

TEACHER CAREER DEVELOPMENT MANAGEMENT AT PRIMARY SCHOOL

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Abstract: This study aims to analyze teacher career development management at SDS Aqil Global Islamic School and SDS Educate Center Mas in Batam City. The research employed a descriptive qualitative approach with a multisite case study design through interviews, observations, and documentation. The research participants consisted of principals, vice principals, senior teachers, new teachers, and foundation representatives. Data analysis was conducted interactively through data reduction, data presentation, and conclusion drawing. The findings revealed that teacher career development was implemented through three main stages: planning, implementation, and evaluation. In the planning stage, schools systematically conducted needs analysis and teacher competency mapping. The implementation stage was carried out through training, workshops, mentoring, learning communities, and additional assignments to improve teacher professionalism. The evaluation stage involved supervision, performance appraisal, and continuous feedback. The results also showed that principals' support played a significant role in enhancing teachers' competence, motivation, collaboration, and learning quality. Structured career development programs were proven to improve educational quality, strengthen learning culture, and sustain teacher professionalism in primary schools. This study recommends strengthening needs-based career development programs, improving supporting facilities, and conducting continuous evaluation so that teachers' competencies can develop optimally in line with educational and technological advancements to support innovative, adaptive, and sustainable learning quality nationally.

Keywords: Teacher professional development, Continuing professional management, Continuing professional development (CPD)

I. INTRODUCTION

Education not only functions as a means of conveying knowledge from teachers to students, but also becomes the main foundation in the development of quality and sustainable human resources (HR). Through education, individuals not only acquire knowledge, but also hone critical thinking skills, creativity, and adaptability to rapid social, economic, and technological changes.

In the global context, the quality of education is a strategic factor that affects the competitiveness of a nation, in line with the view of Human Capital Theory which states that education and training are forms of investment to improve individual quality and socio-economic productivity [1].

In the context of formal education, teachers play a very central role. They are not only teachers, but also function as facilitators, motivators, and mentors who play a role in shaping character and developing students' potential as a whole. However, the reality is that on the ground, there is still a significant gap between ideal expectations and real practice. This can be seen from limited access to training, suboptimal institutional support, and a career development management system that has not been implemented effectively.

In line with the existence of a teacher's career, in the world of education. Therefore, there is a need for management

in the development of teachers' careers through planning, implementation and evaluation. Career management is

This research focuses on planning for teacher career development at SDS Aqil Global Islamic School and SDS Educate Center Mas. Here, the main concern is how the principal designs various activities that can support the professionalism of teachers [2]. The purpose of this planning is to motivate teachers to continue to improve. The forms of activities provided can vary, ranging from in-house training, workshops, pedagogic training, curriculum training, to debriefing on the teacher's code of ethics. With careful planning, teachers get the opportunity to improve their competencies systematically and sustainably.

In addition, the research also highlights the implementation or implementation of the career development program. The focus is on whether the principal is actually carrying out the training and activities that have been planned, and whether the measures are effective in improving the professionalism of the teachers on a daily basis.

From the planning stage to implementation, the principal then conducts an evaluation. This evaluation is the basis for making decisions related to teacher career development, such as promotions, positions, and salary increases [3]. The impact of good management is clearly seen in the professionalism of teachers. Teachers who feel cared for

and supported by schools tend to be more motivated, feel valued, and more committed to improving the quality of learning they provide.

The gap has implications for the quality of learning and overall professionalism of teachers. Therefore, this study emphasizes the importance of structured, systematic, and sustainable teacher career development as well as examining how career development management is carried out in private elementary schools to improve teachers' professional capacity and the quality of education [4].

The main objective of this study was to understand how teacher professional development planning, implementation, and evaluation were implemented at SDS Aqil International Islamic School and SDS Educational Center in Massachusetts. This research also focuses on understanding the planning system, implementation of professional development programs, and evaluation of teachers' career paths in both schools.

