



## Evaluation of the Implementation of Teacher Professional Development Policy in the Digital Era from Aspects of Public Administration

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### Article History:

Artikel Masuk: Januari 15, 2024;

Revisi: Februari 17, 2024;

Diterima: Maret 28, 2024;

Terbit: Maret 30, 2024.

**Keywords:** Community Service; Development; Digital Era; Public Administration; Teacher Professional.

**Abstract:** This community service activity aims to evaluate the implementation of teacher professional development policies in the digital era from a public administration perspective. The activity was conducted through socialization and mentoring sessions for teachers at SDN 2 Bukit Batu on March 7, 2024. A descriptive and participatory approach was employed, using interactive presentations, case studies, and the distribution of informational materials. The results indicate that some teachers still experience difficulties in understanding teacher professional development policies, particularly in relation to the use of digital technology in administration and learning processes. However, the socialization activities improved teachers' understanding of policy objectives, professional development strategies, and the importance of digital adaptation in supporting professional performance. The activity also fostered educational collaboration and generated innovative ideas for improving administration. Overall, this community service program contributes to strengthening human resource capacity at the school level and supports the effective implementation of public policies in the education sector.

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## 1. INTRODUCTION

The digital era has brought significant changes to various aspects of life, including education. As the spearhead of education, teachers are required to continuously develop their competencies to face new challenges and provide effective learning for students. While the government has made various efforts to improve access to and quality of education, challenges at the community level persist (Ibhar, Puteri, & Putra, 2024). Education is also related to how schools or educational institutions manage policies and programs designed to improve the quality of educators and students. For example, increasing teacher capacity through training or workshops, as well as optimizing school financial management and infrastructure, aims to create a better learning environment. The final and most important stage is conducting an evaluation to determine whether things have gone well and to facilitate the preparation of the next steps (Puteri & Ibhar, 2023).

Several strategies will be implemented at SDN 2 Bukit Batu in an effort to develop the teaching profession in the digital era, including technology-based training by holding online training, webinars, or online courses that can be accessed by teachers anytime and anywhere. Forming a teacher learning community to share experiences, knowledge, and resources. Providing mentoring and coaching to teachers to help them overcome difficulties and achieve

professional goals. Using online learning platforms to provide training materials, assignments, and discussion forums. Building collaborations with universities to develop quality teacher professional development programs is also one strategy in teacher professional development. To ensure the effectiveness of teacher professional development programs, regular evaluations are necessary. Some aspects that need to be evaluated include improving teacher competency as measured through competency tests, portfolios, or performance observations. Making changes to learning practices as observed through classroom observations or analysis of student learning outcomes. Furthermore, summarizing participant satisfaction as measured through participant satisfaction surveys.

Public administration and policy are closely related and complementary. Policy provides direction and objectives, while public administration ensures that policies are effectively implemented to achieve desired outcomes. Public administration plays a crucial role in formulating teacher professional development policies. This includes needs analysis, training program planning, and budget allocation for professional development. The formulated policies must align with the educational needs and professional development of teachers. Once policies are established, public administration is responsible for implementing teacher professional development programs. This includes activities such as organizing training, seminars, and workshops to improve teacher competency and qualifications. Public administration also oversees the implementation of teacher professional development policies. Through evaluation, public administration can determine the effectiveness of implemented programs, provide feedback, and make improvements if necessary.

National development is essentially a process of change planned and implemented sustainably by the government and all elements of society with the goal of improving the nation's quality of life. Development is not solely oriented toward economic growth, but also encompasses social, cultural, and political aspects, as well as human resource empowerment as the primary foundation for sustainable development (Ginanjar, 2017). National development demands the active involvement of all citizens, both men and women, as subjects of development who contribute to improving the welfare of society equally (Saifudin, 2007).

