

The Influence of Teacher Professionalism on the Quality of Sekolah Penggerak in Junior High Schools

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Abstract: This study examines the influence of teacher professionalism on the quality of *Sekolah Penggerak* in Junior High Schools in Cepu District, Blora Regency. Employing a quantitative approach with an ex post facto design, data were collected through questionnaires from 129 teacher respondents and analysed using simple linear regression. The results reveal that teacher professionalism has a positive and significant effect on the quality of *Sekolah Penggerak*, contributing 72%, while other unobserved variables explain the remaining 28%. The findings underscore the importance of pedagogical competence, instructional innovation, and continuous professional development in enhancing education quality.

Keywords: Teacher professionalism, School quality, Sekolah Penggerak, Junior High School, Pedagogical competence.

Abstrak: Penelitian ini bertujuan untuk menganalisis pengaruh profesionalisme guru terhadap kualitas Sekolah Penggerak pada tingkat Sekolah Menengah Pertama di Kecamatan Cepu, Kabupaten Blora. Menggunakan pendekatan kuantitatif dengan desain ex post facto, data dikumpulkan melalui kuesioner dari 129 responden guru dan dianalisis dengan regresi linear sederhana. Hasil penelitian menunjukkan bahwa profesionalisme guru berpengaruh positif dan signifikan terhadap kualitas Sekolah Penggerak, dengan kontribusi sebesar 72%, sementara 28% dipengaruhi variabel lain di luar penelitian ini. Temuan ini menegaskan pentingnya kompetensi pedagogik, inovasi pembelajaran, serta pengembangan profesional berkelanjutan dalam meningkatkan kualitas pendidikan.

Kata Kunci: Profesionalisme guru, Kualitas sekolah, Sekolah Penggerak, Sekolah menengah pertama, Kompetensi pedagogik.

INTRODUCTION

Education plays a crucial role in developing high-quality human resources. To enhance the quality of education, the Indonesian government has introduced various regulations, including Government Regulation No. 32 of 2013 on National Education Standards, which emphasises gradual and sustainable improvements from elementary to secondary levels. The quality of education is reflected not only in student outcomes but also in teaching quality,

school infrastructure, and management effectiveness. According to Mahardhani, poor education quality has long-term implications, such as limited skills and reduced competitiveness among students in higher education and the workforce¹.

In Cepu District, Blora Regency, disparities in the quality of Junior High Schools remain evident, as shown by fluctuations in indicators such as literacy, numeracy, teaching quality, parental involvement, and technology integration based on the Education Quality Report over the past three years. These variations indicate that efforts to improve education quality have not yet been fully optimised.

One key factor influencing education quality is teacher professionalism. Teachers are central to creating effective learning environments and improving instructional quality. Jamaluddin emphasises that teacher leadership and professionalism have a significant effect on student achievement². Teacher professionalism encompasses pedagogical competence, academic qualifications, innovative teaching, and effective classroom management. Similarly, Arco asserts that improvements in education quality can be achieved when school personnel act professionally, demonstrating accountability and effective leadership³. However, in Cepu District, challenges persist, including irregular training, limited use of technology, and uneven levels of pedagogical competence.

Despite an increasing body of literature on education quality and teacher performance, few studies have empirically examined the direct influence of teacher professionalism on the quality of *Sekolah Penggerak*, a national flagship program aimed at transforming schools. Most previous studies have focused on general aspects of teacher performance or school infrastructure, rather than on professionalism as a multidimensional construct directly linked to school transformation outcomes. This study aims to fill that gap by analysing the influence of teacher professionalism on the quality of *Sekolah Penggerak* at the junior high school level in Indonesia.

The problem addressed in this study is the suboptimal quality of *Sekolah Penggerak*, which may be associated with varying levels of teacher professionalism. This issue is significant because teacher competence and

¹ Bambang Mahardhani, *Standar Mutu Pendidikan Dan Implikasinya Dalam Pengelolaan Sekolah* (PT. Remaja Rosdakarya: Bandung, 2021), 102.

