

Teacher Empowerment Strategy to Improve the Quality of Education at SMAN 1 Palangka Raya

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ABSTRACT

This descriptive qualitative study, carried out at SMAN 1 Palangka Raya, employs observations, interviews, and documentation to explore strategies for teacher empowerment. Data processing entails collection, reduction, presentation, and verification. From processing data, the following research results were obtained: 1) The teacher empowerment strategy starts with analyzing training needs from the Education Report Document to enhance teacher competency. The school organizes development programs and regular meetings aligned with its goals. Initiatives include workshops, self-development opportunities, reflection on practices, and learning communities. The principal supervises these activities through classroom observations to monitor implementation and ensure ongoing effectiveness. 2) Empowering teachers at SMAN 1 Palangka Raya improves the quality of education through a variety of teaching methods, technology skills, and a culture of reflection. Support for training and collaboration among teachers is crucial for professional development. Recognition of achievements increases motivation and fosters a positive work environment, which enhances students' learning experiences. Teacher empowerment significantly contributes to student success, thereby enhancing the reputation of SMAN 1 Palangka Raya as an institution that produces competent graduates.

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1. INTRODUCTION

Education serves as the cornerstone for the development of a nation, playing a crucial role in the advancement of individuals, society, and economic growth. It is vital for producing human resources required across various development sectors, including economics, politics, law, socio-culture, education and health. Functionally, education is intended to equip individuals to face the future, enabling them to lead a decent and prosperous life. However, in practice, the education system in Indonesia does not fully ensure that its graduates will attain a decent and prosperous life. This is attributed to the fact that the quality of education provided is not sufficiently competitive and fails to meet market demands.

Deming explained that quality is a predictable level of uniformity and reliability at low cost and in accordance with market targeted [1]. On the other hand, Soewarso Hardjosudarmo stated that quality is a subjective assessment of "customer" which is determined by their perception of products and services [2]. In the context of education, Permadi and Daeng argue that the quality of educational services is relative (according

to customer needs) and not absolute [3]. The quality of education is considered excellent and satisfactory if it can fulfill or even exceed the expectations of the customers concerned.

In the educational context, customers or clients can be divided into two categories: (a) internal customers, such as individuals within the school organization are teachers, administrative staff, cleaners and other technical personnel; (b) external customers, that are individuals who are outside the school organization and receive services from the school [4]

An Initiative to enhance the quality of education in alignment with stakeholder expectations involves teacher empowerment. Manaf in Safitri, explains that the quality of education is influenced by teacher empowerment [5]. According to Bailey, Curtis, and Nunan, using the empowerment process, teachers can gain new knowledge and skills, which enable them to overcome challenges in the school teaching and learning process [6]. Murray also stated that empowerment allows teachers to engage, share, and influence, thereby having a positive impact on their lives. In fact, the key to effective teacher professional development lies in self-empowerment [7]. In other words, to achieve optimal professional development, teachers should take initiative to empower themselves proactively, without waiting for directives from the authorities.

Empowerment is derived from the term empower, which encompasses two primary meanings in particular: 1) conferring power (transferring authority or delegating responsibilities to another individual) and 2) enhancing capacity (effort aims at increasing an individual's abilities or capabilities). According to Mulyasa, empowerment is an effort to provide resources, opportunities, knowledge and skills to individuals so that they can increase their capacity in managing their lives and participate in and influence the lives of their communities. Empowerment must be focused on community development [8].

According to Schermerhorn et al, empowerment is a process in which managers help employees to acquire and utilize the abilities needed to make decisions that affect themselves and their work [9]. Mullins stated that empowerment programs will produce motivated employees, improve the quality of customer service, and increase company profits [10]. Additionally, Huxtable stated that empowerment also means giving employees authority by the organization to handle areas that affect their daily work [11].