Both schools were chosen because they have similar characteristics in teacher career development management. The goal is to improve the professionalism of teachers through a clear and directed career path. The difference lies in the basis of education: one school is religious, while the other is national. Although they differ in their educational base, the two schools still place the development of teacher professionalism as the main focus of the research.

II. RESEARCH METHODS

This study employed a descriptive qualitative approach with a multisite case study design conducted at SDS Aqil Global Islamic School and SDS Educate Center Mas in Batam City. This approach was selected to obtain an in-depth understanding of teacher career development management in both schools. The research focused on the processes of planning, implementation, and evaluation of teacher professional development carried out by principals and related stakeholders. The two schools were chosen because they share similar educational characteristics but demonstrate differences in managing teacher career development. The study involved principals, vice principals for curriculum affairs, senior teachers, new teachers, and foundation representatives as the main participants. In addition, supporting data were obtained through school documents, Dapodik data, primary and secondary education databases, and school social media platforms. The research also included five teachers from each school as research samples. Through the multisite approach, the study was expected to provide a comprehensive overview of teacher career development practices. The findings are expected to serve as a reference for developing educational policies at the elementary school level.

Data collection techniques in this study were conducted through in-depth interviews, participatory observation, and documentation studies. Interviews were carried out in both structured and unstructured forms to comprehensively explore information regarding teacher career development. The interview questions focused on aspects of planning, implementation, and evaluation of career development in both schools. In addition, observations were

conducted on teacher training activities, learning supervision, pedagogical training, competency training, and the implementation of teacher ethics. The researcher also systematically recorded field notes to strengthen the research data. Documentation was utilized to obtain administrative data and other supporting information relevant to the research focus. This study applied Grounded Theory and Case Study approaches to deeply understand the phenomenon based on participants' experiences. These approaches enabled the researcher to construct concepts and understanding inductively from field data. Consequently, this qualitative research provided broad opportunities for the researcher to explore social realities flexibly and comprehensively.

The data analysis technique in this study employed narrative analysis and discourse analysis to understand the meanings contained within the research data. Narrative analysis was used to examine the experiences, stories, and events conveyed by informants during the interview process. Through this approach, the researcher was able to understand the context, background, and reasons underlying participants' actions. Narrative analysis also assisted the researcher in exploring deeper meanings related to teacher career development experiences in both schools. Furthermore, the study utilized discourse analysis to examine how language, conversations, and documents construct meaning within specific social contexts. This approach enabled the researcher to understand the relationship between language, values, culture, and social conditions influencing teacher career development. During the analysis process, qualitative data analysis software such as ATLAS.ti or Delve could be used to support data coding and categorization. The use of such software aimed to improve the accuracy and systematic nature of data analysis. By combining these two approaches, the study was expected to generate in-depth and comprehensive interpretations of the phenomena being investigated.

The data analysis process was conducted interactively and continuously from the beginning until the completion of the research. The stages of analysis included data reduction, data presentation, and conclusion drawing in accordance with the model proposed by Miles, Huberman, and Saldaña. Data reduction was carried out by selecting, simplifying, and focusing on data relevant to the research objectives. Subsequently, the reduced data were systematically presented to facilitate the identification of patterns and relationships among the data. This study also applied within-site analysis and cross-site analysis to compare findings from both schools. Cross-site analysis was conducted to identify similarities and differences in teacher career development management practices. To maintain data validity and credibility, the study employed source, technique, and time triangulation methods. In addition, member checking, reliability testing, and confirmability testing were conducted to ensure the trustworthiness of the research data. All research procedures were carried out in accordance with research ethics and participant consent. Through these procedures, the study findings were expected to achieve a high level of validity and reliability.

III. RESEARCH RESULT

The information used in this study is in the form of data that is directly related to the focus of research, namely the relationship between planning, implementation and evaluation of teacher career development. The data was obtained from various scientific articles and research journals indexed on Google Scholar at a certain time frame. The literature search process is carried out using several keywords, including career management, career development, teacher career, and teacher professionalism so that the sources obtained are in accordance with the research objectives. Some relevant research results related to teacher career development management as a conceptual and empirical reference in supporting this research.