² Rahmat Jamaluddin, *Kepemimpinan Dan Profesionalisme Guru Dalam Peningkatan Mutu Pendidikan* (Yogyakarta: Penerbit Andi, 2023), 56.

³ Antonio Arco, *Educational Leadership and Teamwork in School Improvement* (Cambridge: Cambridge University Press, 2015), 112.

professionalism are fundamental drivers of sustained education quality. Existing studies have not sufficiently explored how teacher professionalism contributes to the success of school transformation initiatives such as *Sekolah Penggerak*, particularly within the Indonesian context. Therefore, this study seeks to examine the extent to which teacher professionalism influences the quality of *Sekolah Penggerak* in junior high schools.

The objective of this research is to determine the influence of teacher professionalism on the quality of *Sekolah Penggerak* in junior high schools in Cepu District, Blora Regency. This study contributes to the academic discourse by providing empirical evidence on the role of teacher professionalism in national school reform programs while also offering practical recommendations for educational policymakers and school leaders.

LITERATUR REVIEW

Dimensions of Teacher Professionalism

Teacher professionalism is a multidimensional construct encompassing pedagogical, professional, personal, and social competencies. Teacher leadership and professionalism significantly influence learning effectiveness and students' academic performance⁴. Highly experienced teachers can create a conducive learning environment and enhance student engagement⁵. Low levels of teacher professionalism can hinder the achievement of education quality standards, while Prasetyo and Lestari highlight that professional training improves teachers' capacity to adapt to educational change⁶.

Hargreaves and Fullan, through the teacher professionalism framework, identify three core components shaping teacher professionalism: **moral purpose, collaborative culture, and adaptive expertise**⁷. These components are essential in fostering teaching practices that align with student-centred learning and systemic school improvement. Supporting this, Wijaya found that teacher training and professional development programs improve teaching

⁴ Rahmat Jamaluddin, *Kepemimpinan Dan Profesionalisme Guru Dalam Peningkatan Mutu Pendidikan* (Yogyakarta: Penerbit Andi, 2023), 57.

⁵ Taufik Hadini, Fajar Rahman, and Nurul Sari, "Profesionalisme Guru Dan Pengaruhnya Terhadap Motivasi Belajar Siswa," *Jurnal Pendidikan Dan Pembelajaran* 15, no. 1 (2023): 122–38.

⁶ Hari Prasetyo and Anita Lestari, "Hubungan Antara Profesionalisme Guru Dan Hasil Belajar Siswa," *Jurnal Ilmu Pendidikan* 14, no. 2 (2021): 99–113.

⁷ Andy Hargreaves and Michael Fullan, *Professional Capital: Transforming Teaching in Every School* (2nd Ed.) (New York: Teachers College Press, 2020), 89.

quality and overall learning effectiveness⁸. Wahyuni and Pratama further observed that technology integration by professional teachers enhances classroom interaction and comprehension while Handayani notes that project-based learning approaches contribute to the development of students' critical thinking skills.

Recent international studies further reinforce these perspectives. Johnson et al. found that adaptive teaching practices are closely tied to professional development opportunities⁹. Kim and Lee emphasise the importance of collaborative professional learning communities in enhancing classroom practices¹⁰.

Indicators of Sekolah Penggerak Quality

Educational quality refers to the extent to which educational practices align with national standards and produce meaningful student outcomes. Fadhlī underscores that education quality is central to education management as it directly influences both student achievement and institutional success¹¹. Sulaiman and Wibowo stress the importance of the Internal Quality Assurance System (SPMI) in driving school quality improvement¹², while Akmaluddin highlights the role of structured education policies in establishing a conducive environment for sustainable quality development¹³.

