

Analysis of the Effectiveness of the Teacher Empowerment Program Towards Improving the Quality of Education at Alam Bukit Akasia Elementary School, Sumedang

Sintia Dewi Markin¹, Irawanto^{2*}, Misransyah Akos³, Septeria Noor Yuliannisa⁴, Singgih Priono⁵

STIA Bina Banua Banjarmasin

Corresponding Author: Irawanto irawanto67@gmail.com

ARTICLE INFO

Keywords: Effectiveness, Empowerment, Quality

Received : 21 September

Revised : 23 October

Accepted: 23 November

©2025 Markin, Irawanto, Akos, Yuliannisa, Priono: This is an open-access article distributed under the terms of the [Creative Commons Atribusi 4.0 Internasional](https://creativecommons.org/licenses/by/4.0/).



ABSTRACT

This study aims to analyze the effectiveness of teacher empowerment programs in improving educational quality at Alam Bukit Akasia Elementary School, Sumedang. Using a quantitative approach with a descriptive-verified design, the research involved 50 teachers selected through a census technique. Data were collected via questionnaires, interviews, and documentation, and analyzed using simple linear regression. The results reveal that teacher empowerment has a positive and significant effect on educational quality, with a determination coefficient (R^2) of 0.68 and a t -value of 8.45 > t -table of 2.01. Empowerment through professional training, institutional support, and digital literacy effectively enhances teaching performance and the school's quality culture. These findings highlight the importance of continuous teacher empowerment strategies in improving basic education quality in the digital era

INTRODUCTION

Improving the quality of education is a central issue in human resource development in Indonesia. One of the main factors determining educational success is the quality of teachers, the key actors in the learning process. Teachers function not only as transmitters of knowledge but also as facilitators, innovators, and motivators in shaping the character and competencies of students. In this context, teacher empowerment programs are a crucial strategy for enhancing the professional capacity and effectiveness of educators. According to Law Number 14 of 2005 concerning Teachers and Lecturers, teachers have a professional responsibility to continuously improve pedagogical, personal, social, and professional competencies. However, implementation in the field often faces challenges such as limited resources, lack of training, and suboptimal support from educational institutions.

Bukit Akasia Nature Elementary School in Sumedang Regency is one of the educational institutions striving to innovate in improving the quality of education through a teacher empowerment program based on a learning community and an educational information management system. Based on data obtained, this school has implemented an integrated training model that combines pedagogical aspects, digital literacy, and technology-based classroom management. This program is designed to address the challenges of 21st-century education, where teachers are required to be able to integrate contextual learning approaches, information technology, and authentic assessments in the daily learning process. According to observations and questionnaires, more than 70% of teachers participating in the program reported increased competency in lesson planning, the use of digital media, and technology-based evaluation.

Theoretically, teacher empowerment can be explained through the theory of capacity building (Morgan, 2006), which emphasizes the importance of simultaneously developing individual and organizational capabilities to achieve optimal performance. Empowerment is not only related to increasing knowledge and skills, but also involves psychological dimensions such as self-confidence, motivation, and a sense of belonging to organizational goals. In the educational context, this theory is reinforced by the concept of teacher efficacy proposed by Bandura (1997), which states that teachers with high self-efficacy tend to be more innovative, consistent, and effective in implementing the learning process. Therefore, a comprehensively designed empowerment program will have a direct impact on improving the quality of learning and student learning outcomes.

Educational quality itself is a multidimensional concept encompassing the quality of educational input, process, and output (Sallis, 2014). Within the framework of Total Quality Management (TQM) in education, quality improvement can only be achieved if all components of the educational system are oriented towards continuous improvement. At Bukit Akasia Nature Elementary School, the implementation of the TQM approach is reflected in the school management's efforts to actively involve teachers in the planning, implementation, and evaluation of learning activities. The use of an educational management information system also strengthens the effectiveness of

coordination between teachers and accelerates the process of reporting student learning outcomes, thus enabling the creation of a sustainable quality culture.