George and Jones put forward several approaches to the empowerment process, namely: (1) helping employees to achieve performance mastery by providing appropriate training and experience that focuses on results as the first step towards success; (2) giving them more control by paying attention to work performance and contributing to accountable results; (3) provide models of success that enable them to observe peers who have achieved success on the job; (4) utilize social support and persuasion by providing praise, encouragement, and feedback designed to increase self-confidence; (5) providing emotional support by helping reduce stress and confusion through clearer job definitions, assistance with tasks, and an honest approach [4].

There are several dimensions of empowerment as a process, namely:

- Enabling: Creating an atmosphere or climate that allows the client's potential to develop optimally. Empowerment must be able to free clients (individuals, communities, or groups) from cultural and structural constraints that hinder them.
- Strengthening (empowerment): Strengthening the knowledge and abilities that clients (individuals, communities, or groups) have in solving problems and meeting their needs. Empowerment must be able to grow all of the client's abilities and self-confidence that support independence.
- Protection (protecting): Protecting weak groups from oppression by strong groups, avoiding unequal competition, and preventing exploitation. Empowerment must be directed at eliminating all forms of discrimination and domination that harm ordinary people, as well as protecting disadvantaged groups and isolated communities.
- Supporting: Providing guidance and support so that clients can carry out their roles and life tasks. Empowerment must be able to support clients so that they do not fall into an increasingly weak and marginalized situation.
- Maintenance (fostering): Maintaining conditions conducive to achieving a balanced distribution of power between various groups. Empowerment must ensure harmony and balance that allows everyone the opportunity to strive [12].

If these challenges can be addressed with the appropriate strategy, then empowering quality teachers will drive improvements in the quality of education. The term "strategy" comes from the Greek "strategos," which signifies "a series of maneuvers designed to overcome the enemy in battle," [13]. Additionally, the Dutch-Indonesian dictionary defines "strategic" as a compound word meaning war tactics. This concept strategy is traditionally applied in a military context as an effort to achieve victory. According to Quinn, strategy is a comprehensive plan of framework that integrates the primary objectives, policies, and a series of actions in an organization into a cohesive whole [14]. A well-constructed strategy will support the management and allocation of an organization's resources in a unique and sustainable manner. Within the dynamics of organizational development, strategy is crucial for various development goals, including teacher empowerment.

According to Ametembun, teachers are defined as individuals who hold authority and responsibility in the education of students, both individually and in groups, within and outside the school environment [15]. The teacher plays a pivotal role as the primary driver in the learning process, making their presence crucial for enhancing the quality of education. Through empowerment, teachers can expand their knowledge and acquire new skills, enabling them to effectively address various challenges in the teaching and learning process [6]. According to Minister of Education and Culture Regulation No. 16 of 2017 concerning Academic Qualification Standards and Teacher Competencies and their Attachments. Teacher competencies are categorized into four areas: pedagogical competence, personality competence, social competence and professional competence. Notably, pedagogical competence and professional competence are directly related to the learning process. The attainment of these two competencies is essential for supporting successful learning outcomes.

Teacher empowerment is a strategic issue for several reasons. Firstly, not all teachers meet the qualifications established by regulations. Secondly, not all teachers possess the ability to improve their skills in dealing with dynamic issues related to education, scientific developments and societal demands. This latter challenge has a direct impact on the quality of student's learning outcomes. Data from the Ministry of Education and Culture regarding the Teacher Competency Test (UKG) indicates that teacher competency remains unsatisfactory. UKG results from 2015 to 2021 reveal that approximately 81% of teachers in Indonesia did not achieve the minimum score, with the average teacher score in Indonesia being 54.6, which is below the minimum standard of 55 [16]. Therefore, school principals as managers must devise and implement effective strategies for empowering teachers to enhance the quality of education.

Teacher empowerment is recognized as an essential factor in improving the quality of education. Nevertheless, there is a scarcity of studies focusing on teacher empowerment strategies at the school level. This research seeks to expand the understanding of effective teacher empowerment strategies, by examining SMAN 1 Palangka Raya as a case study.

