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TEACHER PERFORMANCE OPTIMIZATION THROUGH ENHANCED WORK DISCIPLINE AND PROFESSIONAL COMPETENCE

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Abstract

Teacher performance is a crucial factor in the success of education, influenced by both professional competence and work discipline in carrying out professional responsibilities. This study aims to analyze the optimization of teacher performance through strengthening work discipline and professional competence at UPTD SD Negeri 2 Tulung Balak, Batanghari Nuban District, East Lampung Regency. This research employed a descriptive qualitative approach, with data collected through observation, interviews, and documentation. The data were analyzed using the interactive model of Miles and Huberman, which consists of data reduction, data display, and conclusion drawing, while data validity was ensured through triangulation and member checking. The findings reveal that teacher performance optimization is achieved through the synergistic strengthening of work discipline and professional competence. Work discipline is reflected in compliance with school regulations, punctuality, responsibility, and consistency in carrying out assigned duties. Meanwhile, professional competence is demonstrated through mastery of subject matter, effective lesson planning and implementation, the utilization of educational technology, and continuous professional development through Teacher Working Group (KKG) activities, training programs, and workshops. The principal's role in providing supervision, guidance, and continuous evaluation serves as a key supporting factor in strengthening these two aspects. The enhancement of work discipline and professional competence has a positive impact on teachers' performance in lesson planning, instructional implementation, assessment, and follow-up actions. Therefore, teacher performance optimization can be achieved through the synergy of work discipline, professional competence, and effective school leadership in fostering a professional work culture.

Keywords: Work Discipline; Professional Competence; Teacher Performance; Elementary School.

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A. Introduction

Education plays a crucial role in improving the quality of human resources, whose success is largely determined by the quality of the learning process (Biora et al., 2021). However, the results of the National Assessment indicate that students' literacy and numeracy skills in various regions are still suboptimal, necessitating improvements in the quality of learning through strengthening teacher competencies (Mellyzar et al., 2023). In accordance with Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, teachers are required to possess pedagogical, professional, social, and personality competencies. However, professional competency will not be optimal without the support of high work discipline (Puspaningtyas, 2025). Discipline stemming from self-awareness is more effective than that stemming from pressure (Setiyawati et al., 2026). (Zain & Sofia, 2025) emphasize that work discipline reflects responsibility in complying with organizational rules. From an Islamic perspective, the importance of discipline is also emphasized in QS. Al-Jumu'ah verses 9–10, which teach compliance with obligations and productive use of time (Al-Jumu'a, 2024).

Various previous studies have shown that professional competence and work discipline have a positive effect on teacher performance (Wati & Yusuf, 2025), both partially and simultaneously (Putranto et al., 2026). Professional competence is the most consistent factor in improving teacher performance (Afandi et al., 2023), while the influence of work discipline tends to vary so that it requires the support of school culture (Rahino et al., 2022), training, leadership, and effective organizational management (Puspitawati et al., 2026). These results are supported by research stating that teachers who have high discipline show better professional responsibility and performance (Yunita et al., 2026). Similar findings prove that work discipline increases teacher productivity and learning quality (M. Nafi'us et al., 2025). Research (Puspaningtyas, 2025) also found that teacher performance is influenced by internal factors in the form of work discipline and professional competence, and is strengthened by external factors such as principal leadership, work environment, and school management support.

However, research findings on the impact of work discipline are not entirely consistent. Several studies have found that the effect of work discipline on teacher performance is insignificant or relatively small (Suherman, 2021). Furthermore, most previous studies have used a quantitative approach that focuses on examining the relationships between variables, thus failing to fully explain how work discipline and professional competence are implemented in daily learning practices. This situation indicates a *research gap*, namely the limited number of qualitative studies that reveal the process of strengthening work discipline and professional competence in improving teacher performance.

Based on these gaps, this study is important to provide a more comprehensive understanding of strategies for optimizing teacher performance through strengthening

work discipline and professional competence at the UPTD SD Negeri 2 Tulung Balak. In addition to contributing to the development of educational management studies, the results of this study are expected to be a basis for school principals in formulating more effective teacher development policies. The novelty of *this* study lies in three aspects, namely: (1) examining work discipline as a form of professional awareness and responsibility, not just administrative compliance; (2) explaining in depth the process of linking work discipline with the actualization of professional competence in shaping teacher performance through a qualitative approach; and (3) presenting a contextual study at the UPTD SD Negeri 2 Tulung Balak, Batanghari Nuban District, East Lampung Regency, so as to produce an understanding that is in accordance with the characteristics of public elementary schools.

Based on the description, the purpose of this study is to describe and analyze the optimization of teacher performance through strengthening work discipline and professional competence at UPTD SDN 2 Tulung Balak, as well as to identify the form of implementation, supporting factors, and inhibiting factors in efforts to improve teacher performance at the school .

