

Implementation of the Continuing Professional Development Program (PKB) for Subject Teachers

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Abstract:

Continuing Professional Development (CPD) is a program designed to enhance teachers' competencies and professionalism on an ongoing basis. This study aims to analyze the implementation of CPD for subject teachers at MTs Negeri 9 Bantul, identify its impact on teacher professionalism, and examine the challenges and development strategies associated with the program. This research employed a descriptive qualitative approach. Data were collected through in-depth interviews with the principal of MTs Negeri 9 Bantul and document analysis. The data were analyzed using the Miles and Huberman interactive model, which includes data reduction, data display, and conclusion drawing. The findings reveal that CPD is implemented through Subject Teacher Consultation Forums (*Musyawaharah Guru Mata Pelajaran / MGMP*), *In-House Training (IHT)*, workshops, and online training provided through the Ministry of Religious Affairs' PINTAR platform. Based on interview and documentation data, these activities encourage teachers to engage more actively in professional collaboration, utilize digital learning media such as Quizizz, Wordwall, and Canva for Education, and implement innovative learning models such as *Project-Based Learning* and *blended learning*. The findings also indicate that CPD contributes to the improvement of teachers' pedagogical and digital competencies, which in turn enhances students' participation and learning motivation. Program evaluation is conducted through regular coordination meetings and digital monitoring via the Si Panjat Padi system. However, several challenges remain, including limited time, insufficient funding, and low teacher participation in scientific publication activities. To address these challenges, the madrasah develops CPD programs based on the results of academic supervision and National Assessment (ANBK) data. This study demonstrates that CPD plays an important role in supporting teacher professionalism and improving the quality of learning in madrasahs.

Keywords: *Continuing Professional Development (CPD), Teacher Professionalism, Subject Teacher Consultation Forum (MGMP), In-House Training (IHT), Madrasah.*

Abstrak:

Pengembangan Keprofesional Berkelanjutan (PKB) merupakan program yang bertujuan meningkatkan kompetensi dan profesionalisme guru secara berkelanjutan. Penelitian ini bertujuan untuk menganalisis implementasi PKB bagi guru mata pelajaran di MTs Negeri 9 Bantul, mengidentifikasi dampaknya terhadap profesionalisme guru, serta mengkaji kendala dan strategi pengembangannya. Penelitian menggunakan pendekatan kualitatif deskriptif dengan teknik pengumpulan data melalui wawancara mendalam dengan Kepala MTs Negeri 9 Bantul dan studi dokumentasi. Data dianalisis menggunakan model Miles dan Huberman yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian

menunjukkan bahwa PKB dilaksanakan melalui kegiatan MGMP, *In-House Training* (IHT), workshop, dan pelatihan daring melalui Aplikasi PINTAR Kementerian Agama. Berdasarkan hasil wawancara dan dokumentasi, kegiatan tersebut mendorong guru untuk lebih aktif berkolaborasi, memanfaatkan media pembelajaran digital seperti Quizizz, Wordwall, dan Canva for Education, serta menerapkan model pembelajaran inovatif seperti *Project Based Learning* dan *blended learning*. Temuan penelitian juga menunjukkan bahwa PKB membantu meningkatkan kompetensi pedagogik dan digital guru yang berdampak pada meningkatnya partisipasi dan motivasi belajar peserta didik. Evaluasi program dilakukan melalui rapat koordinasi rutin dan pemantauan digital melalui Si Panjat Padi. Kendala yang dihadapi meliputi keterbatasan waktu, pendanaan, dan rendahnya keterlibatan guru dalam publikasi ilmiah. Untuk mengatasi hal tersebut, madrasah menyusun program PKB berdasarkan hasil supervisi akademik dan data ANBK. Penelitian ini menunjukkan bahwa PKB berperan penting dalam mendukung peningkatan profesionalisme guru dan mutu pembelajaran di madrasah.