SMAN 1 Palangka Raya, the oldest state school located in Palangka Raya City, is considered a leading and preferred school. This is evidenced by the annual increase in student enrollment at SMAN 1 Palangka Raya every year. Research conducted by Zahrotul Azkiyah, et al. states that the quality of academic services significantly influences the interest of new students [17]. Similarly, Dian Sudiantini, et al found a positive correlation between service quality and parents' decisions to select school for their children [18]. Highlighted above, the quality of educational services in schools is a critical determinant of the quality and professionalism of teachers in teaching, thus, teacher empowerment is imperative. Therefore, this research aims to explore how teacher empowerment strategies can improve the quality of education at SMAN 1 Palangka Raya.

This research aims to describe and analyze teacher empowerment strategies employed by schools and the implications of these strategies in improving the quality of education at SMAN 1 Palangka Raya. The results of this research indicate that the teacher empowerment strategy is one method for developing teachers through employee involvement. School principals have a very important role in the process of empowering teachers as agents of change.

Based on the description mentioned above, this research will focus on teacher empowerment strategies implemented at SMAN 1 Palangka Raya. By analyzing this strategy, it is anticipated that this study will contribute to the development of teacher empowerment policies and practices in other schools.

2. METHOD

This research uses a qualitative approach with descriptive methods, with a case study design. A qualitative approach was chosen because the aim of this research was to obtain an overview and analyze teacher empowerment strategies to improve the quality of education at SMAN 1 Palangka Raya. The case study design focuses on in-depth and detailed disclosure of a particular subject, event or incident, to obtain a proper understanding of the subject, event or incident [19]. This research is a case study at one of the schools in Palangka Raya City, namely SMAN 1 Palangka Raya, which was founded in 1959 and is located on Jl. AIS Nasution No. 02 Palangka Raya. The informants in this research consisted of the principal, deputy principal and teachers of SMAN 1 Palangka Raya.

Table 1. Informant data at SMAN 1 Palangka Raya

No	No	Role/Tasks
1	Drs. H. Arbusin	Headmaster
2	Drs. Edral Gandhi, MM	Deputy Principal for Curriculum/Chair of the Learning Committee
3	Anwidur, S.Pd	Deputy Principal for Public Relations
4	Karlar, M.Pd	Teacher/Learning Committee Member
5	Norindang, S.Pd	Teacher/Learning Committee Member

Cresswell states that in qualitative research, researchers rely on participants' perspectives, ask in-depth questions, collect data in the form of "words" from participants, and describe and analyze the data with a subjective approach [20]. Moelang stated that "qualitative research is rooted in existing needs, relies on humans as research instruments, uses qualitative methods, and carries out inductive analysis. "The research objectives are descriptive, prioritize process over results, limit the study to a certain focus, have criteria to verify the validity of the data, and the research results are agreed upon by the researcher and research subjects" [21].

The techniques used for data collection in this research are as follows:

1. Interview

Interviews are a data collection method that involves asking respondents questions and recording or recording their answers. The interview process can be carried out directly or indirectly with the data source [22]. In carrying out interviews, researchers followed the steps suggested by Lincoln & Guba, namely:

- Determine who will be interviewed
- Preparing the main issues to be discussed
- Starting or opening a conversation
- Continuing the flow of conversation
- Confirm the summary of the interview results and end it
- Record the results of the interview in field notes
- Identifying follow-up actions from interviews that have been conducted [23].

Unstructured interviews were used in this research because they have several advantages. Sometimes, informants provide surprising information that would not appear in a focused interview, so that they can add insight into the topic being researched. The interviews that will be carried out in this research are in-depth interviews with data subjects at SMAN 1 Palangka Raya.

The aim of the interviews was to collect data related to teacher empowerment strategies. Researchers met directly with informants during interviews. All information conveyed by informants will be recorded in a field notebook or recorded using a video or voice recorder. The interview process was adjusted to focus on the problems found while the researcher was in the field, by involving all informants to obtain relevant data about teacher empowerment strategies to improve the quality of education at SMAN 1 Palangka Raya.