Table 1. Research-aligned journals

No	Strategic Theme	Key Findings	Journal Source
1	Continuous Professional Development	Collaboration, mentoring, and reflection improve the quality of learning and teachers' professional development.	Cordingley et al., 2018
2	Teacher Professional Development	Sustainable, contextual, and practice-based development programs improve teachers' pedagogical competence.	Darling-Hammond, Hyler & Gardner, 2017
3	Lifelong Teacher Development	Career development is part of lifelong learning that requires clear and sustainable career pathways.	Tamás Molnár, Szonja Jenei, Elena Moreno, Vasantha Patibandla Lakshmi, Szilárd Malatyinszki, Lóránt Dénes Dávid, 2024
4	Motivation and Professional Development	Participation in professional development increases teachers' motivation, commitment, and job satisfaction.	Reid et al., 2023
5	Teacher Retention	Career development support contributes to improved teacher retention and loyalty.	Holloway & Buckman, 2024
6	Continuous Professional Development (CPD)	CPD enhances teachers' pedagogical competence, self-reflection, and professional awareness.	Tabello Violet Tlali, 2023
7	Success Factors in Professional Development	The success of professional development is influenced by individual motivation, school culture, and supportive leadership.	Zhang et al., 2025
8	Teachers' Lifelong Learning	Teachers who actively engage in lifelong learning are more adaptive to educational and technological changes.	Musa et al., 2024

No	Strategic Theme	Key Findings	Journal Source
9	Career Development in the Digital Era	Teacher career development should be based on digital literacy and educational technology.	Nuhzatul Ainiyah et al., 2025
10	Continuous Professional Development	Teacher competency development must adapt to technological advancements and modern learning needs.	Yuli Ifana Sari, Ika Meviana, Ninik Indawati, 2025
11	School Environment and Teacher Development	Participatory leadership and a collaborative culture increase teacher engagement in professional development.	Rahman, 2022
12	CPD Implementation in Schools	Systematic CPD programs continuously improve teachers' competence and performance.	Noviyanti et al., 2024
13	Teaching Clinic	The teaching clinic model effectively improves teacher professionalism through reflection and feedback.	<i>The Concept of Collaborative Clinical Supervision in the Perspective of Islamic Studies for Improving Teacher Professionalism in the Era of Industrial Revolution 4.0</i> , Riduan & Tri Wahyudi, 2024
14	21st Century Competency Development	CPD helps teachers align their competencies with labor market needs and industrial developments.	Gendhis Surya Kinanthi, Natasya Fadilla Saputri, Nuraini Rosita, 2024
15	Implementation of Professional Development Programs	The success of professional development is determined by the quality of consistent and relevant program implementation.	Fikri Nurfaizin, Nursaidah, Siti Patimah, Rifyal Ahmad Lughowi, 2026
16	Relationship Between Professional Development and Teacher Careers	Professional development contributes to career advancement and teacher retention.	M. Syahwandi & M. Atak, 2024
17	Educational Quality and Teachers	The quality of education is strongly influenced by the sustainability of teachers' professional development.	<i>Strategies and Challenges of Sustainable Professional Career Development for Teachers in the Digital Era</i> , Nuhzatul Ainiyah & Muhammad Rafly, 2025
18	Teachers' Professional Capital	Teacher careers are influenced by human capital, social capital, and decisional capital.	<i>The Influence of Work-Life Balance and Job Enrichment/Job Enlargement on Teachers' Professional Capital in Public Vocational</i>

