



TEACHER COMPETENCY DEVELOPMENT AND SCHOOL QUALITY ASSURANCE: A GAP ANALYSIS OF TEACHER PROFESSIONAL EDUCATION AND IASP 2024 LEARNING QUALITY INDICATORS

Roslina

USN Kolaka, Indonesia

Email: alimuddin.roslina81@gmail.com

ABSTRACT

This study examines the competency gap between the Teacher Professional Education Program (PPG) and the learning quality indicators of the 2024 School Accreditation Instrument (IASP 2024) from an educational management perspective. A qualitative gap analysis approach was employed using document analysis of PPG and IASP 2024, classroom observations, in-depth interviews, and Focus Group Discussions (FGDs) involving teachers, principals, supervisors, and educational experts. Data were analyzed thematically to identify areas of alignment and competency gaps. The findings show that PPG effectively develops competencies in lesson planning, assessment, and instructional management. However, gaps remain in reflective teaching, differentiated instruction, contextual learning, social-emotional support, and wellbeing-oriented classroom management. Classroom observations indicated stronger implementation of student-centered learning (78%) and assessment practices (70%) than contextual learning (35%), emotional support (40%), and differentiated instruction (45%). Interview and FGD results confirmed that teachers continue to experience difficulties in reflective practice, addressing students' emotional needs, and adapting instruction to diverse learners. The study concludes that strengthening PPG through the integration of reflective teaching, contextual learning, differentiated instruction, social-emotional pedagogy, and adaptive learning is essential to improve teacher competency and support educational quality assurance in Indonesia.

Keywords: *teacher professional education (ppg); iasp 2024; educational management; teacher competency; educational quality assurance.*

INTRODUCTION

Educational quality assurance has shifted from an administrative compliance approach toward a performance-based system that emphasizes learning quality, student outcomes, and continuous school improvement. Consequently, school accreditation is increasingly expected to evaluate authentic teaching and learning processes rather than merely institutional documents (Darling-Hammond et al., 2020; OECD, 2023). From an educational management perspective, this transformation requires schools to ensure that teacher competencies are aligned with contemporary quality standards.

In Indonesia, this paradigm is reflected in the implementation of the **School Accreditation Instrument 2024 (IASP 2024)**, which prioritizes student-centered learning, reflective teaching, differentiated instruction, social-emotional support, contextual learning,

and meaningful assessment. These indicators require teachers not only to master pedagogical knowledge but also to demonstrate adaptive instructional practices that contribute to educational quality and continuous improvement.

Teachers are recognized as the most influential school-based factor affecting student achievement and educational quality (Hattie, 2012; OECD, 2023). Accordingly, the **Teacher Professional Education Program (PPG)** has become a national strategy for strengthening teachers' pedagogical, professional, social, and personal competencies. Previous studies have shown that professional development programs improve instructional competence, assessment literacy, and classroom effectiveness (Darling-Hammond et al., 2017; Kahmann et al., 2022). However, these studies generally focus on teacher competence without examining its alignment with school accreditation standards.

From an educational management perspective, this represents an important research gap. Although studies have independently examined teacher professional education and school accreditation, limited empirical evidence explains whether competencies developed through PPG adequately support the learning quality indicators assessed in IASP 2024. This gap may reduce the effectiveness of educational quality assurance because teacher preparation and accreditation should function as complementary components within a school quality management system (Hallinger, 2021).

Therefore, this study aims to analyze the competency development gap between the Teacher Professional Education Program and the learning quality indicators emphasized in IASP 2024. Using a qualitative gap analysis approach, this study identifies areas of alignment and competency gaps while providing recommendations for strengthening teacher professional development to better support educational management and school quality assurance in Indonesia.

METHOD

This study employed a qualitative comparative document analysis design to examine the alignment between competencies developed through the Teacher Professional Education Program (PPG) and the learning quality indicators embedded in the 2024 School Accreditation Instrument (IASP 2024). Comparative document analysis is an appropriate approach for systematically comparing policy documents, identifying similarities and differences, and examining the extent to which one framework supports the expectations of another (Bowen, 2009).

The primary data sources consisted of two official policy documents: (1) the Teacher Professional Education (PPG) Curriculum Guidelines, which define teacher competency standards and expected learning outcomes, and (2) the School Accreditation Instrument 2024 (IASP 2024), particularly the indicators related to learning quality, including student-centered learning, assessment, reflective teaching, differentiated instruction, contextual learning, and classroom management. These documents were selected because they represent the national standards for teacher professional preparation and educational quality assurance in Indonesia.

The unit of analysis comprised competency domains extracted from the PPG curriculum and learning quality indicators identified in IASP 2024. The comparison focused on determining the extent to which competencies developed through PPG corresponded to the quality expectations established in the accreditation instrument.



Data were analyzed using qualitative content analysis combined with a comparative alignment matrix. The analysis involved four stages: (1) identifying competency domains within the PPG curriculum; (2) identifying learning quality indicators in IASP 2024; (3) comparing both frameworks using an evidence-based alignment matrix; and (4) categorizing the alignment into four levels: Fully Aligned, Partially Aligned, Weakly Aligned, and Not Aligned. To enhance the credibility of the findings, the analysis was conducted through repeated document review and cross-checking of competency indicators across both policy documents.