2. Observation

This research was conducted using participatory observation techniques, where researchers were directly involved and interacted with the activities carried out by research subjects in their environment. Apart from that, researchers also collected data systematically through field notes.

The observation steps in this research refer to Creswell's opinion, which consists of:

- Selecting the location of data to be observed by setting clear criteria;
- Observe the location while limiting notes;
- Identifying the subject or object being observed and choosing the right time to make the observation;
- Determining the role of the researcher as an observer, namely by taking a passive role;
- Consider important information recorded during the observation process;
- Record descriptively the results of reflections from field notes;
- Clarify the meaning of observation results by asking for input from others;
- After the observation is complete, gradually compile a summary of the data obtained [20].

The major problem focused on this research is all data related to teacher empowerment strategies which aim to enhance the quality of education at SMAN 1 Palangka Raya, conducted from the field data collection stage. The general description of the school complements the data based on the research focus which was directly observed on all activities related to teacher empowerment. Researchers observe all research subjects and try to collect as much data in the field as possible, continuously until reaching data saturation.

3. Documentation Study

Documentation studies in qualitative research function as a complement to observation and interview methods. Documentation studies involve collecting documents and data that are relevant to the research problem, which are then reviewed in depth to support and strengthen evidence of events [24].

In this research, documentation studies are used to strengthen data from in-depth interviews and observations, which are then analyzed through theoretical studies and compared with previous research. The documentation collected is adjusted to the framework of thought and research focus. The document collection process takes place continuously, both to triangulate data obtained through interviews and observations, and to explore data that is difficult to explain through interviews.

Documentation will provide additional information in research related to teacher empowerment strategies to improve the quality of education at SMAN 1 Palangka Raya. Researchers need documents to support data obtained through interviews and observations.

According to Sugiyono, data analysis in qualitative research is a systematic process for searching and compiling data obtained from interviews, field notes and documentation. This process involves organizing data into categories, breaking it down into units, carrying out synthesis, arranging it in patterns, and selecting important information to study [25]. The result is a conclusion that is easy to understand for both yourself and others.

In carrying out data analysis on the site, there are several stages that must be passed, namely:

1. Data Collection
At this stage, the author collects data using various techniques.
2. Data Reduction
At this stage, the author selects data that is relevant to the topic being discussed. The data is then given a brief explanation, before finally being grouped or categorized based on the problem formulation.
3. Data Presentation
At this stage, the author explains the results of the analysis which will be presented in the form of a narrative summary. Next, the writer needs to be able to interpret as a whole what will be written as material for analysis.
4. Conclusion/Verification
At this stage, the author can provide answers to the problem formulation that has been determined.

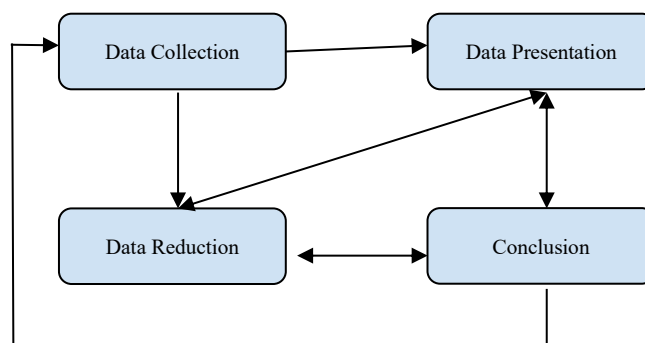


Figure 1. Miles & Huberman interactive analysis model [26]

The validity of research findings in the form of conclusions needs to be checked so that credibility and a high level of validity can be achieved and can be accounted for. Checking the validity of the findings was carried out through triangulation. The triangulation applied includes source triangulation and technical triangulation. First, source triangulation aims to compare information or data from different sources, such as school principals, deputy principals and teachers. In this way, information from the principal can be strengthened or confirmed by data from the deputy principal and teachers. Second, technical triangulation aims to compare information or data obtained from different data collection methods, such as observation, interviews and documentation. Thus, data obtained from observations can be strengthened or justified by data from interviews or documentation. The process of checking the validity of these findings was carried out simultaneously with data collection in the field.