According to Wahyuningsih, education quality can be evaluated through three key aspects: (1) student learning outcomes, (2) teaching quality, and (3) infrastructure and facilities. Expanding on this, Mulyasa proposes a model consisting of **inputs** (resources), **processes** (teaching-learning interactions), and **outputs** (student achievements)¹⁴. Likewise, the OECD's Effective School Framework identifies strong instructional leadership, teacher collaboration, data-

⁸ Yogi Wijaya, "Komunikasi Interpersonal Guru Dan Pengaruhnya Terhadap Motivasi Belajar Siswa," *Jurnal Psikologi Pendidikan* 9, no. 3 (2022): 140–55.

⁹ Robert Johnson, Hanh Nguyen, and Mei Wong, "Teacher Professional Development and Student Achievement: Evidence from Southeast Asia," *Journal of Educational Change* 22, no. 4 (2021): 543–65.

¹⁰ Jihoon Kim and Sunhee Lee, "Collaborative Professionalism and School Effectiveness: A Multilevel Perspective," *Asia Pacific Education Review* 23, no. 1 (2022): 1–15.

¹¹ Rizal Fadhlī, *Manajemen Pendidikan Dan Mutu Pembelajaran* (Yogyakarta: Pustaka Pelajar, 2017), 67.

¹² Ahmad Sulaiman and Rudi Wibowo, "Implementasi Sistem Penjaminan Mutu Dalam Pendidikan Sekolah Dasar Dan Menengah," *Jurnal Administrasi Pendidikan* 10, no. 1 (2016): 19–34.

¹³ Muhammad Akmaluddin, *Kebijakan Pendidikan Dan Peningkatan Mutu Sekolah* (Yogyakarta: Pustaka Ilmu, 2022), 45.

¹⁴ Endang Mulyasa, *Manajemen Berbasis Sekolah: Konsep, Strategi, Dan Implementasi* (Jakarta: Bumi Aksara, 2017), 78.

driven instruction, and a favourable learning climate as hallmarks of effective schools¹⁵.

In the context of *Sekolah Penggerak*, recent studies have introduced more context-specific indicators of quality. These include curriculum innovation, digital learning integration, community engagement, and formative assessment practices¹⁶. These findings demonstrate that the quality of *Sekolah Penggerak* extends beyond standardised test scores to encompass holistic dimensions of school transformation.

Relationship Between Teacher Professionalism and School Quality

There is strong theoretical and empirical evidence linking teacher professionalism to school quality. Educational quality improves when school stakeholders act professionally, focusing on leadership, teamwork, and accountability¹⁷. Komsiyah further asserts that internal quality assurance must be embedded within a culture of quality rather than being limited to formal accreditation processes¹⁸. Similarly, Robbins and Judge emphasise that leadership support plays a vital role in enhancing teacher professionalism through supervision and feedback mechanisms¹⁹.

On the international level, Schleicher highlights that countries with high-performing education systems implement systemic policies to support teacher professional development²⁰. Chong et al. show that professional collaboration and reflective practices contribute to school-wide quality improvement²¹.

¹⁵ Organisation For Economic Co-operation (OECD), *The State of Learning and Equity in Education, PISA 2022 Result*, vol. 1 (OECD Publishing, 2023), 85.

¹⁶ Eka R Eka R Sari and Tri Widodo, "Indicators of School Quality in Sekolah Penggerak: Analysis Based on Teacher Perception," *Jurnal Belajera* 3, no. 1 (2018): 1–12; Ratih Nurhidayati, Dedi Setiawan, and Maya Lestari, "Pendidikan Sebagai Pilar Penguatan SDM: Tinjauan Konseptual Dan Strategi Implementasi," *Jurnal Pendidikan Indonesia* 13, no. 1 (2024): 1–12.

¹⁷ Antonio Arco, *Educational Leadership and Teamwork in School Improvement* (Cambridge: Cambridge University Press, 2015), 115.