Kata Kunci: *Pengembangan Keprofesian Berkelanjutan, Profesionalisme Guru, MGMP, In-House Training, Madrasah.*

1. INTRODUCTION

The improvement of teacher quality constitutes a central issue in national education development, particularly in madrasahs that play a strategic role in shaping the character and competence of students (Susanto et al., 2025). In the modern era marked by technological advancement and the changing paradigm of 21st-century learning, teachers are demanded to continuously update their competencies in order to adapt to pedagogical innovations and dynamic learning needs (Azzahra, Putri, & Khoirunnisa, 2024). The main challenge faced by madrasahs lies in the effort to maintain teacher professionalism amidst time limitations, resource constraints, and high administrative demands.

As a response to these challenges, the government has established Continuous Professional Development (PKB) as an obligation for teachers through Regulation of the Minister of State Apparatus Empowerment and Bureaucratic Reform No. 16 of 2009 concerning Teacher Functional Positions and Credit Scores, as well as Regulation of the Minister of National Education No. 35 of 2010 concerning Technical Guidelines for the Implementation of Teacher Functional Positions (Ajeng, Martono, & Sudarno, 2022). PKB is positioned as a strategic instrument to improve teacher quality and learning quality through three main components: self-development, scientific publications, and innovative works. This program is not only a means of improving pedagogical and professional competencies but also a form of moral and professional responsibility of teachers in developing themselves continuously.

The implementation of PKB at MTs N 9 Bantul is evident through various activities such as Subject Teacher Consultations (MGMP), online training through the Smart Application of the Ministry of Religious Affairs, and in-house training based on academic supervision results. The head of the madrasah emphasized that the implementation of PKB not only impacts the improvement of teachers' skills in using media and learning strategies but also has a positive effect on student motivation and learning outcomes. The PKB program serves as a collaborative space for teachers that facilitates the exchange of best practices and learning innovations based on real needs in the field.

Research conducted by (Jumrawati & Lina, 2025) entitled Review of Professional Competence of Certified Educator Teachers on Learning Effectiveness examined the relationship between teachers' professional competence and learning effectiveness in schools. The research results indicate that Continuous Professional Development (PKB) activities, particularly through collaboration in Subject Teacher Consultations (MGMP) and training tailored to teachers' needs, contribute to the improvement of teachers' pedagogical, professional, and social competencies. These findings are relevant to this research because they demonstrate that PKB activities serve as an important means in improving teacher

quality and professionalism, as also found in the implementation of PKB at MTs Negeri 9 Bantul.

Furthermore, research conducted by (Musfuji'atun, Untung, & Rohman, 2023) entitled *The Role of the Head of Madrasah in Strengthening Continuous Professional Development (PKB) of Teacher Working Group 016 Gringsing District Batang Regency* investigated the role of the head of madrasah in supporting PKB implementation. The research results show that the support of the head of madrasah, reflective culture, and continuous supervision are the main factors for the success of the PKB program. The research also emphasizes the importance of madrasah leadership in creating an environment that supports teacher professional development. These findings have relevance to the research conducted at MTs Negeri 9 Bantul because they demonstrate that the success of PKB implementation is not only influenced by teacher participation but also by the support of the head of madrasah through supervision, evaluation, and facilitation of various professional development activities.

Theoretically, teacher professionalism can be understood through the perspective of Hoy and Miskel, who emphasize the importance of mastery of subject matter, pedagogical skills, and moral integrity. Meanwhile, Sergiovanni asserts that professionalism encompasses not only technical abilities but also moral commitment to human values and social responsibility in education (Nofiani, Saputri, Zainuri, & Zahra, 2025). Law Number 14 of 2005 emphasizes that teachers as professional personnel are obliged to carry out continuous self-development to maintain and improve the quality of educational services.

This research aims to analyze the implementation of the Continuous Professional Development (PKB) Program at MTs Negeri 9 Bantul and identify its impact on improving teacher professionalism. In addition, this research is expected to provide conceptual and practical contributions for strategies to improve teacher quality in the madrasah environment through the optimization of the PKB program.