Several previous studies have also shown that teacher empowerment programs have a positive correlation with improving educational quality. Research by Hadi and Ningsih (2021) found that continuous learning community-based training improved teachers' pedagogical performance by 65%. Meanwhile, a study by Sari (2022) confirmed that the use of management information systems in teacher training can increase learning effectiveness by accelerating the evaluation and reflection process. This finding is reinforced by research by Rahmawati and Prasetyo (2023), which showed that the combination of technology-based training and academic supervision significantly improved the quality of learning in elementary schools.

Based on this background, this study aims to analyze the effectiveness of the teacher empowerment program on improving the quality of education at the Bukit Akasia Nature Elementary School in Sumedang. Specifically, this study seeks to identify the extent to which the empowerment dimensions – including professional training, managerial support, and the use of information technology – contribute to improving the quality of learning, teacher professionalism, and student learning outcomes. This research is expected to provide an empirical contribution to the development of a sustainable and locally based teacher empowerment model, while also enriching the literature on managing the quality of primary education in Indonesia.

Thus, this article not only focuses on the relationship between teacher empowerment and educational quality, but also attempts to explore the mechanisms by which managerial and technological interventions support the transformation of primary schools into adaptive, sustainable, and quality-oriented learning institutions.

LITERATURE REVIEW

1. Teacher Empowerment in the Context of Modern Education

Teacher empowerment is a strategic process aimed at increasing teachers' professional capacity, pedagogical autonomy, and work motivation in carrying out their educational function. According to Schleicher (2020) from the OECD Education and Skills 2030 Framework, teacher empowerment focuses not only on improving technical competence but also on strengthening agency – namely, teachers' ability to make decisions and innovate in the learning process. This aligns with the concept of teacher professional capital proposed by Hargreaves and Fullan (2021), which emphasizes the importance of collaboration, moral commitment, and professional knowledge as key pillars of improving educational quality.

In the context of Bukit Akasia Nature Elementary School, teacher empowerment is carried out through regular training, digital literacy strengthening, and community-based learning mentoring. An internal survey showed that 72% of teachers experienced improved skills in designing contextual learning and using educational technology after participating in the program. This data demonstrates that a systematically designed empowerment program

can strengthen teacher competency while fostering a sense of ownership of learning innovations in schools.

2. Theory of Organizational Effectiveness and Teacher Performance

The concept of effectiveness in educational organizations is largely explained through the theory of organizational effectiveness, which is rooted in the open systems approach. Cameron and Whetten (2021) explain that organizational effectiveness is reflected in the system's ability to adapt to the environment, achieve strategic goals, and maintain internal balance. In the educational context, the effectiveness of teacher empowerment programs can be measured by improving individual (teacher) performance, which directly impacts the quality of the teaching and learning process.

The teacher performance theory relevant to this research context refers to the Teacher Performance Framework model by Darling-Hammond et al. (2020), which emphasizes that teacher performance is influenced by three main components: pedagogical competence, institutional support, and professional motivation. Based on document analysis, the implementation of a technology-based management system and monitoring of teacher performance through a Management Information System (MIS) has increased work effectiveness by 68%. This demonstrates that an empowerment system integrated with technology supports the principles of modern organizational effectiveness.

3. Educational Quality and Total Quality Management (TQM) Approach

Educational quality is the result of the synergy between inputs, processes, and outputs within the education system. According to Sallis (2019), quality is measured not only by academic outcomes but also by the learning process, stakeholder satisfaction, and an organizational culture that supports continuous improvement. In the context of Total Quality Management (TQM) in education, Alqahtani and Suryadi (2022) emphasized that implementing integrated quality principles can improve teacher job satisfaction and student learning outcomes through a collaborative monitoring and reflection system.

Bukit Akasia Nature Elementary School has adopted a participatory quality management approach, involving teachers in evaluating learning quality and curriculum planning. The implementation of the Plan-Do-Check-Act (PDCA) cycle to assess the effectiveness of the teacher empowerment program aligns with the Continuous Quality Improvement (CQI) theory, widely applied in primary education in developed countries (Mok & Marginson, 2023). Thus, teacher empowerment is not merely a training activity but also part of the school's ongoing quality management system.

4. Digital Transformation and Teacher Technology Literacy

The shifting educational paradigm in the Industrial Revolution 4.0 era demands that teachers possess strong digital competencies. Redecker and Punie (2022), through the European Framework for the Digital Competence of Educators (DigCompEdu), emphasize that digital literacy is an essential dimension of modern teacher professionalism. Tech-savvy teachers are able to utilize digital media not only for teaching but also for evaluating, collaborating, and innovating in learning.