Within this dynamic of development, human resource development is a strategic factor determining long-term success. Human resource development is understood as a systematic effort to increase individual capacity, skills, and independence by creating a climate that encourages initiative and active community participation (Ginanjar, 2007). Superior human resource quality will strengthen national competitiveness and support the achievement of equitable and prosperous development goals.

Quality human resources can drive productivity, innovation, and national competitiveness in the era of globalization. (Zainuddin, 2020) In this context, administration plays a crucial role as an approach that integrates various policies, strategies, and processes to ensure efficient and effective resource management at the elementary education level. With the socialization of this approach, it is hoped that SDN 2 Bukit Batu will be able to develop human resources who are not only academically superior but also possess administrative skills relevant to future challenges.

As the dynamics of the workplace increasingly demand diverse skills, the dissemination of the public administration approach is also crucial to instill the understanding that excellent teachers are achieved not only through formal learning but also through sound administrative management. Therefore, this dissemination is crucial not only for teachers and educational staff, but also for parents and the community, so that all parties can play an active role in improving the quality of teachers in the school environment. It is hoped that SDN 2 Bukit Batu will be able to develop professional teachers who are not only academically superior but also possess administrative skills relevant to future challenges. By implementing sound administration, educational institutions are able to manage resources efficiently and effectively, strengthen learning systems, and facilitate the improvement of the competencies of educators and students. Dissemination of the importance of this approach is essential so that all parties involved, both in education and the wider community, can play an active role.

## **2. METHOD**

A community service activity, which involved socializing the Evaluation of the Implementation of Teacher Professional Development Policies in the Digital Era from a Public Administration Perspective, was held at SDN 2 Bukit Batu on Thursday, March 7, 2024, from 10:00 a.m. to completion. The program targeted SDN 2 Bukit Batu teachers directly involved in implementing teacher professional development policies within the school.

The activity used a descriptive and participatory approach to ensure that the socialization material could be comprehensively understood by participants. The first method used was an interactive presentation. At this stage, the resource person delivered material on teacher professional development policies in the digital era, emphasizing aspects of public administration. The presentation was supported by visual presentation media to facilitate participants' understanding of the concepts, policies, and the role of teachers in implementing these policies. During this session, the resource person also opened a question-and-answer session to encourage active interaction between participants and the resource person.

The second method used was a case study. The resource person presented an example of the implementation of a teacher professional development policy at another school that had successfully implemented a digital approach to administrative management and teacher competency development. This case study aimed to provide participants with a concrete picture of the policy implementation steps and the results achieved. Through the case discussion, participants were encouraged to reflect on the feasibility of implementing similar practices at SDN 2 Bukit Batu, depending on the school's conditions and needs.

The third method is the distribution of information materials. Resource persons prepare supporting materials in the form of written materials explaining the teacher professional development policy, implementation mechanisms, and the role of teachers in supporting the policy. These materials are distributed to participants as reading material and reference material after the socialization activity is completed. Distributing the materials is intended to strengthen participants' understanding and provide an opportunity for teachers to review the material independently.

Through the application of these three methods, the outreach activities were conducted in a communicative and participatory manner. The combination of interactive presentations, case studies, and the dissemination of informational materials is expected to improve teachers' understanding of the implementation of teacher professional development policies in the digital era and encourage the strengthening of human resource capacity at SDN 2 Bukit Batu.

### **3. RESULTS**

The results of the socialization activity on the Evaluation of the Implementation of Teacher Professional Development Policy in the Digital Era from the Aspect of Public Administration at SDN 2 Bukit Batu showed a significant positive impact on participants' understanding and abilities in managing education. Through various methods applied, including interactive presentations, group discussions, and case studies, participants, namely teachers, provided training for teachers on the use of technology in learning, including online learning tools, virtual classroom management, and digital content creation. Certification in digital competency can improve the quality of teaching. Furthermore, by developing a curriculum that includes the use of technology and digital learning tools, including educational applications, e-learning platforms, and online resources. The evaluation results showed that more than 85% of participants felt they had a better understanding of the role of development administration in improving the quality of school management and human resources, as well as concrete strategies that can be implemented.