2. RESEARCH METHOD

This research uses a descriptive qualitative approach focused on an in-depth description of PKB implementation at MTs Negeri 9 Bantul. This approach was chosen because it is able to explain educational phenomena naturally and contextually based on the real experiences of participants in the field. The data used are qualitative, in the form of verbal, narrative, and official document information describing PKB implementation activities by teachers and the head of madrasah.

The research materials include in-depth interview results, madrasah documents, and training activity notes. The main informant in this research is the Head of Madrasah of MTsN 9 Bantul, who was selected purposively because they have direct responsibility for the planning and implementation of the PKB program at the madrasah. In addition, the documents reviewed include MGMP activity reports, data on participation in online training through the Smart Application of the Ministry of Religious Affairs, and academic supervision results of teachers.

The data collection procedure was carried out through three stages. First, initial observation of the madrasah environment and teacher activities in professional activities. Second, in-depth interviews were conducted face-to-face with the Principal of MTsN 9 Bantul to obtain detailed explanations regarding policies, forms of activities, and the impact of PKB on improving teacher professionalism. Interviews were recorded with the informant's consent, then transcribed for analysis purposes. Third, documentation was conducted to collect administrative evidence such as MGMP reports, training certificates,

and minutes of PKB evaluation meetings. All data were collected systematically between September and October 2025.

Data analysis was conducted using the interactive analysis technique of Miles and Huberman, which includes four stages: (1) data reduction, namely selecting and focusing data relevant to the research objectives; (2) data presentation in descriptive narrative form to show patterns of PKB implementation at the madrasah; (3) tentative conclusion drawing, by comparing empirical results at MTsN 9 Bantul with teacher professional development management theory; and (4) data verification, conducted through member checking to the informant to ensure the accuracy of interview interpretation. The entire analysis process was carried out manually without the assistance of statistical software, considering that the research focus lies on depth of meaning rather than quantitative measurement.

Data validity is guaranteed through source and technique triangulation, namely by comparing interview results, documentation, and observation. The data obtained were verified with official madrasah documents and supervision reports from the Ministry of Religious Affairs inspector. This approach ensures that the research results have credibility and can be scientifically accountable.

The entire research process was carried out with attention to educational research ethics, including maintaining the confidentiality of informant identities and obtaining official research permits from the madrasah. This research does not involve intervention on humans, so it does not require formal ethical testing; however, all procedures still follow applicable research integrity standards.

With this method, the research is expected to provide an empirical and applicable picture of PKB implementation practices at MTsN 9 Bantul that can serve as a reference for other educational institutions in developing teacher professionalism improvement programs.

3. RESULTS

A. The Importance of Continuous Professional Development (PKB) for Teachers and Educational Personnel

PKB at MTsN 9 Bantul serves as a place for teachers to develop their pedagogical, professional, social interaction, and personality competencies continuously. This activity is considered important because the teaching profession requires an ongoing learning process without cessation. Teachers must be able to adapt to various changes occurring in the education system, such as government policy changes, scientific advances, and the use of technology in the teaching and learning process. Through PKB activities, teachers gain opportunities to improve their self-quality and strengthen their professional abilities in carrying out educational tasks.

In addition to improving individual abilities, PKB also assists in strengthening the learning culture in the madrasah environment. Continuous professional development activities encourage teachers to be more open to innovation, more active in sharing experiences, and increasingly committed to improving learning quality. Ilmi, I., Dian, D., Basri, H., & Thohir, A. (2025). This condition indicates that PKB not only pays attention to improving teachers' individual capacities but also participates in efforts to improve institutional education quality.

B. Forms and Implementation of Continuous Professional Development (PKB) Activities

The implementation of PKB at MTsN 9 Bantul is carried out through various activities

designed to support the improvement of teacher competencies in accordance with their work needs. The activities conducted include Subject Teacher Consultations (MGMP), thematic workshops, In-House Training (IHT), and digital-based training organized through the Smart Application of the Ministry of Religious Affairs. These various activities demonstrate the madrasah's efforts in providing professional development options that can be followed by all teachers according to their respective fields and needs.