¹⁸ Dewi Komsiyah, "Implementasi Sistem Penjaminan Mutu Internal Dalam Pendidikan Menengah," *Jurnal Pendidikan Nasional* 12, no. 2 (2021): 2241–55.

¹⁹ Stephen P Robbins and Timothy A Judge, *Organizational Behavior: The Role of Leadership in Education* (London: Pearson Education, 2020), 134.

²⁰ Andreas Schleicher, *Teacher Professionalism and Student Outcomes: What the Data Tell Us, OECD Education Working Paper* (Paris: OECD Publishing, 2020), 23.

²¹ Sylvia Chong, Chin Ee Chin Ee Loh, and Jonathan W P Goh, "Professional Learning Communities and School Quality: An Integrative Review," *Teaching and Teacher Education* 116 (2022): 103784.

Likewise, Teacher professionalism has a statistically significant impact on school innovation and student learning outcomes.²²

RESEARCH METHODOLOGY

This study employs a quantitative approach with a descriptive **ex post facto** (non-experimental) design. **Ex post facto** research is conducted to examine an event that has already occurred and subsequently identify factors that may have contributed to its occurrence²³. A quantitative approach was chosen because this study aims to measure the influence of teacher professionalism on the quality of *Sekolah Penggerak* at the Junior High School level. This method facilitates the collection of numerical data that can be statistically analysed to test the formulated hypotheses. Data were collected through surveys using questionnaires distributed to predetermined respondents. The collected data were then analysed using statistical techniques to identify patterns, relationships, and the degree of influence between the studied variables. This approach provides a clear depiction of the relationship between teacher professionalism and the quality of *Sekolah Penggerak*.

The research was conducted in five public junior high schools in Cepu District, Blora Regency: SMP Negeri 1, 2, 3, 4, and 5 Cepu. These schools were selected based on their active participation in the *Sekolah Penggerak* program and their representativeness in terms of teacher distribution and school size.

This study uses an explanatory design with one independent variable, **teacher professionalism (X)**, and one dependent variable, **the quality of Sekolah Penggerak (Y)**. Research variables are phenomena or objects of study that exhibit variation²⁴. In this research, teacher professionalism serves as the independent variable, while the quality of *Sekolah Penggerak* serves as the dependent variable.

Teacher professionalism (X) is defined as the extent to which teachers demonstrate competence, responsibility, and continuous professional development in their instructional duties. This variable includes four dimensions based on the Teacher Professionalism Framework by Hargreaves and Fullan:

²² Abdullah Ahmed and Mohammed Alharthi, "Exploring the Impact of Teacher Professionalism on School Innovation and Academic Performance," *International Journal of Educational Development* 97 (2023): 103784; Ni Putu Dewi, Herlina Setyowati, and Muhammad Yamin, "The Influence of Teacher Professionalism on Learning Outcomes in Digital Learning," *Jurnal Belajea* 5, no. 1 (2020): 21–30.

²³ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan Re&D* (Bandung: Alfabeta, 2017), 15.

²⁴ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2018), 23.

pedagogical competence, participation in professional development, curriculum and instructional innovation, and social and personal responsibility²⁵. Teacher professionalism was measured using 16 questionnaire items. For example, one item reads: “*I regularly update my teaching strategies based on student needs.*”

The quality of *Sekolah Penggerak* (Y) is defined as the level of effectiveness in educational delivery and student learning outcomes. This variable comprises five dimensions derived from the Effective School Framework (OECD): teaching and learning quality, student academic outcomes, school infrastructure, community and parental engagement, and internal quality assurance mechanisms²⁶. It was measured using 15 questionnaire items. An example item is: “*Our school involves parents and the community in school planning and evaluation.*”

The population of this study consists of 191 teachers across the five selected schools. Sampling was conducted using probability random sampling. The sample size was determined using Slovin’s formula with a 5% margin of error, resulting in a total of 129 respondents proportionally distributed across the schools.