The teacher empowerment program at Alam Bukit Akasia Elementary School has adapted to these demands through training in the use of Learning

Management Systems (LMS) and the integration of digital platforms such as Google Classroom and Canva for Education. Based on the Technology Acceptance Model (Venkatesh et al., 2021), the successful adoption of educational technology is heavily influenced by perceived usefulness and perceived ease of use. Interviews with teachers indicate that technical support and peer mentoring increase confidence in using technology, thus impacting learning effectiveness.

5. The Relationship between Empowerment, Performance, and Quality of Education

The relationship between teacher empowerment, professional performance, and educational quality has been extensively studied in recent literature. Zhao et al. (2020) found that empowerment based on collaboration and pedagogical reflection was positively correlated with learning innovation and student academic outcomes. Furthermore, research by Nasution and Rahmawati (2023) in Indonesian elementary schools showed that teacher empowerment coupled with a digital performance evaluation system increased teaching effectiveness by up to 70%.

Teacher empowerment integrated with a management information system has a significant impact on improving work effectiveness and teaching quality. This reinforces Thomas and Velthouse's (2021) empowerment-performance linkage theory, which asserts that sense of belonging, competence, and influence (impact) are key mediators between empowerment and organizational performance.

Thus, current literature and empirical evidence suggest that the effectiveness of teacher empowerment programs depends heavily on the balance between professional capacity development, institutional support, and the use of educational technology. At Bukit Akasia Nature Elementary School, this combination of factors has created an adaptive and quality-oriented learning ecosystem, while strengthening the school's position as a model for empowerment-based educational transformation at the local level.

METHODOLOGY

This study uses a quantitative approach with a descriptive-verification design, which aims to analyze the effect of the teacher empowerment program on improving the quality of education at the Bukit Akasia Nature Elementary School, Sumedang. This approach was chosen because it allows for objective measurement of relationships between variables through standardized instruments. The research location was determined purposively by considering that the school has implemented a teacher empowerment program based on professional training, digital literacy, and a technology-based quality management system. The research subjects consisted of all 50 permanent teachers who were active in the empowerment program during the 2024/2025 academic year, so the sampling technique used the census method (total sampling). The independent variable in this study is the Teacher Empowerment Program (X), which is measured through indicators of professional training, institutional support, utilization of learning technology, and teacher community collaboration. Meanwhile, the dependent variable is Education Quality (Y), which includes learning effectiveness, student satisfaction, learning outcomes, and school quality culture. Data collection was carried out through a Likert scale questionnaire, directed interviews with the principal and program coordinator, and documentation from internal reports as stated in the document "Sintia MARKINs - MIS - YANI EDU.pdf" which contains data on training effectiveness and teacher performance evaluation results.

The research instrument was tested through validity using Pearson Product Moment correlation and reliability with Cronbach's Alpha, which showed a result of 0.892 (>0.70), indicating high consistency between items. Data analysis was carried out in stages through descriptive analysis to describe the profile of respondents and program implementation, and inferential analysis using simple linear regression to test the effect of teacher empowerment on education quality. The analysis results showed a coefficient of determination (R^2) of 0.68 and a t-test of 8.45 ($> t$ -table 2.01), indicating that teacher empowerment has a significant effect on education quality. Each one-unit increase in the implementation of the empowerment program resulted in a 0.75-unit increase in quality. All analyses were conducted using SPSS version 25 at a significance level of 0.05. This study also adhered to the principles of academic ethics through the inclusion of informed consent from all respondents and the use of anonymous data. Thus, this research methodology was designed comprehensively to ensure the validity of the results and empirical relevance to the context of teacher empowerment in the era of digital education transformation.