MGMP is one of the activities conducted routinely every month. This forum brings together teachers with the same subjects from various madrasahs in one region to discuss learning, share good experiences, and find ways to overcome various obstacles they face in the classroom. In these activities, teachers not only discuss learning tools but also delve back into the learning processes that have been implemented. The existence of MGMP creates a collaborative workspace that allows educators to exchange knowledge and professional experiences among educators.

In addition to MGMP, teachers also improve their abilities through In-House Training (IHT) activities organized at the madrasah level. These activities are usually conducted as a follow-up to academic supervision results or learning evaluations that indicate the need to improve certain competencies. When it is found that teachers still experience difficulties in using digital learning media, the madrasah organizes training on the use of various learning applications such as Quizizz, Wordwall, and Canva for Education. The adjustment of training themes in accordance with teacher needs demonstrates that the PKB program being implemented has been directed towards a need-based approach.

The utilization of digital technology has also become an important part of PKB implementation at MTsN 9 Bantul. Teachers can participate in various training programs online through the Smart Application, which offers various professional development materials. The materials provided include anti-bullying training, the use of Artificial Intelligence in the learning process, educating students to become content creators, understanding hisab and rukyat, and various other topics that are continuously updated periodically. The system that can be adjusted according to needs makes it easier for teachers to participate in training without reducing the quality of learning in the classroom.

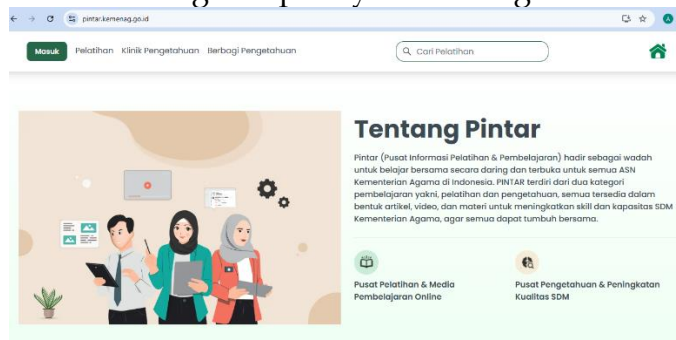


Figure 1. Dashboard of the Smart Application

The PINTAR Application (Center for Training and Learning Information) is present for learning together online and is open to all civil servants of the Ministry of Religious Affairs in Indonesia. PINTAR consists of two learning categories: training and knowledge, all available in the form of articles, videos, and materials to improve the skills and capacity of human resources of the Ministry of Religious Affairs, so that everyone can grow together.

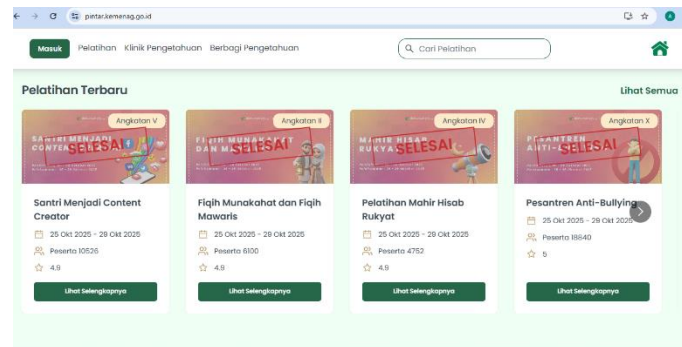


Figure 2. Examples of knowledge and training materials on the Smart Application
C. Impact of PKB on Teacher Performance and Student Learning Outcomes

The implementation of PKB has a good influence on the improvement of teacher abilities and professionalism at MTs N 9 Bantul. Teachers who actively participate in MGMP and online training show increased abilities in designing learning, managing classes, and utilizing technology as learning aids. Continuous professional development activities help teachers develop insights and improve learning strategies applied in the classroom.