No	Strategic Theme	Key Findings	Journal Source
			<i>High Schools</i> , Diki Darmawan & Aditya Chandra Setiawan, 2026
19	Job Satisfaction and Teacher Careers	Career development increases teachers' job satisfaction and commitment to their profession.	<i>Strategies to Improve Teachers' Organizational Citizenship Behavior (OCB) from the Perspective of Modern Educational Management</i> , Ratu Tanti Rizkya, 2026
20	Evaluation of Continuous Professional Development Programs	Evaluation functions to measure program success and serves as the basis for decision-making, while programs are continuous policy implementations involving various stakeholders within the organization.	Iswati, 2025

a. Planning in teacher career development at SDS Aqil Global Islamic School

Needs Analysis

Based on the results of the interview with the Principal of SDS Aqil Global Islamic School, it can be concluded that the identification of teacher competency development needs is carried out in a planned and sustainable manner through performance assessment, learning observation, and periodic needs evaluation. This process aims to find out competencies that still need to be improved so that the development programs provided can be in accordance with the needs of each teacher.

In addition, the determination of development needs does not only consider the ability and performance of teachers, but also the needs of schools and educational developments that continue to change [5]. In its implementation, schools involve various parties, such as school principals, teachers, and school supervisors, so that the results of the needs analysis obtained are more objective and in accordance with the real conditions in the school.

Overall, it can be understood that SDS Aqil Global Islamic School has carried out a routine and systematic analysis of teacher development needs. This activity is the basis for designing relevant competency development programs to support the improvement of teacher quality and the achievement of school goals.

Competency Mapping

Teacher competency mapping is carried out through academic supervision carried out by the principal. Through these supervision activities, the principal can see directly the teacher's ability to carry out the learning process in the classroom. In addition, the assessment is also carried out through observation of the teacher's performance, both when teaching and when carrying out additional duties from the school. The results of this supervision and observation are then evaluated to find out the competencies that teachers already have and identify aspects that still need to be improved [6].

Program Formulation

Based on the results of the interview, it can be concluded that the preparation of the teacher's career development program begins with analysis and evaluation activities carried out with school officials. The results of this process are used to determine teacher development needs while adjusting them to the goals and needs of the school. The development program that is prepared is then realized in various training activities that are in accordance with the needs of teachers. One example is the training of the Al Wafa' method which is given as a follow-up to the needs of teachers in improving the ability to read the Qur'an. This shows that the program is in accordance with the real conditions in the field. In addition, the determination of program priorities also considers the competence of each teacher, as well as involving teachers in the planning process. With the involvement of teachers, the programs that are prepared become more in accordance with their needs and easier to apply in daily learning activities.

Alignment with the School's Vision and Mission

The teacher career development program at SDS Aqil Global Islamic School is designed and implemented with reference to the school's vision and mission. Teacher career development is seen as an important part that supports the achievement of the school's overall goals. The programs prepared are tailored to teachers' competencies and development opportunities that can help teachers to develop according to their potential. Thus, the development carried out not only focuses on improving individual abilities, but is also directed to support the achievement of school goals [7]. In addition, the teacher career development program that has been implemented is considered quite helpful in improving the quality of education and supporting the improvement of schools in a sustainable manner. The school also continues to strive to keep the programs carried out relevant to the needs of the institution, taking into account the vision, mission, and conditions and needs of each teacher.

The Role of the Principal

From the results of the interviews, it can be understood that schools provide opportunities for teachers to take part in various trainings as an effort to improve knowledge and skills. Teachers are also encouraged to develop their potential through new experiences and tasks that support their career development. The principal's support in teacher development planning is carried out through regular discussions and evaluations so that the program is prepared in accordance with the needs of teachers and school goals. In addition, planning also involves coordination between the principal and the deputy principal through communication and joint deliberation. Thus, teacher career development planning can run more targeted and effective.

b. Implementation in teacher career development at SDS Aqil Global Islamic School

Training and Workshops

Based on the interviews, the school has implemented various training programs for teachers, such as child growth and development training, pedagogics, school management, learning media, and educational technology. The selection of teachers who take part in the training is adjusted to their

respective competencies and needs. The training provided is considered quite helpful in improving teacher competence and providing new insights and methods in learning. In addition, the school also collaborates with external parties by presenting professional trainers to support the implementation of the training program.