Methodology Study

Study This use approach quantitative with design descriptive-verifiable, which aims For analyze the influence of teacher empowerment programs on improvement quality education at school Base Alam Bukit Akasia, Sumedang. This approach was chosen because it allows for objective measurement of relationships between variables through standardized instruments. The research location was determined purposively, considering that the school had implemented a teacher empowerment program based on professional training, digital literacy, and a technology-based quality management system. The

research subjects consisted of all 50 permanent teachers who were active in the empowerment program during the 2024/2025 academic year, so the sampling technique used the census method (total sampling). The independent variable in this study is the Teacher Empowerment Program (X), which is measured through indicators of professional training, institutional support, utilization of learning technology, and teacher community collaboration. Meanwhile, the dependent variable is Education Quality (Y), which includes learning effectiveness, student satisfaction, learning outcomes, and school quality culture. Data collection was carried out through a Likert-scale questionnaire, directed interviews with the principal and program coordinator, and documentation from internal reports containing data on training effectiveness and teacher performance evaluation results.

The research instrument was tested through validity using Pearson Product Moment correlation and reliability with Cronbach's Alpha, which showed a result of 0.892 (>0.70), indicating high consistency between items. Data analysis was carried out in stages through descriptive analysis to describe the profile of respondents and program implementation, and inferential analysis using simple linear regression to test the effect of teacher empowerment on education quality. The analysis results showed a coefficient of determination (R^2) of 0.68 and a t-test of 8.45 ($> t$ -table 2.01), indicating that teacher empowerment has a significant effect on education quality. Each one-unit increase in the implementation of the empowerment program resulted in a 0.75-unit increase in quality. All analyses were conducted using SPSS version 25 at a significance level of 0.05. This study also adhered to the principles of academic ethics through the inclusion of informed consent from all respondents and the use of anonymous data. Thus, this research methodology was designed comprehensively to ensure the validity of the results and empirical relevance to the context of teacher empowerment in the era of digital education transformation.

RESULTS AND DISCUSSION

The results of the study indicate that the teacher empowerment program at Bukit Akasia Nature Elementary School, Sumedang, has a significant impact on improving the quality of education. Based on a simple linear regression analysis, a correlation coefficient (R) of 0.825 and a determination coefficient (R²) of 0.68 were obtained, meaning that 68% of the variation in the improvement of the quality of education is explained by the implementation of the teacher empowerment program, while the remaining 32% is influenced by other factors outside the study, such as intrinsic motivation, principal leadership, and learning community support. The calculated t-value of 8.45 is greater than the t-table of 2.01 ($\alpha = 0.05$), indicating that the relationship between the teacher empowerment variable and the quality of education is positive and significant. The regression equation obtained, $Y = 12.34 + 0.75X$, indicates that every one unit increase in the implementation of the teacher empowerment program has the potential to increase the quality of education by 0.75 units. These results confirm the effectiveness of the empowerment program in strengthening the role of teachers as the main agents of educational change, where after the implementation of the program there was an increase in learning efficiency and student satisfaction of more than 30%.

Empirically, questionnaire data showed that the majority of respondents (82%) considered the training and professional mentoring activities very helpful in improving learning planning and implementation. Seventy-six percent of teachers reported improved skills in using digital learning media, while 70% of respondents reported greater confidence in designing technology-based evaluations after participating in the training. These findings align with the concept of teacher professional capital proposed by Hargreaves and Fullan (2021), which emphasizes that the integrated development of teachers' professional, social, and moral competence is the foundation for sustainable educational quality. Furthermore, the capacity-building theory by Morgan (2006), updated in educational research by Zhao et al. (2020), also supports these findings, stating that effective empowerment not only improves technical skills but also strengthens psychological dimensions such as self-efficacy and a sense of professional responsibility.

In the context of educational quality, research results show significant improvements in indicators of learning effectiveness and school quality culture. Based on internal school reports, there has been an increase in the timeliness of the preparation of Lesson Implementation Plans (RPP) by up to 90%, an average increase in student learning completion of 12%, and an increase in parental involvement in community-based school programs of 15%. This indicates that teacher empowerment impacts not only individuals but also the school system as a whole. The theory of Total Quality Management (TQM) in education, proposed by Sallis (2019) and reinforced by Alqahtani and Suryadi (2022), explains that educational quality can only improve if all organizational components are involved in a cycle of continuous improvement. In the context of this research, the application of TQM principles is evident in teacher participation in the reflection process, academic supervision, and data-driven decision-making.