This impact is seen in the collaborative activities that develop in the MGMP forum. One example was found in the Arts and Culture MGMP, where teachers with different expertise backgrounds share skills according to their respective fields of mastery. Music art teachers gain knowledge about drawing and batik techniques from visual art teachers, while visual art teachers learn vocal processing techniques from music art teachers. This process not only enriches teacher competencies but also provides many choices of materials and learning methods that can be applied to students.

The implementation of PKB also helps teachers to more easily adapt to the demands of 21st-century learning that emphasizes collaboration abilities, communication, critical thinking, and creating something new. Teachers who previously more often used lecture methods began to apply learning models that prioritize student participation, such as Project Based Learning and blended learning. This change in approach makes the learning atmosphere more active, interactive, and attractive for students.

The improvement in learning quality carried out by teachers affects student learning motivation. The use of more varied learning media and the application of innovative learning models make students more active and interested in learning. The implementation of PKB not only helps improve teacher performance abilities but also provides a positive contribution to improving the quality of student learning outcomes.

D. Evaluation, Supervision, and Appreciation in PKB Implementation

PKB implementation evaluation at MTs N 9 Bantul is conducted routinely through coordination meetings held every Friday. This activity serves as a means for the head of madrasah to know how active teachers are in following various professional development programs that have been implemented. Teacher participation data can be obtained through a digital system that records every teacher activity in following training and other competency development activities.

Supervision of PKB implementation is also conducted by the Ministry of Religious Affairs through the Teacher Performance Monitoring System (Si Panjat Padi). With this system, madrasah supervisors can monitor teacher data participating in training, the frequency of activities followed, and follow-up actions taken after the training is completed. This digital-based supervision system makes the monitoring process easier to conduct more

effectively and continuously even though supervisors are not always present directly at the madrasah.

As a form of appreciation for teacher performance, the madrasah also provides awards to teachers who actively participate in PKB activities and show good work results. Assessment is conducted based on academic supervision results, annual performance achievements, and teacher contributions in various professional activities. Teachers who fall into the best performance category receive appreciation from the madrasah as a form of motivation to continue improving their competencies and professionalism.

E. Obstacles and Strategies for PKB Program Development

In general, PKB implementation at MTsN 9 Bantul runs well and receives support from various parties. Nevertheless, there are still several obstacles encountered in its implementation. The main obstacle relates to the limited time teachers have due to dense teaching schedules, numerous administrative tasks, and various other madrasah activities. This condition causes some teachers to need to manage their time more carefully in order to still be able to participate in professional development activities.

In addition to time constraints, funding issues also become a challenge in PKB implementation. To date, there is no specific budget allocation directly allocated for teacher professional development activities. In practice, some teachers utilize the professional allowance they receive to support self-development activities they are participating in.

To overcome these various obstacles, the madrasah implements several PKB program development strategies. Activity planning is conducted based on academic supervision results that show several aspects in learning that still need to be improved. In addition, reports from the Computer-Based National Assessment (ANBK) are also used as a reference in compiling professional development programs. By utilizing these two data sources, the PKB program can be designed more directed and in accordance with real needs faced by teachers and students. This strategy helps every professional development activity to have a more real impact in improving learning quality at the madrasah.

4. DISCUSSION

A. The Importance of PKB for Teachers and Educational Personnel

The implementation of Continuous Professional Development (PKB) at MTsN 9 Bantul shows that this activity is important for teacher needs in facing continuous changes in the world of education. Based on interview results, teachers at MTs N 9 Bantul realize that the educator profession cannot be separated from a lifelong learning process. Curriculum changes, information technology developments, and the emergence of various new learning approaches demand teachers to continuously update their knowledge and skills. PKB is not only a formal program that must be followed but becomes a means to maintain teacher quality and professionalism in carrying out learning tasks.

PKB implementation at the madrasah is directed to develop competencies that must be possessed by teachers. The activities followed are not only oriented towards improving teaching abilities but also strengthening professional, social, and personality competencies. Teachers who participate in various professional development activities obtain opportunities to broaden their insights, improve their ability to adapt to changes, and develop learning innovations appropriate to student needs. This condition shows that PKB has a strategic role in shaping teachers who are able to answer educational challenges in the digital era.