Mentoring/Coaching

Mentoring activities or teacher coaching are carried out directly by the principal who acts as a mentor. In its implementation, teachers are given the opportunity to discuss various problems and challenges faced, both with the principal and colleagues. The main purpose of this activity is to find solutions to teachers' problems, reflect, and support the improvement of teacher competence [8]. In addition, the evaluation of mentoring activities is carried out collaboratively by involving related parties so that the coaching results are more optimal and according to the needs of teachers.

Learning Community

In schools, there are learning communities or discussion forums between teachers whose implementation is still informal. In this activity, teachers discussed with each other about learning methods, the use of learning media, and various problems that arise in the classroom. The existence of this learning community provides benefits for teachers' professional development, as it encourages teachers to continue to develop, share experiences, and try new innovations in the learning process.

Additional Tasks

Additional assignment of school principals to teachers as a form of career development. These duties include roles as program coordinators, homeroom teachers, team leaders, and other positions that support teacher competency development [9]. This assignment of additional tasks encourages teachers to step out of their comfort zone and try new responsibilities outside of their main duties as educators. This is considered to be able to improve teacher competence, such as creativity, confidence, and ability to carry out various roles in the school environment.

Facilities and Infrastructure Support

SDS Aqil Global Islamic School provides various facilities and infrastructure to support teacher development, such as training rooms, libraries, internet access, technology devices, and learning materials. The use of these facilities is optimized through monitoring and evaluation activities that are carried out periodically so that their use remains as needed [10]. However, in its implementation, there are still obstacles, namely budget limitations for the procurement and development of supporting facilities for teacher development.

c. Evaluation in teacher career development at SDS Aqil Global Islamic School

Performance Appraisal

It can be understood that teacher performance assessment is carried out through supervision and observation of learning in the classroom, as well as considering the results of work, discipline, and the responsibility of teachers in carrying out their duties. Performance evaluation includes aspects of pedagogic, professional, personality, and teachers' contributions to school programs. This evaluation activity is

carried out periodically, namely once a year, as an effort to monitor and improve teacher performance on an ongoing basis.

Feedback

In an institution, of course, feedback on the results of teacher performance evaluations is given informally through discussions and communication that take place in daily activities at school. Teachers are also given the opportunity to express their opinions and responses to the results of the evaluations received. In addition, follow-up from feedback is carried out through joint evaluation to identify aspects that need to be improved and developed [11]. Thus, the feedback process not only serves as an assessment, but also as a means to support continuous performance improvement and competency development.

Program Impact

Positive impact in the program to improve professionalism and teacher performance. After participating in various development activities, teachers showed improvements in the implementation of learning and in carrying out responsibilities at school.

The success of this program can be seen from the increase in teacher competence and the progress of the school supported by the improvement of the quality of human resources. Thus, teacher career development programs contribute to supporting the improvement of the quality of education in schools.

1. Planning in teacher career development at SDS Educate Center Mas

Needs Analysis

Identify the need for teacher competency development through performance assessment, learning observation, and periodic evaluation of teacher needs. The basis for determining development needs includes teacher competence, performance evaluation results, curriculum demands, school needs, and developments in the education sector. This process ensures that the development program remains relevant to the conditions on the ground. Needs analysis involves principals, teachers, and other authorities and is conducted regularly in accordance with the school's evaluation program and emerging needs.

Competency Mapping

Teacher competency mapping is carried out through academic supervision, performance assessment, learning observation, needs identification, observation of extracurricular activities, and comprehensive competency evaluation. Instruments used by schools to assess teachers' abilities and potentials include supervision, PKG (Community Development Program), classroom observation, and competency evaluation [12]. The standards used in the assessment include pedagogical, professional, social, and personality competencies. The results of the competency mapping are then used as a basis for developing training programs, competency development, and sustainable teacher career planning in schools.