Furthermore, digital transformation in the implementation of empowerment programs has proven to be a driving factor in improving teacher performance. Training in utilizing the Learning Management System (LMS), Google Classroom, and the Canva for Education application has made it easier for teachers to design, implement, and evaluate technology-based learning. This finding reinforces the Technology Acceptance Model (TAM) theory by Venkatesh et al. (2021), which asserts that the usefulness and ease of use of technology directly influence the level of educational technology adoption by teachers. In the context of SD Alam Bukit Akasia, 78% of respondents stated that digital literacy training improved their ability to manage online and hybrid learning, thus improving the quality of the teaching and learning process.

The research results also indicated improvements in teacher motivation and professional collaboration. Teachers participating in the empowerment program demonstrated a 60% increase in participation in learning communities and pedagogical reflection forums compared to before the program. This supports Bandura's (1997) theory of teacher efficacy and recent research by Darling-Hammond et al. (2020), which confirms that teachers with high efficacy are more innovative and adaptive in dealing with curriculum changes and the demands of learning technology. Thus, teacher empowerment not only improves technical competence but also strengthens the psychosocial dimensions that support holistic educational quality.

Overall, the results of this study confirm that teacher empowerment programs play a significant role in improving educational quality through three main mechanisms: (1) enhancing professional competence through ongoing training and collaborative reflection; (2) strengthening quality management through teacher involvement in decision-making and internal evaluation; and (3) accelerating digital transformation through educational technology literacy. These three aspects demonstrate the synergy between individual empowerment and the effectiveness of the educational system, as emphasized by Thomas and Velthouse (2021) in their empowerment-performance linkage theory, which states that autonomy, a sense of competence, and tangible influence on the organization are key to improving performance. Thus, the results of this study not only strengthen empirical findings but also expand scientific evidence regarding the importance of teacher empowerment programs as a strategy to improve the quality of basic education in the era of digital transformation and data-driven management.

The results of the study indicate that the teacher empowerment program significantly improved the quality of education at Bukit Akasia Nature Elementary School, Sumedang. This finding reinforces the view that improving teacher competency through professional training, mentoring, and technology utilization directly contributes to the effectiveness of learning and the quality of student learning outcomes. Based on the results of the regression analysis ($R^2 = 0.68$), it was found that 68% of the variation in educational quality improvement was explained by the success of the teacher empowerment program, while the remainder was influenced by other contextual factors such as organizational culture, principal leadership, and support from the learning community. These results align with the Teacher Professional Capital theory by Hargreaves and Fullan (2021), which

emphasizes that educational quality is highly dependent on the institution's ability to build teacher professional *capital* through a synergy between ongoing training, institutional support, and collaborative learning.

Teacher empowerment in elementary schools serves not only as a means of improving technical knowledge and skills, but also as a strategic mechanism for building *a sense of agency*, or awareness of teachers' role as key drivers of educational change. Based on the questionnaire results, most respondents stated that the training and mentoring programs made them more confident and creative in developing technology-based learning. This condition aligns with Bandura's (1997) Self-Efficacy Theory, which states that individuals with high levels of efficacy will have stronger confidence in their ability to manage tasks and face professional challenges. In this context, teachers who feel empowered demonstrate increased intrinsic motivation, pedagogical innovation, and adaptive abilities to changes in curriculum and educational technology.

The findings of this study also demonstrate a strong link between teacher empowerment and the implementation of Total Quality Management (TQM) principles in the school environment. The empowerment program at SD Alam Bukit Akasia is integrated with an internal quality management system through the implementation of *Plan-Do-Check-Act (PDCA)* in teaching and learning activities and teacher evaluation. The implementation of this quality cycle supports Sallis's (2019) theory and recent research by Alqahtani and Suryadi (2022), which confirms that educational institutions that implement the principle of *continuous improvement* will have a more adaptive, transparent, and results-oriented learning system. According to research documents, after the program's implementation, the effectiveness of lesson planning increased by up to 90%, while student and parent satisfaction increased by more than 30%. This demonstrates that teacher empowerment is a key instrument in creating a culture of quality in elementary schools.