In the madrasah environment, teacher professional development is not only related to the improvement of academic abilities. Teachers also have a responsibility to become role models in character formation and the inculcation of Islamic values to students. Therefore, the PKB program being implemented needs to provide space for strengthening professional competencies while also nurturing religious character. This situation shows that teacher development in madrasahs has different characteristics from general educational institutions because it combines professionalism demands with moral and spiritual responsibility.

These findings are in line with the concept of Continuous Professional Development, which positions teachers as lifelong learners who must continuously improve their competencies in accordance with educational needs development. PKB is designed to help teachers develop their professional abilities continuously through various training, self-development, and collaborative learning activities so that the quality of educational services can be continuously improved (Kemendiknas, 2014).

The need for PKB cannot be separated from teacher demands to produce scientific works and conduct reflections on the learning practices implemented. Research results show that many teachers still experience difficulties in understanding the concepts of classroom action research and scientific publications. This condition causes professional development activities to become important as a means to improve research, writing, and continuous learning improvement abilities. This finding is in line with research showing that PKB is able to increase teacher motivation in conducting research and developing an academic culture in the school environment (Harjono, 2021).

The strengthening of teacher professionalism can also be conducted through academic supervision activities that apply coaching techniques. This approach provides space for teachers to reflect on the learning practices implemented and build more open communication with the head of madrasah and fellow colleagues. Through this process, teachers obtain support to find solutions to various learning problems they face. This situation shows that PKB not only functions to improve technical competencies but also builds motivation and professional awareness that encourages teachers to continue innovating in learning. These findings are in line with research results showing that coaching techniques in academic supervision are able to improve teacher performance through strengthening motivation, partnership, and professional reflection (Harlena, 2025).

B. Forms and Implementation of PKB Activities

PKB at MTsN 9 Bantul is implemented through Subject Teacher Consultations (MGMP), thematic workshops, In-House Training (IHT), and digital-based training through the Smart Application developed by the Ministry of Religious Affairs. The diversity of these activity forms shows that the madrasah strives to provide learning spaces that can be accessed by teachers through various approaches according to their needs and education world developments.

MGMP becomes one of the most routinely implemented activities in the PKB program. This forum brings together subject teachers from various madrasahs to discuss learning planning, share teaching experiences, and solve various problems faced in the classroom. These activities provide opportunities for teachers to learn from their colleagues' experiences while gaining new insights regarding more effective learning strategies. The existence of MGMP shows that teacher competency improvement is not only conducted individually but also through collaborative processes involving professional teacher communities.

The MGMP activities implemented at MTsN 9 Bantul show the existence of planning,

implementation, and evaluation stages that run systematically. Teachers not only follow discussion activities but also reflect on learning results and compose follow-up actions for subsequent learning improvements. This situation is in line with research stating that effective MGMP must include planning, implementation, and evaluation processes as a unity in teacher professional competency development (Ariyanti & Ubaidillah, 2021).

In addition to MGMP, the madrasah also implements In-House Training (IHT) as a form of competency development tailored to teacher needs. IHT implementation is usually based on academic supervision results and learning evaluations that indicate certain competencies that need to be improved. When it is found that teachers still experience difficulties in utilizing learning technology, the madrasah organizes training on the use of Quizizz, Wordwall, and Canva for Education. This condition shows that PKB implementation has been directed towards a needs-based approach so that the materials provided have direct relevance to learning practices in the classroom.

The utilization of digital technology has also become an important part of PKB implementation at MTsN 9 Bantul. Teachers can participate in various training programs through the Smart Application, which provides materials according to professional development needs. The flexible training system allows teachers to arrange their study time independently without disturbing teaching obligations. This situation shows that technological developments have opened wider opportunities for teachers to gain access to professional learning sources. These findings are in line with research stating that PKB implementation needs to be conducted adaptively and utilize digital technology so that competency development can take place effectively and continuously (Febriani et al., 2024).