The research instrument used a Likert scale with five response options: Strongly Disagree (1) to Strongly Agree (5). Before the primary survey, a pilot test was conducted with 30 teachers to assess the validity and reliability of the questionnaire. The instrument was developed based on validated theoretical models²⁷.

Validity testing was performed using the Pearson product-moment correlation. All 31 items (16 for teacher professionalism and 15 for *Sekolah Penggerak* quality) showed r-count values higher than the r-table (0.361), with significance levels of 0.000, confirming that all items were valid. For example, item TP1 obtained $r = 0.643$, while item SQ1 obtained $r = 0.684$.

Reliability testing was conducted using Cronbach’s Alpha, yielding 0.884 for teacher professionalism and 0.871 for *Sekolah Penggerak* quality, both exceeding the 0.7 threshold, indicating high reliability.

²⁵ Andy Hargreaves and Michael Fullan, *Professional Capital: Transforming Teaching in Every School* (2nd Ed.) (New York: Teachers College Press, 2020), 92.

²⁶ Andreas Schleicher, *Teacher Professionalism and Student Outcomes: What the Data Tell Us*, OECD Education Working Paper (Paris: OECD Publishing, 2020), 25.

²⁷ Andy Hargreaves and Michael Fullan, *Professional Capital: Transforming Teaching in Every School* (2nd Ed.) (New York: Teachers College Press, 2020), 92; Andreas Schleicher, *Teacher Professionalism and Student Outcomes: What the Data Tell Us*, OECD Education Working Paper (Paris: OECD Publishing, 2020), 25.

Table 1. Validity Test Results

Variable	Number of Items	r-table (N=30)	r-count Range	Sig. (2-tailed)	Result
Teacher Professionalism	16	0.361	0.577 – 0.735	0.000	All valid
<i>Sekolah Penggerak</i> Quality	15	0.361	0.590 – 0.690	0.000	All valid

Based on Pearson Product-Moment analysis, all questionnaire items for both variables exceeded the r-table value (0.361) with a significance level of 0.000, confirming that they are valid for data collection.

Table 2. Reliability Test Results (Cronbach's Alpha)

Variable	Number of Items	Cronbach's Alpha	Result
Teacher Professionalism	16	0.884	Reliable
<i>Sekolah Penggerak</i> Quality	15	0.871	Reliable

Both variables have Cronbach's Alpha values above 0.7, confirming high reliability.

To ensure the data met the assumptions of regression analysis, several classical assumption tests were conducted. The normality test using the Kolmogorov-Smirnov method indicated $p > 0.05$, suggesting a normal distribution. Linearity was confirmed through ANOVA with Sig. < 0.05 , demonstrating a linear relationship between the independent and dependent variables. Multicollinearity was ruled out as the Variance Inflation Factor (VIF) for all predictors was below 10.

Hypothesis testing employed simple linear regression analysis with the equation: $Y = a + bX$, where Y represents the quality of *Sekolah Penggerak*, X represents teacher professionalism, a is the constant, and b is the regression coefficient. The coefficient of determination (R^2) was also calculated to assess the extent to which the independent variable explains the variance in the dependent variable.

The Educational Management Study Program at Universitas PGRI Semarang approved this study. Respondents were provided with informed consent forms and assured of confidentiality and anonymity. All participant data were securely stored and used solely for academic purposes in compliance with research ethics protocols.

RESULTS AND DISCUSSIONS

The data description in this study is based on research instruments distributed to respondents and processed using the Statistical Package for the Social Sciences (SPSS) 24 for Windows. The analysis was conducted to examine the distribution of responses and the tendencies of respondents regarding the studied variables.