Program Formulation

Teacher career development programs are developed through performance assessments, learning observations, teacher needs evaluation, and training both offline and online. These programs include Teacher Development Programs

(PPGs), academic supervision, competency training, teacher learning communities, Teacher Leader Programs, workshops, and opportunities for further study and educational leadership development. All of these programs aim to continuously improve teachers' competence, professionalism, and career development. Program priorities are determined based on the analysis of school needs, the results of the Educational Achievement Report (Report Card), and student learning outcomes. Furthermore, program development refers to the school's vision and mission, involves teachers, considers resources, sets priorities, conducts periodic evaluations, and is aligned with applicable government policies.

Alignment with the Vision and Mission

Teacher career development programs in schools are designed with reference to the school's vision and mission. This is done through the identification of the required competencies, the development of a career development map, and the integration of vision and mission into training programs and performance evaluations. This program is also considered to support the achievement of school education goals by improving the quality of teachers and the learning process [13]. Furthermore, the school encourages a culture of learning and collaboration, as well as recognizes teachers' contributions to the school's vision. To maintain the relevance of the program, schools conduct regular needs analysis, routine monitoring and evaluation, and adapt to educational policy developments and trends. In this way, teachers' career development programs can continue to be adjusted to the needs of the institution and the goals of the school.

The Role of the Principal

Principals play an important role in teacher career development planning, from developing plans and facilitating training and providing resources to providing mentorship, monitoring, evaluation, and rewards and promotional opportunities for teachers. Leadership support can also be seen in providing clear directions, providing time and facilities, and assistance in implementing teacher development programs in schools. Coordination between the principal and the deputy principal is carried out regularly through meetings, development of work plans and budgets, joint decision-making and evaluation and monitoring to ensure the program runs smoothly.

2. Implementation in teacher career development at SDS Educate Center Mas

Training and Workshops

The school has organized various trainings and workshops, including on the implementation of the Independent Curriculum, the use of digital learning media, and literacy-based assessments. Teachers participating in the training are appointed directly by the principal, based on individual development needs, and a rotation system is used to ensure fair opportunities. The training provided is considered very helpful in improving teacher competence, especially in mastering active learning methods and the use of technology in the classroom. In addition, the school collaborates with external parties to support the implementation of the training.

Mentoring/Coaching

Teacher coaching or mentoring in schools is carried out through classroom observation, reflective discussions, and internal workshops. The role of mentor or supervisor in the school is carried out by the principal, school supervisor, and senior teacher. This activity aims to improve the quality of learning, develop teacher professionalism, and help solve problems in the teaching process. Teacher performance monitoring is carried out through providing feedback, improving student learning outcomes, and periodic teacher performance assessments.

Learning community

The learning community in schools plays a role in increasing teachers' motivation and developing their professionalism [14]. Activities in this community include reflective discussions, teaching practices, curriculum reviews, and internal workshops conducted collaboratively among teachers. Learning communities provide a platform for competency development, collaboration, and career advancement for teachers in schools.

Additional Assignments

Additional duties at school are a form of teacher career development, such as program coordinator, homeroom teacher, activity supervisor, custodian, and BOS treasurer. These tasks are given to support teachers' competence and experience in carrying out various roles in schools. Additional assignments are considered to help develop leadership skills, improve professionalism, and strengthen the teacher's sense of responsibility in carrying out their duties.

Infrastructure Support

The school provides facilities and infrastructure to support teacher development, such as meeting rooms, adequate internet access, laptops, and learning materials. The optimal use of this facility is maintained through regular monitoring and evaluation by the school. However, there are still obstacles in the form of limited budgets for the procurement and development of facilities, which have little impact on the implementation of teacher development programs, although they do not hinder the overall development process.

3. Evaluation in teacher career development at SDS Educate Center Mas

Performance Appraisal

Teacher performance assessment in schools is carried out through supervision using predetermined competency indicators, and considers the results of work, discipline, responsibility, and teachers' contributions to the school. The aspects assessed include classroom teaching skills, social communication skills, and personal activities or potentials that can support teacher development. The results of this assessment are also used as a consideration in teacher career development. Performance evaluations are carried out periodically every three months to continuously monitor the process and results of teacher performance.