The various activity forms implemented show that PKB at MTsN 9 Bantul not only focuses on improving teacher knowledge but also encourages the formation of professional learning communities that enable collaboration, mentoring, and sharing of best practices among teachers. This condition is in line with research explaining that MGMP functions as a professional community that supports teacher competency improvement through joint learning and collective reflection (Ritonga, 2024).

C. Impact of PKB on Teacher Performance and Student Learning Outcomes

The implementation of PKB at MTsN 9 Bantul provides quite real impacts on the improvement of teacher competencies and performance. Interview results show that teachers who actively participate in MGMP and online training experience increased abilities in managing learning, utilizing digital media, and developing more varied learning methods. These changes are seen from the increasing ability of teachers in adjusting learning to student characteristics and 21st-century learning demands.

The positive impact of PKB is also seen through collaborative activities that develop in the MGMP forum. In the Arts and Culture teacher group, for example, there is an exchange of skills between teachers with different expertise backgrounds. Music art teachers learn drawing and batik techniques from visual art teachers, while visual art teachers learn vocal techniques from music art teachers. This experience exchange broadens teachers' professional insights while enriching learning materials that can be applied in the classroom. This situation shows that PKB forums are able to create a collaborative learning culture that supports continuous teacher competency improvement.

Changes in teacher competencies are also seen in the use of more innovative learning models. Teachers who previously more often used lecture methods began to apply Project Based Learning and blended learning in the learning process. The application of these models encourages students to be more active, creative, and involved in the learning process. This condition shows that PKB not only impacts the improvement of teacher knowledge but also influences the quality of learning practices that take place in the

classroom.

These research findings are in line with research results showing that PKB has a significant influence on the improvement of teacher competencies and learning practices. The relationship between PKB and teacher competencies as well as learning practices shows that the more active teachers are in participating in professional development activities, the higher the professional abilities they possess (Veni, Nugraheni, & Jailani, 2020).

The improvement of teacher competencies ultimately has an impact on student learning outcomes. Teachers who have better pedagogical abilities tend to be able to create more attractive and effective learning atmospheres. The use of varied learning media and the application of innovative learning strategies can increase learning motivation, student participation, and learning outcome achievement. This finding is in line with research showing that professional development activities, work discipline, and teacher involvement in various trainings contribute to the improvement of learning quality and student learning outcomes (Sriyati, Muhdi, & Rasiman, 2023).

D. Evaluation, Supervision, and Appreciation

PKB implementation at MTsN 9 Bantul not only focuses on competency development activities but is also supported by an evaluation and supervision system conducted continuously. Research results show that PKB activity evaluation is implemented through coordination meetings held every Friday. In these activities, the head of madrasah monitors teacher activeness in following MGMP, online training, and other professional development activities. This evaluation process allows the madrasah to know the level of teacher participation while identifying competency development needs that still need to be improved.

In addition to being conducted internally, supervision of PKB implementation also involves supervisors from the Ministry of Religious Affairs through the Si Panjat Padi application. This system allows supervisors to monitor teacher activities digitally, including data on training participation, frequency of activities followed, and follow-up actions taken after activities are completed. The utilization of technology in the supervision process shows an effort to improve monitoring effectiveness without always having to make direct visits to the madrasah. This situation is in line with research explaining that coordination between madrasahs, supervisors, and program managers becomes an important factor in the success of PKB implementation (Afiah, Kholifah, & Nurkolis, 2024).

The strengthening of PKB implementation is also conducted through the provision of awards to teachers who actively participate in professional development activities and show good performance. Assessment is conducted based on academic supervision results, annual performance achievements, and teacher contributions in various professional activities. This policy shows that the madrasah not only emphasizes supervision aspects but also provides appreciation to teachers who show high commitment to self-development. This condition shows that awards can become a motivational instrument that encourages teachers to continue improving their work quality.