B. Method

This study used a qualitative approach with a descriptive qualitative research type. This approach was chosen because it is able to provide an in-depth understanding of the phenomenon studied (Villamin et al., 2024) , namely the implementation of work discipline and professional competence in optimizing teacher performance at the UPTD SD Negeri 2 Tulung Balak, Batanghari Nuban District, East Lampung Regency. The study was conducted from February to August 2026 so that researchers obtained comprehensive data on real conditions in the field through direct interaction with research subjects.

The research subjects consisted of principals and teachers, selected as primary sources of information due to their direct relevance to the implementation of work discipline, the development of professional competencies, and efforts to improve teacher performance. The research objects included the implementation of work discipline, teacher professional competencies, and the optimization of teacher performance in carrying out educational tasks. The selection of research subjects and objects was carried out to obtain relevant data in accordance with the research focus (Hall & Liebenberg, 2024) .

Data collection was conducted using several techniques, including observation, in-depth interviews, and documentation. Observations were used to obtain a concrete picture of teacher disciplinary behavior and task implementation within the school environment. In-depth interviews were conducted with principals and teachers to obtain more detailed information regarding the implementation of work discipline, professional competence, and various factors influencing teacher performance. Meanwhile, documentation was used to supplement and strengthen the data from

observations and interviews through various relevant school documents (Oranga & Matere, 2023) .

The research procedure involved several stages, namely research preparation, field data collection, data analysis, data validity testing, and research report preparation. Data validity was tested using source and technical triangulation techniques, as well as member checks with informants to ensure the data obtained had a high level of credibility and trustworthiness (Pyo et al., 2023) .

Data analysis was conducted interactively, referring to the Miles, Huberman, and Saldaña model, which includes three main stages: data reduction, data presentation, and drawing and verifying conclusions. The analysis process was carried out continuously from the beginning of data collection until the research was completed, allowing each finding to be analyzed systematically and producing conclusions that align with empirical conditions in the field (Furidha, 2024) .

C. Results and Discussion

The results of this study were obtained through data collection using observation, interview, and documentation techniques at the UPTD of SD Negeri 2 Tulung Balak, Batanghari Nuban District, East Lampung Regency. Data obtained from the principal and teachers were analyzed using the Miles and Huberman interactive analysis model, which includes data reduction, data presentation, and conclusion drawing, to describe the implementation of work discipline and professional competence in improving teacher performance.



Figure 1, Interview with the Principal

Based on the analysis, it was found that work discipline and professional competence are important factors in optimizing teacher performance (Galuh, 2022) . Discipline is reflected through compliance with school regulations, punctuality, and responsibility in carrying out tasks, while professional competence is evident in teachers' ability to master material, develop learning tools, utilize learning media, and carry out effective evaluation of learning outcomes (Bedriaty et al., 2025) . Furthermore, the research results are presented based on the research focus as follows.

Implementation of Teacher Work Discipline at the UPTD of Tulung Balak 2 Public Elementary School

Based on the research results, the implementation of teacher work discipline at the UPTD SD Negeri 2 Tulung Balak shows good conditions. This is reflected in teachers' compliance with school regulations, responsibility in carrying out professional duties, and consistency and punctuality in carrying out their obligations as educators. The principal continuously provides guidance, supervision, and monitoring to ensure all teachers carry out their duties according to established standards. Furthermore, teachers have a high awareness that discipline is an important part of professionalism that supports improving the quality of learning (Muhammad Taufiq et al., 2026).

The analysis of work discipline implementation in this study is based on three main indicators, namely (1) compliance with work regulations, (2) responsibility in carrying out professional duties, and (3) consistency and punctuality in working. These three indicators provide a comprehensive picture of the implementation of teacher work discipline based on the findings of observations, interviews, and documentation conducted at the UPTD SD Negeri 2 Tulung Balak.

Based on the analysis, teachers demonstrate consistency in carrying out their duties by arriving before working hours, thoroughly preparing learning materials, implementing lessons according to schedule, and remaining responsible for completing assignments despite facing various obstacles (Harapan et al., 2024). Meanwhile, the principal conducts ongoing supervision through attendance checks, observations, supervision, and evaluations to ensure teacher discipline is maintained (Hasanah & Sururi, 2025). The collaboration between teacher commitment and the principal's coaching forms the foundation for a disciplined, professional work culture oriented toward improving the quality of education (Nisa, 2020).

These findings are essentially in line with previous research that places compliance with rules, professional responsibility, and punctuality as important indicators in building teacher work discipline. However, this study shows a more specific finding that work discipline at the UPTD SD Negeri 2 Tulung Balak is not only formed due to the existence of formal rules and the principal's supervision, but is also influenced by teachers' internal awareness in interpreting discipline as part of professional responsibility. Thus, this study makes a distinct contribution by demonstrating the relationship between principal supervision and teacher professional awareness in forming consistent work discipline (Manullang & Hutasoit, 2025).