3. RESULTS AND DISCUSSION

3.1. Teacher Empowerment Strategy at SMAN 1 Palangka Raya

SMA Negeri 1 Palangka Raya was established in 1959. The school is located in the urban center and is near to various schools such as junior high schools, senior high schools and other vocational schools, as well as government departments. The school has adequate land with 36 study groups. The school has 67 PNS teachers, 12 PPPK, 4 honorary teachers, and 16 education staff. This school has 27.27% teachers with master's degrees and 74.68% teachers with certification. The following is data on teachers and educational staff at SMAN 1 Palangka Raya:

Table 2. Educator data at SMAN 1 Palangka Raya

Type of Employment	Gender		Education			Certified	
	L	P	D3	S1	S2	Already	Not yet
civil servants	16	51	-	49	18	58	9
PPPK	4	8	-	12	-	1	11
Honorary	3	1	1	3	-	-	4
Amount	23	60	1	64	18	59	24
Percentage	28%	72%	1%	77%	22%	71%	29%

Source: Dapodik data from SMAN 1 Palangka Raya 2024

A substantial percentage of certified teachers represents a school valuable asset that must be effectively empowered. According to research by Suci Yuniati, teacher certification has been proven to have a significantly enhanced teacher professionalism and performance [27]. Similarity was found in research by Bambang Suratman, et al, indicating that teacher certification positively impacts work motivation and teacher performance [28]. The large number of teachers at SMAN 1 Palangka Raya present a challenge in ensuring that the students receive consistent quality of education despite different teachers in each class. Consequently, SMA Negeri 1 Palangka Raya remains committed to continuously improving the quality of teachers through ongoing training and professional development.

As one of the Stage 2 Driving Schools in Central Kalimantan Province, SMAN 1 Palangka Raya is dedicated to advancing the school transformation program in a phased and integrated manner. The school prioritizes the development of holistic student learning outcomes, encompassing competencies (literacy and numeracy) and characters, beginning with enhancement of human resources (HR) including school principals and teachers.

Based on an interview with the head of SMAN 1 Palangka Raya, the school has implemented a teacher empowerment program aimed at developing superior human resources. This program includes the establishment of learning communities (kombel) and various training sessions and reflective learning.

a. Planning Stage

At the planning stage, the school principal and his team conduct a training objectives analysis. The analysis is carried out in order to obtain appropriate training that enables teachers to improve their competence. This is designed to effectively know teachers' priority through training programs.

Schools prepare data-based school development programs by downloading Education Reports and Recommendations. The principal and teams conducted a situation with the teachers to identify the strengths and weaknesses of each indicator on the Education Report. It determines priority programs that can be applied by the school which can enhance the quality of educational services in an appropriate manner. It was predicted to increase significantly each year. Programs that will be held by the school include: 1) Periodic Teacher Workshops/Training sessions; 2) Personal Development by utilizing Merdeka Mengajar Platform; 3) Periodic reflection on learning by teachers and school principals; and 4) Maximizing the role of learning communities in schools.

In accordance with Mangkunegara's statement, an objective analysis is demanded to be carried out the training participants' priority [29]. Basic demand includes the challenges faced by teachers today as well as the obstacles in the future. By conducting an objective analysis, achieving training goals will be successfully reached and more targeted, which will lead to increasing the quality of learning.

The school also holds regular meetings to discuss and determine regular programs/plans identified school development based on the vision and mission that have been conducted. The distribution of teaching roles, additionally any other supplementary responsibilities are agreed upon during joint meetings. In other words, schools entrust teachers with authority and responsibility.

