

## STRATEGIES FOR IMPLEMENTING QUALITY MANAGEMENT IN EDUCATION: PERSPECTIVES AND CHALLENGES

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### Summary

This research is dedicated to studying the implementation of teacher performance management system and its impact on the quality of education. Through a descriptive qualitative approach, the researcher seeks to understand teachers' experiences, the challenges of implementing this system, and its contribution to student achievement. It is highlighted that teachers have a high awareness of the performance management system, but they face challenges such as heavy workload and limited resources. School leadership plays a crucial role in creating a conducive environment for the implementation of the management system. The research shows that successful implementation of the teacher performance management system correlates with improved education quality. Recommendations include curriculum development, strengthening the role of school leadership, implementing a clear reward system, revising school policies, and conducting further research. These recommendations aim to improve practices and policies that encourage teacher involvement and enhance education quality. This research contributes to a better understanding of the complexity of implementing teacher performance management systems and their importance for education quality. The findings and recommendations of this research can serve as a basis for improving practices and policies at a broader level of education.

**Key words:** quality management, education sector, implementation strategies, challenges, perspectives, professional competencies, innovative approaches.

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### 1. Introduction

Education, which is the foundation of a country's development and society, plays a crucial role in shaping the character, skills, and knowledge of the next generation. The quality of education becomes an important parameter reflecting the degree of a country's progress and innovation. In this context, the role of teachers as leaders in the educational process becomes paramount. Teachers not only impart information but also shape the mentality and attitudes of students (Rifky *et al.*, 2024).

Teacher performance management is a key aspect for supporting and improving the quality of education. Well-organized teachers can make a greater contribution to the efficiency and effectiveness of the learning process. Evaluating teachers' work helps identify their strengths and weaknesses to take appropriate corrective measures (An'ars, 2022). Additionally, teacher performance management opens opportunities for professional growth, ensuring that teachers continue to enhance their competencies in line with contemporary requirements (Ahyani, 2023).

The impact of teacher performance management is not limited only to the individual level but also has a significant influence on the quality of students' learning outcomes. Teachers who work successfully can create a positive learning environment, stimulate student interest,

and support their academic development. Conversely, less effective teacher performance management can detrimentally affect the learning process with potential decreases in motivation and teaching quality (*Jemmy et al., 2023*).

It is important to note that the implementation of teacher performance management is not just an assessment process but also a strategy for continuous professional development. Understanding the potential and challenges of teachers, performance management can help create a vibrant learning culture in schools, leading to a positive impact felt in all directions. Thus, this research aims to provide a deep understanding of how teacher performance management can act as a primary catalyst in improving the quality of education and directing learning on a more effective and sustainable path (*Haryani, 2022*).

**Analyses of the last research and publications.** By identifying critical factors in teacher performance management, this research seeks to make a positive contribution to the development of best practices in educational management. The results of this research are expected to serve as a basis for more effective and sustainable decision-making in the field of education (*Sianturi, 2021*).

Understanding the central role of teachers in education and the importance of teacher performance management, strategies and policies can be developed to support overall improvement in the quality of education. Continuous support for professional development of teachers, implementation of fair assessment systems, and promotion of a culture of lifelong learning can be key steps in enhancing teaching effectiveness and achieving the goals of an educated community (*Maisura et al., 2023*).

This research aims to investigate and analyze the implementation of teacher performance management as a key strategy in improving the quality of education, especially in Ukraine. Implementing teacher performance management is the main focus due to its fundamental role in enhancing teaching quality, creating a conducive learning atmosphere, and stimulating academic achievements of students (*Supriatna et al., 2024*).

The success of the education system depends not only on having a good curriculum and adequate educational institutions but also significantly on the ability of teachers to effectively perform their duties. Teachers are key elements in imparting knowledge and shaping the character of students, so their role cannot be ignored. Therefore, the focus of this research is to thoroughly examine the implementation of teacher performance management as a primary tool in improving the quality of education (*Ahyani & Saimima, 2023*).

Teacher performance management involves a set of policies and practices aimed at assessing, developing, and supporting their work. This includes the performance evaluation process, professional development planning, and providing constructive feedback (*Jaliah et al., 2020*). Implementing teacher performance management not only creates a clear framework for measuring performance but also enables teachers to continually improve their skills and competencies in line with educational developments and students' needs (*Ambarita, 2016*).