This activity successfully created a space for collaboration between various parties, with many participants expressing a desire to work together in developing programs to improve the competency of teachers and administrative staff. The discussion also generated several innovative ideas for implementing technology in education management, thus making administrative processes more efficient and transparent. This socialization activity not only provided theoretical knowledge but also provided practical skills that can be directly applied in the school context. Overall, the results of this activity are expected to encourage continuous improvement in education management and human resource development at SDN 2 Bukit Batu, as well as contribute to improving the quality of education at the local level. The results of this Community Service (PkM) activity demonstrated success in achieving its main objective, namely improving community knowledge and skills in the field of administration.

#### **4. DISCUSSION**

The results of this community service activity demonstrate that the implementation of teacher professional development policies in the digital era is inextricably linked to human resource readiness, school organizational capacity, and the effectiveness of policy communication. From a public administration perspective, the success of policy implementation is largely determined by the implementing actors, in this case teachers, who play a strategic role as the spearhead of policy implementation at the educational unit level (Dwiyanto, 2018).

The findings of the activity indicate that some teachers still view teacher professional development policies as merely an administrative burden, especially when they are linked to the use of digital platforms. This situation aligns with findings from the Ministry of Education and Culture of the Republic of Indonesia (2019), which stated that one of the main challenges in implementing teacher professional development policies is low digital literacy and unequal understanding of the policy's substance. Therefore, a purely informative outreach approach is deemed inadequate without contextual support.

An educational and participatory approach to community service has proven effective in bridging the gap between policy and practice. Through dialogue, discussion, and case studies, teachers not only receive information but are also actively involved in the process of understanding the policy. This approach aligns with Chambers' (2017) perspective, which emphasizes the importance of local actor participation in program development and implementation to achieve more sustainable results.

In terms of strengthening human resource capacity, this activity has driven a shift in

teachers' perceptions of the use of digital technology. Teachers are beginning to understand that digital technology not only supports the learning process but also serves as an instrument for improving administrative efficiency, performance transparency, and the continuous development of professional competencies. This aligns with the World Health Organization's (2019) perspective, which emphasizes that the appropriate use of digital technology can improve the quality of public services, including in the education sector.

Furthermore, this activity demonstrates the strategic role of universities in supporting public policy implementation through community service activities. Universities serve not only as centers for scientific development but also as partners with the government and community in strengthening the capacity of policymakers at the local level. Synergy between universities, schools, and local governments is a crucial factor in driving the success of teacher professional development policies in the digital era.

## **5. CONCLUSION**

The community service activity conducted through a socialization on the Evaluation of the Implementation of Teacher Professional Development Policy in the Digital Era from the Public Administration aspect at SDN 02 Bukit Batu successfully achieved the expected objectives. Through various interactive and participatory methods, this activity is expected to increase participants' understanding of teacher professional policy in the digital era, including various actions, strategies, and initiatives aimed at adapting and improving the quality of teaching and learning by utilizing information and communication technology. Furthermore, what can support the development of teacher performance is by providing training for teachers on the use of technology in learning, including online learning tools, virtual classroom management, and digital content creation. Certification in digital competency can also improve the quality of teaching.

Overall, this activity is an important step in creating contributions between administration in the world of education and the development of the teacher profession as educators, which is expected to continue in the form of sustainable collaboration to achieve better educational goals and in accordance with applicable policies and can adapt to current developments. With the foundation that has been built, it is hoped that SDN 02 Bukit Batu can continue to develop and adapt to the challenges and needs of the times, so that it can produce a quality generation and be ready to face the future. In the conclusion section, the main results of community service activities are explained, including the achievement of goals and the impacts felt by the community. This conclusion also briefly summarizes the main findings or

benefits of the program that has been implemented.

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