Empowering teachers as educators in schools, according to Ulfatin & Triwiyanto, is an essential part of human resource management in education. This relates to human development through employee involvement, namely providing sufficient authority and responsibility to complete tasks and make decisions, while encouraging creative thinking so that tasks can be completed as well as possible [30]. In line with Inam's opinion, in the educational context, teacher empowerment is an effort to provide teachers with the ability and opportunity to carry out their responsibilities at school [31]. Thus, empowerment is an activity that aims to develop humans through necessary changes, in order to gain high performance in the organization through trust, ability, authority and responsibility.

b. Implementation Level

In implementing teacher empowerment, SMAN 1 Palangka Raya realizes the programs that have been planned. First, regular teacher workshops/training. Schools collaborate with school supervisors, school

facilitators and learning committees to hold In House Training (IHT) which is held once a semester, as well as workshops which are held once every two months. Richards and Farrell stated that in workshops, teachers have the opportunity to try directly applying a topic that is being presented and then realize how to use or adapt the topic into learning activities in the classroom [32].

Second, personal development by utilizing Merdeka Mengajar Digital Platform (PMM). The principal encourages and motivates teachers to continue to develop themselves by conducting an independent training at PMM according to the teacher's priority. Providing an approach that can be applied in empowering teachers. In'am opinion states that one method of empowering teachers is through an in-conflict/positive-sum approach [31]. This approach aims to show that parties who have significant development will experience positive benefits, such as increased ability, if they empower weaker parties. In this context, the school principal's encouragement and motivation is an approach to implement an in-conflict/positive-sum manners. As a leader who has authority in the school, the principal tries to provide positive benefits by motivating teachers.

Third, periodic reflection on learning by teachers and school principals. The school holds scheduled learning reflection activities at the end of each semester. The school also facilitates reflection in meetings between teachers who teach the same subject, this activity adjusts the time of the teachers. In this activity, teachers reflect on the learning they have done, share the problems they face and look for solutions with other colleagues, as well as share good practices.

Richards and Farrell revealed that many researchers believe that teachers can gain a lot of insight into the teaching and learning activities they carry out by reflecting on their teaching methods, as well as asking and answering questions related to the teaching and learning process [31]. This opinion is in line with that expressed by Murray, who stated that reflective teaching is the main foundation for sustainable teacher development [7]. Through reflective teaching, teachers are given the opportunity to analyze the teaching and learning processes they have carried out, both when planning and when carrying out teaching and learning activities.

Teachers will also experience many benefits if they share the results of their teaching reflections with their colleagues. The exchange of ideas between teachers can result in the development of better insights about teaching. In addition, this activity has the potential to increase teachers' self-confidence, so that they can empower themselves more in finding solutions to challenges faced during the teaching and learning process. Regarding this, Murray stated that in discussions between teachers, the most important thing is an attitude of assessing each other without judging, such as stating that a particular teacher's methods are not good. On the other hand, assessments given by other teachers should be positive and support the teacher's future development [7].

Fourth, Maximizing the role of learning communities in schools. The principal forms a learning community (kombel) within the school. This group is intended to facilitate and accommodate the enthusiasm and concern of fellow teachers at SMAN 1 Palangka Raya in educational transformation. Kombel has a regular meeting schedule every two weeks to discuss in depth teaching tools, facilitation and assessment of student learning. Kombel also actively conducts webinars every two months to share benefit practices in implementing the independent curriculum with colleagues in schools and teachers throughout Indonesia. The school empowers teachers who are moved to share impacted practices/teaching experiences.

Teachers study group serves as forums where teachers convene regularly to discuss issues related to their learning and instructional methodologies. In addition, by applying the collaboration study groups, teachers can identify school problems and their necessity [33].

Each member of the study group has the opportunity to become a material facilitator. According to Yusparizal, most of the teachers who participated in this group felt that this activity had a positive impact [33]. Basically, teachers enjoy learning through interactions with their colleagues.

c. Level of Supervision

Supervision of activities and impacts of teacher empowerment at SMAN 1 Palangka Raya is carried out directly by the school principal. The principal carries out class supervision at least once every semester for each teacher. One of the aims of this supervision is to see the extent to which teachers carry out the agreed division of tasks, as well as follow-up training/workshops/webinars that have been attended.