Moreover, teacher performance management has a direct impact on the quality of classroom teaching. Through regular monitoring of teachers' work, schools can identify areas for improvement and provide appropriate support. This creates an environment where teachers feel supported and valued, which in turn can motivate them to provide more effective teaching (*Tono, 2019*).

## 2. The purpose and objectives of the article

This research **aims** to provide significant benefits in improving the quality of education by creating an environment that supports teachers' professional growth, ensuring higher teaching quality, motivating student participation in the learning process, and opening opportunities for the development of new knowledge and best practices in education. Through a structured teacher performance evaluation system, teacher performance management is also expected to increase accountability and transparency in the education system, help address issues that may arise in teaching practice, and improve the efficiency of education resource management. As an attempt to fill the gap in knowledge regarding the important role of teacher performance management and its impact on the quality of education, this research serves as the basis for detailing the theoretical framework, research methods, expected outcomes, as well as the significance and potential contribution of this research to the development of education management as a whole.

## 3. Research findings

This study reveals important conclusions regarding the practice and impact of implementing teacher professional development management systems in Ukraine. Teachers demonstrate a high level of awareness of performance management, with a deep understanding of the importance of performance assessment and professional development in the educational context. However, the results indicate several implementation challenges that affect full teacher engagement, including heavy workloads and limited resources.

The study identified that school leadership plays a critical role in shaping a culture that supports teacher performance management. Schools with strong leadership tend to have more effective implementations of performance management. The positive impact of successful implementation is also reflected in the improvement of education quality, where teachers who receive support and recognition through performance management processes tend to contribute more to student achievements.

The conclusions of this study indicate the necessity of developing educational programs aimed at strengthening teachers' performance management skills, especially in addressing implementation challenges. Increasing the role of school leadership through training, support, and recognition is also proposed as a strategic step. The existence of a clear reward system linked to performance management outcomes can provide effective incentives for teachers to participate more actively.

Furthermore, the results of this study serve as a basis for reviewing or developing school policies that support the implementation of teacher professional development management systems. The limitations identified in the study can be addressed through refining policies that support best practices in teacher performance management.

This study makes a significant contribution to a better understanding of the dynamics of implementing teacher professional development management systems and its importance for educational quality in this context. The conclusions of this study are expected to pave the way for more effective practices and improvements in education policy at a broader level.

The results underscore the crucial role of teacher performance management in improving the quality of education in Ukraine. In the following discussion, we will explore the key findings, implications, and future directions of the research.

Teachers' awareness in the context of implementing performance management significantly influences education quality. This awareness includes a deep understanding of the goals of performance assessment, school policies, and expectations regarding education quality. Teachers who understand the importance of performance management are more likely to actively participate in the assessment and self-development process, recognizing its role in improving education quality (Zulkaida *et al.*, 2023).

However, challenges arise in the implementation of teacher performance management, especially related to the diversity of perceptions and understandings among teachers about the assessment process. The main challenge lies in teachers' reluctance or concern about assessment procedures, which are perceived as unfair or overly normative. Additionally, teachers sometimes feel burdened by time demands and the pressure of assessment results, which can affect their motivation (Valuya, 2018).

Therefore, it is important to mitigate these challenges through an inclusive and collaborative approach (Amahoru & Ahyani, 2023).

Clear explanations of the purpose of performance management and creating space for open dialogue can help reduce uncertainty and increase teachers' awareness. Additionally, training and mentoring can be effective means of ensuring that teachers understand the assessment process and how to improve their performance (Syafaruddin *et al.*, 2020).

Full support from the school director and school management is a key factor in increasing teachers' awareness. Encouraging a culture of continuous learning, where mistakes are seen as opportunities for growth, can contribute to creating an environment where teachers feel comfortable participating in performance management processes without fear of stigma or punishment (Sudrajat, 2018).

With increased awareness among teachers and a deep understanding of performance management, we hope to overcome implementation challenges and successfully achieve collaborative efforts to improve the quality of education. High teacher awareness will create a solid foundation for collaboration and positive transformation in the education system.

