflect continuously to improve the quality of learning and learning outcomes of students.

Thus, academic supervision at SMK Luhur Baladika West Bandung needs to be directed to a more humane, democratic, and collaborative approach to professional development. Supervision is not only a tool of control, but also a means of developing teacher competence in a sustainable manner. This is important so that academic supervision really has an impact on improving the quality of teachers and the quality of education in schools.

Management of Academic Supervision Assessment within the Framework of the CIPP Evaluation Model

The application of the CIPP evaluation model in this study provides a more comprehensive picture of the management conditions of academic supervision assessment at SMK Luhur Baladika West Bandung. The CIPP evaluation model consisting of context, input, process, and product is able to identify various weaknesses as well as the need to strengthen the academic supervision system in schools.

In the context aspect, the results of the study show that there is an urgent need for a more structured and sustainable academic supervision system. Schools face challenges in improving the quality of teachers, while the existing supervision system has not been able to support these needs optimally. This condition shows that there is a gap between the ideal conditions of academic supervision and the practice that takes place in the field. Academic supervision has not been

positioned as a strategic program in improving the quality of education, but is still considered a routine administrative activity.

In terms of input, the availability of human resources is actually enough to support the implementation of academic supervision. However, the supervisor's competence in carrying out academic supervision is not fully optimal. In addition, schools also do not have standardized assessment instruments that are integrated with the needs of teacher competency development. In the theory of contingency-based education management, it is explained that the effectiveness of organizational management is greatly influenced by the suitability between the resources owned and the needs of the organization. Therefore, improving supervisor competence and developing supervision instruments is an important need in strengthening academic supervision management.

In terms of process, the implementation of academic supervision has not been carried out on a scheduled and consistent basis. The supervision process is still incidental, so it is not able to provide continuous guidance to teachers. In addition, supervision procedures have also not been implemented in a standard manner, starting from learning observation, providing feedback, to follow-up on supervision results. This condition shows the weak management of the academic supervision process in schools.

Meanwhile, in the product aspect, the results of academic supervision have not been used optimally as a basis for teacher development and school decision-making. The results of supervision have not been integrated into teacher competency improvement programs, training preparation, and learning quality evaluation. As a result, academic supervision has not had a significant impact on improving the quality of teachers and learning.

The Impact of Academic Supervision Assessment Management on Teacher Quality

The results of the study show that the quality of teachers at SMK Luhur Baladika West Bandung has not experienced an optimal improvement due to weak management of academic supervision assessments. Teachers still face various obstacles in learning management, the use of learning media, and the application of innovative learning methods. This condition shows that teacher professional development has not been carried out effectively and sustainably.

According to teacher quality theory, improving teachers' pedagogic and professional competence requires a coaching system based on performance evaluation and continuous competency development. Abdul Haris and Nurhayati explained that the quality of teachers is reflected in the teacher's ability to plan learning, carry out the learning process, use learning media, evaluate learning outcomes, and reflect on the learning practices carried out. Therefore, academic supervision supported by good assessment management is essential to help teachers improve the quality of their professionalism.

The weak management of academic supervision assessments causes schools to find it difficult to map the needs of teacher development appropriately. As a result, the teacher development program carried out has not been based on the real needs faced by teachers in the learning process. In addition, the absence of supervision follow-up causes teachers to lack concrete direction to improve learning weaknesses found during supervision.

This condition has an impact on the quality of learning in the classroom which is not optimal. Teachers tend to use monotonous and less innovative learning methods due to the lack of professional coaching. In fact, vocational education requires teachers who are able to apply contextual, creative, and relevant learning to the needs of the world of work. Thus, strengthening the management of academic supervision assessments is an urgent need to improve the quality of teachers and the quality of learning in vocational schools.

Integration of Academic Supervision, Assessment Management, and Teacher Professional Development

This discussion shows that academic supervision cannot be separated from a strong and integrated assessment management system. Effective academic supervision must be supported by careful planning, objective assessment instruments, continuous supervision implementation, and clear follow-up of supervision results. Without a good assessment management system, academic supervision will only be an administrative activity that does not have a real impact on improving the quality of teachers.

The findings of this study support the concept of modern supervision that places supervision as a learning process for teachers. In this approach, supervision is carried out in a consultative, collegial and democratic manner so that teachers do not feel supervised, but are assisted to improve their competence. This approach is important to be applied at SMK Luhur Baladika West Bandung so that academic supervision can be a means of sustainable professional development of teachers.

The integration of academic supervision assessment management based on the CIPP evaluation model can also help schools build a better quality culture. Through evaluation of context, inputs, processes, and products, schools can find out the weaknesses of the supervision system while developing a more targeted improvement strategy. The results of academic supervision can be used as the basis for the preparation of teacher training programs, improving pedagogic competence, developing learning innovations, and making strategic school decisions.

Thus, strengthening the management of academic supervision assessments is the main prerequisite in improving the quality of teachers at SMK Luhur Baladika West Bandung. Academic supervision that is carried out systematically, continuously, and based on comprehensive evaluation will be able to create professional, adaptive, and qualified teachers so that it has a positive impact on improving the quality of education as a whole.

CONCLUSION

Based on the results of the research and discussion, it can be concluded that the management of academic supervision assessment at SMK Luhur Baladika West Bandung has not been carried out optimally and systematically. The implementation of academic supervision is still incidental, the frequency of supervision is limited, and has not been supported by standardized and integrated assessment instruments. This condition causes the results of academic supervision to not be used optimally as a basis for teacher professional development, school program development, and improvement of learning quality.

The main obstacles in the implementation of academic supervision assessment management include the limited time of the principal, the unavailability of a standard assessment management system, and the variety of teacher competencies that have not been balanced with needs-based coaching. The findings of the study also show that the application of the CIPP (Context, Input, Process, Product) evaluation model is relevant to be used as a comprehensive evaluation framework in strengthening the management of academic supervision assessments. The integration of the CIPP model allows for more precise identification of supervision needs, optimization of resources, improvement of the supervision process, and the use of supervision results to improve teachers' pedagogic and professional competence. Thus, strengthening the management of CIPP-based academic supervision assessments has the potential to improve the quality of teachers in a sustainable manner at SMK Luhur Baladika West Bandung.

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