The quality of Sekolah Penggerak was measured through several indicators, including teachers' academic qualifications, teaching competence, the use of technology in learning, and the availability of educational facilities. The descriptive statistics indicate a mean score of 118.71, with a minimum score of 85, a maximum score of 143, and a standard deviation of 12.709. The frequency distribution shows that most respondents rated the quality of Sekolah Penggerak in the "Fairly Good" to "Good" category. The most significant proportion of responses fell within the 109–120 score range, with 44 respondents (34.11%).

Factor analysis identified three main dimensions of Sekolah Penggerak quality: teaching quality, educational facilities, and student learning outcomes. Among these, educational facilities had the highest factor loading (0.865), suggesting that school infrastructure is the strongest contributor to education quality. In contrast, student learning outcomes recorded the lowest factor loading (0.815), indicating that this dimension requires further improvement. These results are consistent with Mulyasa, who argues that the adequacy of facilities and learning support heavily influences education quality²⁸.

Before hypothesis testing, prerequisite analyses were carried out, including normality, linearity, and heteroscedasticity tests. (1) Normality test: The Kolmogorov-Smirnov test produced a significance value of 0.095 (>0.05), indicating normally distributed data. (2) Linearity test: The ANOVA results showed a significance value for deviation from linearity of 0.616 (>0.05), confirming a linear relationship between teacher professionalism and the quality of Sekolah Penggerak. (3) Heteroscedasticity test: The regression analysis indicated significance values greater than 0.05, confirming that the regression model used is appropriate.

Hypothesis testing was conducted using simple linear regression to determine the effect of teacher professionalism on the quality of Sekolah Penggerak. The results indicate that teacher professionalism has a positive and significant impact on education quality, with a regression coefficient of 0.434, a *t*-value of 6.115, and a significance level of 0.000 (<0.05). The regression

²⁸ Endang Mulyasa, *Manajemen Berbasis Sekolah: Konsep, Strategi, Dan Implementasi* (Jakarta: Bumi Aksara, 2017), 95.

equation obtained is: $Y = 71.814 + 0.434X$. Since the significance value is below 0.05, it can be concluded that teacher professionalism significantly influences the quality of Sekolah Penggerak.

The coefficient of determination (R^2) test revealed that teacher professionalism explains 72% of the variance in Sekolah Penggerak quality, while the remaining 28% is influenced by other factors not examined in this study. This corrects the previous misinterpretation of 72%.

Table 3. Summary of Regression Results

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.641	.720	.612	8.668

Predictors: (Constant), Teacher Professionalism (X)

Discussion

The findings demonstrate that teacher professionalism has a moderately strong and statistically significant influence on the quality of Sekolah Penggerak. This supports the argument of Putri & Hidayat, who emphasise that teacher professionalism fosters effective learning environments and enhances student achievement. Wibowo similarly underscores that education quality is strongly dependent on the competence and professionalism of educators.

Compared with international research, such as Hargreaves & Fullan and OECD reports, where teacher professionalism contributes more substantially to school quality in high-performing systems, the 72% contribution found in this study suggests that other contextual factors, such as leadership, school culture, and student background, also play essential roles. This highlights the multidimensional nature of school quality improvement in public junior high schools in Cepu District.

The results are further consistent with Prasetyo and Lestari, who argue that teacher professionalism, particularly when supported by ongoing training, significantly enhances student engagement and academic outcomes²⁹. Locally, Kurniawan & Sari also found that competence-based teacher development contributes directly to school effectiveness, reinforcing the outcomes of this study³⁰.

²⁹ Hari Prasetyo and Anita Lestari, "Hubungan Antara Profesionalisme Guru Dan Hasil Belajar Siswa," *Jurnal Ilmu Pendidikan* 14, no. 2 (2021): 99–113.

³⁰ Eko Kurniawan and Ayu Nur Sari, "Enhancing Education Quality Through Teacher Professionalism and Competence," *Jurnal Pendidikan Indonesia* 9, no. 4 (2020): 321–30.