The digitalization of education has also proven to be a key catalyst in the effectiveness of teacher empowerment. Digital literacy training programs implemented by schools through *Learning Management System (LMS) platforms* and the use of interactive learning applications have expanded teachers' abilities to design contextual and adaptive learning. Research shows that 78% of teachers find it easier to manage classes and conduct assessments using technology. This reinforces the Technology Acceptance Model (TAM) theory by Venkatesh et al. (2021), which states that *perceived usefulness* and *ease of use* are key determinants of successful technology adoption in education. Thus, teacher empowerment integrated with digital technology not only improves learning effectiveness but also shifts teachers' mindsets from mere technology users to innovators in learning practices.

Furthermore, the results of this study support the Empowerment-Performance Linkage theory by Thomas and Velthouse (2021), which explains that effective empowerment is characterized by four key psychological elements: meaning, competence, self-determination, and impact. In the context of Bukit Akasia Nature Elementary School, teachers who felt involved in decision-making and had pedagogical autonomy demonstrated increased responsibility and ownership for the school's success. This was evident in the increase in teacher

participation in the learning community by up to 60% and increased individual initiative in learning innovation. Empirically, this proves that teacher empowerment not only impacts the cognitive and skills dimensions but also strengthens the affective aspects that form the foundation of educational organizational change.

Another interesting finding is the positive correlation between managerial support and an enhanced collaborative culture within the school environment. The principal and management team play a crucial role as facilitators in creating a participatory and reflective learning ecosystem. Interviews indicate that administrative support and internal policies, such as dedicated time for teacher reflection, forums for sharing good practices, and data-driven academic supervision, contribute to increased teacher job satisfaction. This is consistent with the study by Darling-Hammond et al. (2020), which concluded that institutional support and the professional community are strong predictors of the effectiveness of teacher professional development programs. Thus, teacher empowerment coupled with systemic support from management creates a multiplier effect on the quality of school education.

From a theoretical perspective, the results of this study also reinforce Schleicher's (2020) view within *the OECD Future of Education and Skills 2030 framework*, which emphasizes that teacher capacity development should be directed toward creating teachers as *learning designers* –not just curriculum implementers, but also designers of meaningful learning experiences. The empowerment program at SD Alam Bukit Akasia has fulfilled this principle by providing space for innovation, pedagogical reflection, and strong technological support. As a result, teachers not only experienced increased professional competence but also became key drivers of sustainable changes in educational quality. These results demonstrate that teacher empowerment carried out systematically, oriented towards technology, and supported by quality-based management has a transformational impact on the basic education system.

Overall, this discussion confirms that the effectiveness of teacher empowerment programs is not solely the result of training activities, but rather the result of *ecosystemic empowerment* –namely, the synergy between professional training, institutional support, peer collaboration, and technology integration. This concept aligns with the capacity building framework approach (Zhao et al., 2020), where empowerment is viewed as a continuous process that simultaneously strengthens individuals and systems. In the context of SD Alam Bukit Akasia, this synergy has been shown to improve learning effectiveness, quality culture, and teacher job satisfaction. Therefore, the results of this study have significant theoretical and practical implications –namely, that technology-based teacher empowerment and quality management are key strategies for improving the quality of basic education in the era of digital transformation and sustainable education.

CONCLUSION AND RECOMMENDATION

Based on the research results and discussions that have been conducted, it can be concluded that the teacher empowerment program at Bukit Akasia Nature Elementary School, Sumedang, has proven effective in improving the quality of education. Systematically designed empowerment through professional training, continuous mentoring, and the integration of educational technology contributes significantly to improving teacher competence, learning effectiveness, and the school's quality culture. The results of the regression analysis show a positive and significant influence between the teacher empowerment variable and the quality of education with an R^2 value of 0.68, indicating that most of the variation in education quality is explained by the implementation of the empowerment program. This effectiveness is strengthened by the synergy between individual factors—such as teacher self-efficacy and professional motivation—with institutional factors in the form of managerial support, academic supervision, and the application of Total Quality Management (TQM) principles. Thus, teacher empowerment not only has an impact on improving technical competence, but also forms the character of teachers who are reflective, innovative, and adaptive to the challenges of education in the digital era.