The implementation of teacher professional development management systems has a significant impact on the quality of education. The system involves monitoring, evaluation, and development of individual teacher performance to improve student learning outcomes. Through effective performance management, schools can identify teachers' strengths and weaknesses, provide constructive feedback, and plan appropriate training to enhance their competencies (Sholeh, 2017).

The first positive impact is improved teaching quality. Through quality performance assessment, teachers can pay more attention to improving critical aspects of their teaching. Performance management helps create a growth-oriented learning culture where teachers feel supported in continuously developing their skills and knowledge (Rohma & Mauna, 2022).

The second impact is increased student engagement. Teachers who undergo quality performance management can more effectively create engaging and relevant learning environments. Students are more motivated and actively participate in learning when teachers have high-quality teaching and are committed to continuous improvement (Jannan *et al.*, 2022).

Furthermore, teacher performance management can strengthen the connection between schools, teachers, and parents. Through an open and ongoing assessment process, parents can better understand their child's progress and actively participate in supporting their learning at home (Eriyanti *et al.*, 2021). However, challenges in implementing performance management also need to be addressed, such as establishing fair and accurate assessment criteria and providing teachers with adequate support to address identified weaknesses. Overall, effective

teacher performance management can be a strong foundation for improving the quality of education and creating an optimal learning environment for student development.

The implementation of teacher professional development management systems has various consequences that can affect overall education quality. One positive consequence is increased teacher accountability for the quality of their teaching. With a structured system of performance assessment, teachers are expected to be more accountable for student learning outcomes and motivated to continue improving the quality of teaching (*Ervandi et al., 2018*).

Another consequence is a heightened focus on teacher professional development. Effective performance management processes can stimulate teachers' interest in participating in self-improvement, training, and seminars to enhance their skills and knowledge. This not only has a positive impact on teaching quality but also contributes to creating a culture of lifelong learning in the school (*Ikbal, 2018*).

However, the implementation of teacher professional development management systems can also pose some challenges, such as resistance from some teachers to the assessment process or a lack of resources to provide adequate training. Therefore, recommendations for successful implementation include establishing clear and fair assessment criteria, developing mechanisms for constructive feedback, and providing support to teachers in need (*Mastuti, 2020*).

Moreover, fostering collaboration among teachers and schools is essential. Creating a learning community among the teaching staff can help improve the exchange of experiences and best practices. Support from school directors and management in creating an environment that supports teachers' professional development also needs to be strengthened.

Overall, these recommendations are comprehensive and involve the participation of all stakeholders in efforts to improve education quality through the implementation of teacher professional development management systems. By addressing the consequences and implementing these recommendations, it is hoped that schools can achieve the goal of improving the quality of sustainable education.

#### **4. Conclusions and prospects for further research**

In conclusion, the implementation of teacher professional development management systems is crucial for improving the quality of education in Ukraine. Despite various challenges such as heavy workloads and limited resources, the high awareness of teachers about professional development management serves as a significant foundation. The critical role of school leadership in fostering a culture supportive of teacher professional development management underscores the need to address organizational factors. The conclusions indicate that implementing teacher professional development management systems has a real positive impact on education quality, and teachers who feel supported and recognized are likely to make a greater contribution to student success.

This research also has significant implications for understanding and developing pedagogical practices, especially regarding the application of teacher professional development management systems to enhance education quality. Its main conclusion lies in providing deep insights into the effectiveness of professional development assessment strategies and their impact on student learning. The findings from this research can serve as a basis for developing and implementing more effective teacher professional development management systems in schools and educational institutions. Additionally, this research can make a valuable contribution to the development of education theory and practice by identifying key factors influencing

teaching and learning quality. Thus, it should serve as a basis for updating educational policies and improving overall education quality.

Policy recommendations include reviewing or developing school policies that support best practices in teacher professional development management, in line with identified constraints. In this context, this research contributes to a better understanding of the dynamics of implementing teacher professional development management and its relation to education quality in Ukraine.

The detailed exploration of challenges and potentials in the implementation of teacher professional development management in the conclusions of this research provides a basis for improvements in practices and policies at the national level in Ukraine. As the education landscape is constantly evolving, this research can also serve as a foundation for further in-depth studies covering more specific variables or a wider range of issues. Therefore, it is hoped that this research will make a positive contribution to the development of a better and more effective education system.

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