Every step taken in a process will have an impact on the next step, so monitoring must be carried out continuously. Empowering teachers through various training will not have a significant impact if there is no guidance system as a follow-up to the results of the training, as well as supervision in the implementation of this follow-up [34]

3.2. Implications of Teacher Empowerment in Improving the Quality of Education

Teacher empowerment is one of the important keys to improving the quality of education. By providing adequate knowledge, skills and autonomy, teachers will be motivated to design effective and

innovative learning environments. Empowering teachers will implicate students' attitudes, growth and abilities progress [35].

Empowering teachers at SMAN 1 Palangka Raya has significantly impacted the quality of education. This is evidenced by the increased variety in classroom teaching methods, skilled in using technology, and a culture of reflective practice among educators. With this teacher empowerment, teacher satisfaction has risen as a result of this empowerment, the teachers feel more appreciated and motivated to continue their personal development.

The support and resources provided to teachers, such as access to additional training, technology, and opportunities for collaboration, play a vital role in their professional growth. Recognition of achievements in the evaluation process functions as a motivational booster, creates a positive work atmosphere, and helps to maintain the potential of the teacher's quality performance. The positive impact of improving the quality of teaching on students' learning experiences is a significant point that supports the investment in teacher professional development and also as an investment for students' achievement [36].

Finally, enhancing the quality of education is reflected in the improved student learning outcomes over time. SMAN 1 Palangka Raya boast a solid reputation for having highly qualified teacher resources, and producing graduates who are competent and competitive.

4. CONCLUSION

Teacher empowerment is crucial for enhancing the quality of education. Through the empowerment process, teachers can acquire new knowledge and skills, enabling them to address challenges in the teaching and learning process. Strategies are essential for various development goals, including teacher empowerment.

SMA Negeri 1 Palangka Raya is committed to integrated school transformation. The school's focus is on holistically developing student learning outcomes by starting with strengthening superior human resources (HR). The teacher empowerment program is implemented through learning and training communities.

During the planning stage, the school principal and team conduct an analysis of training priority to improve teacher competency. This analysis helps identify areas required to improve through training programs. Schools prepare data-based development programs from Education Report Documents, identify strengths and weaknesses, and determine priority programs. The school also holds regular meetings to discuss development plans aligned with established vision and mission. Empowering teachers as educators is an important part of human resource management that encourages creativity and responsibility, thereby enhancing organizational performance.

To empowering teachers, SMAN 1 Palangka Raya implements several initiatives: 1) Workshop/Training: Conducting In House Training (IHT) every semester and workshops every two months to assist teachers in applying learning topics; 2) Personal Development: Leveraging Merdeka Mengajar (PMM) Platform for independent training, with motivational support from the school principal; 3) Learning Reflection: Scheduling reflection activities at the end of each the semester to share experiences and solutions with colleagues; 4) Learning Community: Establishing a learning community (kombel) to discuss learning and best practices, complemented by regular meetings and webinars. These programs aim to enhance teacher competency and foster a supportive educational environment.

The principal oversees the teacher empowerment activities at SMAN 1 Palangka Raya through class supervision conducted at least once every semester. The purpose is to evaluate the implementation of tasks and follow-up training attended by teachers. Continuous supervision is essential, as without proper guidance and oversight, training initiative will not yield significant impact.

Teacher empowerment is the key to improving the quality of education by providing knowledge, skills and autonomy. At SMAN 1 Palangka Raya, this empowerment improves school quality through a variety of teaching methods, technology skills, and a culture of reflection. Support such as training and collaboration between teachers is a desire for professional development. Recognition of achievements increases motivation and a positive work environment. All of this impact students' learning experiences, making investments in teacher development implicated investments in student success growth. As a result, the quality of education has gained significantly and SMAN 1 Palangka Raya has a preferred reputation with competent graduates.

It is proposed that research on teacher empowerment strategies at SMAN 1 Palangka Raya can contribute to education development. The results can help other schools and the government in formulating policies that support teacher professional development. This research can be a guideline support for teachers to enhance their competencies. This research not only answers the challenge, but also opens up opportunities for further study in the field of education.

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