The recommendations put forward are for schools and other educational institutions to make teacher empowerment programs a core strategy for continuously improving the quality of education. First, teacher training needs to be designed based on real needs in the field and linked to the use of learning technology relevant to the curriculum. Second, institutional support needs to be strengthened through data-driven academic supervision policies and providing space for teachers to innovate and collaborate. Third, local governments and teacher professional development institutions are advised to expand the empowerment model implemented at SD Alam Bukit Akasia to other schools, adapting it to local characteristics and teachers' digital literacy levels. Finally, further research is recommended to develop a structural equation model that examines the mediating relationship between empowerment, work motivation, and student learning outcomes, thereby enriching scientific understanding of the mechanisms for improving the quality of education based on teacher empowerment at the national and global levels.

FUTHER STUDY

This research still has delays, so it is necessary to conduct further research related to the topic Analysis of the Effectiveness of the Teacher Empowerment Program Towards Improving the Quality of Education at Alam Bukit Akasia Elementary School, Sumedang in order to improve this research and add insight for readers.

REFERENCES

- Alqahtani, M., & Suryadi, A. (2022). Total quality management in basic education: A review of continuous improvement practices. *Educational Management International Journal*, 18(2), 45–59. <https://doi.org/10.1016/emij.2022.18.2.45>
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. W. H. Freeman.
- Cameron, K. S., & Whetten, D. A. (2021). *Developing management skills in educational organizations*. Routledge. <https://doi.org/10.4324/9781003137593>
- Creswell, J. W., & Creswell, J. D. (2020). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.
- Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2020). *Effective teacher professional development*. Learning Policy Institute. <https://learningpolicyinstitute.org/product/effective-teacher-professional-development-report>
- Ghozali, I. (2021). *Aplikasi analisis multivariate dengan program IBM SPSS 25*. Badan Penerbit Universitas Diponegoro.
- Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2021). *Multivariate data analysis* (8th ed.). Pearson Education.
- Hargreaves, A., & Fullan, M. (2021). *Professional capital revisited: Transforming teaching in every school*. Teachers College Press.
- Kline, R. B. (2020). *Principles and practice of structural equation modeling* (4th ed.). Guilford Press.
- Laudon, K. C., & Laudon, J. P. (2020). *Management information systems: Managing the digital firm* (16th ed.). Pearson Education.
- Morgan, P. (2006). *The concept of capacity*. European Centre for Development Policy Management.
- Nasution, R., & Rahmawati, S. (2023). Empowering teachers through digital supervision: A path to quality education. *Jurnal Pendidikan Indonesia*, 12(3), 210–224. <https://doi.org/10.23887/jpi.v12i3.5678>
- Redecker, C., & Punie, Y. (2022). *European framework for the digital competence of educators: DigCompEdu*. Publications Office of the European Union. <https://doi.org/10.2760/178382>
- Sallis, E. (2019). *Total quality management in education* (4th ed.). Routledge. <https://doi.org/10.4324/9780429494325>
- Schleicher, A. (2020). *Teachers for the 21st century: Using evaluation to improve teaching*. OECD Publishing. <https://doi.org/10.1787/9789264193864-en>
- Sugiyono. (2022). *Metode penelitian pendidikan: Pendekatan kuantitatif, kualitatif, dan R&D*. Alfabeta.
- Sutanto, H., & Wahyudi, A. (2021). Analisis efektivitas sistem informasi dalam meningkatkan kinerja pegawai. *Jurnal Teknologi Informasi dan Komunikasi*, 12(1), 45–58. <https://doi.org/10.31540/jtik.v12i1.2435>
- Thomas, K. W., & Velthouse, B. A. (2021). Cognitive elements of empowerment and performance: An integrative perspective. *Journal of Organizational Behavior*, 42(6), 901–918. <https://doi.org/10.1002/job.2490>

- Venkatesh, V., Thong, J. Y. L., & Xu, X. (2021). Unified theory of acceptance and use of technology (UTAUT 2) in education. *Computers in Human Behavior*, 125, 106–132. <https://doi.org/10.1016/j.chb.2021.106132>
- Zhao, X., Wang, H., & Li, Y. (2020). Teacher empowerment and innovation in education: A structural equation model. *Teaching and Teacher Education*, 94, 103–118. <https://doi.org/10.1016/j.tate.2020.103118>