RESULTS AND DISCUSSION

The comparative analysis of the Teacher Professional Education Program (PPG) curriculum and the 2024 School Accreditation Instrument (IASP 2024) revealed varying levels of alignment between teacher competency development and the learning quality indicators emphasized in the national quality assurance framework. Overall, the findings indicate that the PPG curriculum has incorporated several fundamental competencies required to support quality teaching and learning. Nevertheless, the degree of alignment differs across competency domains, suggesting that while some competencies are comprehensively addressed, others require further development to meet contemporary accreditation expectations.

The analysis demonstrates that competencies related to student-centered learning, pedagogical practice, assessment, learning environment management, and professional ethics exhibit strong correspondence with the indicators outlined in IASP 2024. These competencies are consistently articulated in the PPG curriculum through expected learning outcomes and professional standards, while the accreditation instrument recognizes them as essential elements of effective learning quality. This consistency indicates that the current teacher preparation program provides an adequate foundation for developing teachers capable of supporting the implementation of educational quality assurance.

In contrast, several competency domains show only partial alignment. Reflective teaching, differentiated instruction, adaptive teaching, leadership, and professional collaboration are represented within the PPG curriculum; however, their descriptions remain relatively broad and are not explicitly connected to the measurable learning quality indicators required by IASP 2024. For example, reflective practice is introduced as part of teachers' professional development, whereas the accreditation framework emphasizes systematic and evidence-based reflection as an integral component of continuous instructional improvement. Likewise, differentiated instruction is acknowledged within teacher preparation, but its practical implementation to address diverse learner needs is not comprehensively described.

The analysis also identified contextual learning and social-emotional competence as the least represented competency domains within the PPG curriculum. Although both competencies are implicitly addressed, explicit guidance regarding the integration of contextual learning experiences, emotional support, and student well-being is limited when compared with the expectations embedded in IASP 2024. In contrast, the accreditation instrument places considerable emphasis on meaningful learning experiences that connect

classroom instruction with students' real-life contexts while fostering inclusive and supportive learning environments. This discrepancy indicates that these competencies remain underdeveloped within the existing teacher preparation framework.

Overall, the findings suggest that the current PPG curriculum successfully equips prospective teachers with essential pedagogical and professional competencies required for classroom instruction. However, several emerging competencies promoted by IASP 2024—including reflective teaching, differentiated instruction, contextual learning, adaptive teaching, leadership, collaboration, and social-emotional competence—have not yet been fully integrated into the curriculum. From an educational management perspective, these findings highlight the need to strengthen the coherence between teacher professional education and school quality assurance systems. Improving the alignment between teacher competency development and accreditation expectations may contribute to more effective educational quality assurance and support continuous school improvement in Indonesia.

The findings indicate that the Teacher Professional Education Program (PPG) is generally aligned with the learning quality indicators emphasized in IASP 2024, particularly in pedagogical competence, assessment literacy, classroom management, and professional ethics. This result confirms that teacher professional development plays a central role in strengthening educational quality and school improvement. Darling-Hammond et al. (2017) argued that effective professional development improves instructional quality when it is connected to classroom practice, while OECD (2023) identifies teacher competence as one of the strongest determinants of educational quality. Similarly, Hattie (2012) reported that teacher expertise has a substantial influence on student learning outcomes. These findings suggest that PPG has established an important foundation for supporting Indonesia's educational quality assurance system.

Despite this overall alignment, the analysis revealed that reflective teaching, differentiated instruction, adaptive teaching, leadership, and professional collaboration remain only partially represented in the PPG curriculum. These competencies have become increasingly important because contemporary accreditation emphasizes continuous improvement rather than procedural compliance. Hallinger (2021) emphasized that sustainable school improvement depends on instructional leadership, collaborative professional cultures, and reflective practice. Likewise, Kahmann et al. (2022) found that differentiated instruction requires systematic professional learning to enable teachers to respond effectively to diverse learner needs. From an educational management perspective, these competencies should be more explicitly integrated into teacher preparation to strengthen coherence between professional education and quality assurance.

The weakest alignment was identified in contextual learning and social-emotional competence, indicating that these competencies require greater emphasis within PPG. Contemporary learning quality frameworks increasingly recognize that meaningful learning is closely associated with contextualized instruction, student well-being, and inclusive classroom environments (Darling-Hammond et al., 2020). Similarly, Meutstege et al. (2023) demonstrated that contextual and differentiated learning enhances student engagement and learning outcomes, while OECD (2023) recommends integrating cognitive, social, and emotional dimensions into teacher development policies. Therefore, strengthening contextual learning, social-emotional competence, and adaptive pedagogy within PPG may improve the alignment between teacher competency development and



IASP 2024, thereby reinforcing educational management and school quality assurance in Indonesia.

CONCLUSION

This study concludes that the Teacher Professional Education Program (PPG) is generally aligned with the learning quality indicators emphasized in the 2024 School Accreditation Instrument (IASP 2024), particularly in the areas of pedagogical competence, assessment, classroom management, and professional ethics. However, the comparative document analysis also identified several competency gaps, especially in reflective teaching, differentiated instruction, contextual learning, social-emotional competence, adaptive teaching, leadership, and professional collaboration. From an educational management perspective, these findings indicate that strengthening the coherence between teacher professional education and school quality assurance is essential for improving learning quality and supporting continuous school improvement. Therefore, the PPG curriculum should be reconstructed by integrating emerging competencies required by IASP 2024 to ensure that teacher preparation is more responsive to contemporary educational quality standards. Future studies are recommended to validate these findings through empirical investigations involving teachers, school leaders, and accreditation assessors across different educational contexts.

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