The implementation of continuous evaluation, supervision, and appreciation creates a professional culture in the madrasah environment. Teachers are not only encouraged to participate in PKB activities as an administrative obligation but also as a professional need that provides real benefits for improving learning quality. This situation shows that PKB management supported by a good monitoring and award system is able to strengthen the sustainability of teacher professional development programs.

E. Obstacles and Strategies for PKB Program Development

PKB implementation at MTsN 9 Bantul runs well, but there are still several obstacles faced in implementing it. The main obstacles that occur relate to the limited time teachers have due to dense teaching schedules, administrative tasks, and various other madrasah activities. This condition causes some teachers to experience difficulties in following all professional development activities optimally.

To overcome these obstacles, teachers manage their time and build cooperation with fellow colleagues in completing various professional tasks. Discussions and collaboration among teachers become one of the methods used to maintain the continuity of PKB activities without disturbing the implementation of their main duties as educators. This situation is in line with research showing that time management and collaboration among teachers become effective strategies in overcoming PKB implementation obstacles (Pratiwi, Dyah, Indrawati, & Winarno, 2024).

The funding aspect also becomes a challenge in PKB implementation. Research results show that there is no specific budget allocation directly allocated for teacher professional development activities. In practice, some teachers utilize their professional allowance to participate in training, seminars, and other competency improvement activities. This condition shows the strong commitment of teachers to continue developing their professional abilities even though funding support is still limited.

Another obstacle found relates to the implementation of scientific publications and innovative works. Some teachers still experience difficulties in composing scientific works due to limited writing abilities and low motivation to conduct publications. As a result, the scientific publication aspect becomes a PKB component that has not developed optimally. This situation is in line with research showing that scientific publications are one of the PKB components that most often experience obstacles due to the lack of mentoring and teachers' technical abilities in writing scientific works (Wahyudi et al., 2022).

In an effort to improve PKB program effectiveness, MTsN 9 Bantul compiles planning based on real needs. Program compilation is conducted by utilizing academic supervision results and Computer-Based National Assessment (ANBK) reports. Supervision results are used to identify teacher weaknesses in learning practices, while ANBK data is utilized to see student literacy, numeracy, and character achievements. The use of these two data sources allows the madrasah to compile professional development programs that are more directed and in accordance with field needs. This situation shows that needs-based PKB development strategies are able to improve program relevance while strengthening its contribution to improving learning quality at the madrasah.

5. CONCLUSION

This research shows that the implementation of the Continuous Professional Development (PKB) Program at MTs Negeri 9 Bantul has been implemented systematically through various activities, such as Subject Teacher Consultations (MGMP), In-House Training (IHT), workshops, and digital-based training through the PINTAR Application of the Ministry of Religious Affairs. The PKB program has proven to contribute to the improvement of teachers' pedagogical, professional, social, and digital competencies. The impact of program implementation is seen in the increasing ability of teachers in applying innovative learning, utilizing educational technology, and creating more active and student-centered learning processes. This competency improvement also influences student motivation and learning outcomes.

The contribution of this research lies in presenting an empirical picture of PKB implementation practices in the state madrasah environment, which integrates collaborative activities, academic supervision, and the utilization of digital platforms in teacher professional development. These findings reinforce the importance of PKB as a strategic instrument in improving teacher quality and learning quality in madrasahs.

The research implications show that the success of PKB implementation requires strong madrasah management support, a continuous evaluation and supervision system, and program compilation based on teacher and student needs. Therefore, practically, madrasahs need to strengthen support for PKB activities through the provision of adequate funding, increased mentoring for scientific publications, and the expansion of access to technology-based training so that all teachers can be involved optimally.

Nevertheless, this research has limitations because it only involves one main informant and focuses on one madrasah. For subsequent research, it is recommended to involve more informants, such as teachers, madrasah supervisors, and students, and to use more diverse approaches so that a more comprehensive understanding of PKB effectiveness can be obtained. In addition, future research can examine the influence of PKB on teacher performance and student learning outcomes more deeply or compare PKB implementation at various levels and types of educational institutions.

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