Feedback

The school provides feedback to the teacher after the performance evaluation. Teachers were also given the opportunity to respond to the results of the evaluation. This feedback is then followed up through peer mentoring and

adjustment of learning strategies to ensure continuous improvement of teacher performance.

Program Impact

Career development programs have a significant impact on improving teacher professionalism, especially in pedagogical, social, professional, and personality competencies. The program also encourages positive changes in teacher performance, as evidenced by classroom learning. Program success is measured through academic supervision, teacher self-evaluation, and student learning outcomes as indicators of achievement.

Supporting and Inhibiting Factors

School principals play an important role in supporting the development of teachers' careers, especially as facilitators and motivators. Principals also implement strategies such as reward systems and foster a collaborative culture to encourage teacher motivation and development [15]. However, several obstacles still exist in its implementation, including workload, access, facilities, and budget constraints. To address these challenges, schools are optimizing learning communities, scheduling flexibility, and leadership support. In the future, teacher career development programs need to be improved through better needs analysis, more intensive mentoring, and a more integrated system to achieve optimal results.

The principal acts as a facilitator and motivator in supporting the career development of teachers through appreciation, supervision, and the provision of various professional development programs. These findings are in line with the theory of instructional leadership put forward by Hallinger (2020), which states that principals play an important role in creating an environment conducive to teachers' professional development. These findings are supported by the research of Liu and Hallinger (2018), which showed that the support of principals has a positive impact on teachers' motivation and professional learning.

As part of the data analysis, the researchers presented a bar graph showing the words that appeared most frequently in the interview results and their frequency. This visualization helps illustrate the dominant themes in the study.

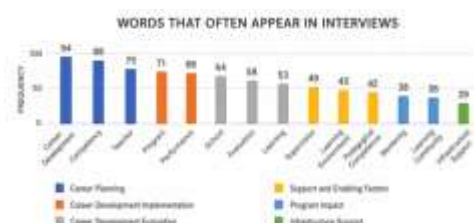


Figure 1. Bar Chart of the Frequency of Keyword Occurrence During the Interview Process

Based on the results of the analysis, from planning, implementation and evaluation in teacher career development can be explained more systematically through the diagram presented berikut ini.

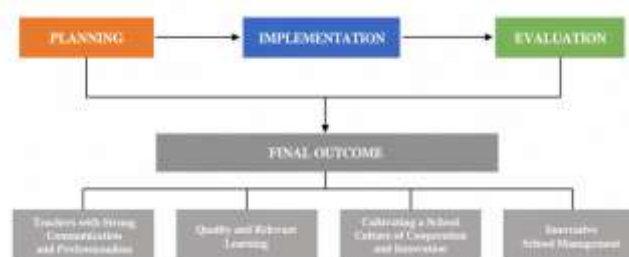


Figure 2. Conceptual Diagram of Teacher Career Development Management

IV. CONCLUSION

Based on the findings of the study, the management of teacher career development at SDS Aqil Global Islamic School and SDS Educate Center Mas in Batam City is implemented through three main stages: planning, implementation, and evaluation, systematically and continuously. In the planning stage, the two schools conduct needs analysis and competency mapping of participatory teachers through supervision, performance assessment, and learning evaluation. The results form the basis for the development of a development program that is aligned with the needs of teachers and school goals, with strategic support from the principal. At the implementation stage, career development is realized through training, workshops, mentoring, learning communities, and additional assignments, which have been shown to improve teacher competence, leadership, collaboration, and professionalism. This program is also supported by adequate facilities and infrastructure as well as the cooperation of the entire school community. At the evaluation stage, both schools implemented structured supervision and performance assessment, accompanied by ongoing feedback. The results of the evaluation are used as the basis for teacher coaching and professional development. Overall, teacher career development programs have a positive impact on improving competence, motivation, performance, and quality of learning in schools.

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