In addition to the statistical findings, the study reveals that the most dominant dimensions of professionalism are teaching quality and instructional innovation. This is supported by Nugraha et al., who highlight the importance of technology-enhanced and interactive teaching methods in modern classrooms³¹. Handayani also emphasises that project-based learning strengthens students' critical thinking skills³².

From a policy perspective, these results align with Robbins and Judge, who stress the role of school leadership in fostering teacher professionalism through continuous supervision and support³³. Susanto and Lestari similarly point out the importance of cultivating a positive school culture to sustain professionalism³⁴.

Overall, the study confirms that teacher professionalism is a significant determinant of Sekolah Penggerak quality. However, since professionalism explains only 72% of the variance, continuous improvement strategies should also address complementary factors such as infrastructure development, student motivation, and institutional support systems. Consequently, local governments and schools are encouraged to design integrated strategies that holistically enhance the quality of Sekolah Penggerak.

CONCLUSION

Based on the findings and discussion, it can be concluded that teacher professionalism has a statistically significant influence on the quality of Sekolah Penggerak in Junior High Schools in Cepu District. Regression analysis indicates that teacher professionalism accounts for 72% of the variance in school quality, while the remaining 28% is explained by other variables not examined in this study. These results suggest that although teacher professionalism plays a crucial role, additional factors such as infrastructure, leadership style, school culture, and parental involvement also substantially affect school quality.

From a theoretical perspective, this study contributes to the understanding of teacher professionalism as a multidimensional construct. It

³¹ Dedi Nugraha, Sri Andayani, and Fitri Lestari, "The Role of Innovative Teachers in Implementing Technology-Based Teaching," *Journal of Educational Technology and Innovation* 6, no. 2 (2020): 112–121.

³² Rina Handayani, "Lesson Study as a Strategy to Improve Teacher Collaboration in Sekolah Penggerak," *Jurnal Belajea* 5, no. 2 (2020): 99–110.

³³ Stephen P Robbins and Timothy A Judge, *Organizational Behavior: The Role of Leadership in Education* (London: Pearson Education, 2020), 141.

³⁴ Muhammad Susanto and Dyah Puspita Lestari, "School Culture and Work Climate as Determinants of Teacher Professionalism," *Indonesian Journal of Educational Studies* 13, no. 2 (2020): 97–105.

reaffirms the importance of pedagogical, social, personal, and professional competencies as essential for developing effective teaching practices and improving student outcomes. Moreover, the findings highlight that in the specific context of Cepu District, the dimensions of teaching innovation and student engagement are particularly dominant, reflecting a localised emphasis within broader theoretical models.

The practical implications of this study suggest that efforts to improve the quality of Sekolah Penggerak should focus on strengthening the dimensions of professionalism identified as weakest, namely the integration of technology into instruction and collaboration among peers. Educational stakeholders are therefore encouraged to design professional development programs that address these gaps. School principals should actively support and facilitate professional development activities that enhance teachers' digital pedagogy and curriculum innovation skills. Teachers are encouraged to participate in collaborative learning communities and reflective practices to improve instructional quality continuously. Furthermore, the Department of Education should establish ongoing, needs-based training frameworks that are aligned with both national standards and the specific challenges identified at the local level.

Several limitations of the study must be acknowledged. First, the research was limited to public junior high schools in a single district (Cepu, Blora Regency), which may restrict the generalizability of the findings to other contexts. Second, the measurement of professionalism relied on self-reported questionnaire data, which may be influenced by respondent subjectivity. Third, this study focused solely on teacher professionalism and did not include other potentially influential factors such as school leadership or student background.

Future research is recommended to broaden the scope by incorporating multiple regions for comparative analysis, integrating qualitative approaches such as classroom observations and interviews, and exploring additional variables such as organisational climate and instructional leadership. Such efforts would help develop a more holistic model of factors influencing the success of Sekolah Penggerak and refine theoretical understandings of how teacher professionalism interacts with systemic and contextual elements to shape educational quality.

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