The uniqueness of this research finding is also evident in the mutually reinforcing relationship between supervisory mechanisms and teachers' personal commitment. Principal supervision serves as a control and evaluation instrument, while teacher awareness serves as an internal factor that encourages discipline to be maintained even though they are not always under direct supervision. This condition indicates that effective work discipline is not solely the result of structural control,

but is formed through a combination of institutional development and professional awareness. This finding also expands the understanding of previous research that improving teacher discipline needs to be directed at establishing a work culture that stems from shared awareness and responsibility, not merely compliance with regulations (Salingkat & Sudane, 2024).

Therefore, the implementation of teacher work discipline at the UPTD of SD Negeri 2 Tulung Balak can be understood as a process that simultaneously involves structural and personal aspects. The structural aspect is realized through regulations, attendance, supervision, monitoring, and evaluation of the principal, while the personal aspect is reflected through teacher awareness, responsibility, and commitment in carrying out their duties. The synergy of these two aspects is an important contribution of this study because it shows that sustainable work discipline will be more effective if institutional supervision goes hand in hand with the growth of professional awareness within teachers.

Implementation of Teacher Professional Competence at the UPTD of Tulung Balak 2 Public Elementary School

Based on the research results, the implementation of teacher professional competency at the UPTD SD Negeri 2 Tulung Balak has been running well. This is demonstrated by teachers' efforts to develop competency through Teacher Working Group (KKG) activities, training, seminars, webinars, academic supervision, and independent learning from various sources. Furthermore, the principal regularly carries out academic supervision and coaching as a form of mentoring to improve teacher professional competency (Karnela et al., 2022). Observations also show that most teachers have mastered the material in their fields, developed and implemented learning based on the applicable curriculum, and utilized technology and learning media to support the teaching and learning process (Mursidah & Yuliamir, 2026).

In this study, the implementation of professional competence was analyzed based on three main indicators: (1) in-depth mastery of learning materials, (2) the ability to design and implement effective learning, and (3) the ability to utilize technology and learning media. These three indicators were chosen because they represent teachers' professional competence as a whole, from mastery of materials, management of the learning process, to the use of technology as a learning support (Halimah et al., 2022). The analysis of these three indicators was conducted based on data from observations, interviews, and documentation, thus providing a comprehensive picture of the implementation of teacher professional competence at the UPTD SD Negeri 2 Tulung Balak.

Based on the analysis, teachers' ability to utilize technology and learning media has been implemented effectively. Teachers are able to integrate various devices and media, such as Smart TVs, laptops, projectors, the internet, learning videos, presentation media, and communication applications to support a more interactive and

effective teaching and learning process (B et al., 2025). Meanwhile, the principal continuously conducts academic supervision, classroom observations, and evaluations of learning tools to ensure optimal technology utilization (Mahdalena et al., 2024). Collaboration between teacher competence in integrating technology and the principal's guidance is a crucial factor in improving the quality of learning, student engagement, and the achievement of learning objectives aligned with developments in educational technology (Zilawati et al., 2021).

The findings of this study align with previous research, which indicates that teacher professional competence is not only determined by mastery of learning materials, but also by the teacher's ability to design learning and utilize technology to support the educational process. However, this study provides a more specific picture, namely that the development of teacher professional competence at the UPTD SD Negeri 2 Tulung Balak occurs through a combination of teacher self-development and systematic coaching carried out by the principal. KKG activities, training, seminars, webinars, and independent learning indicate internal teacher initiatives, while academic supervision and classroom observations indicate institutional support that directly directs the improvement of these competencies.

A key difference between this study and previous research lies in the finding that the use of technology in learning does not stand alone as a teacher's technical ability, but rather is part of a professional competency development process supported by the principal's supervision and evaluation. This means that the use of Smart TVs, laptops, projectors, the internet, instructional videos, and presentation media not only demonstrates that teachers are capable of using technology but also demonstrates an effort to adapt learning practices to the demands of educational development. Thus, this study extends previous findings by demonstrating that optimizing professional competency through technology requires an integration of individual teacher abilities, professional development opportunities, and the principal's managerial support (MN et al., 2025).

The unique contribution of this research is further evident in the connection between professional competency development and the ongoing coaching process. Teachers not only acquire competency through formal training activities, but also develop their abilities through teaching experience, independent learning, interaction in the Teacher Working Group (KKG), and evaluation through academic supervision. This situation indicates that professional competency is a dynamic ability that needs to be continuously developed in accordance with learning needs and developments in educational technology. This finding is an important contribution because it positions the principal not only as a supervisor of learning implementation but also as a facilitator who creates the conditions for ongoing teacher professional development.

Thus, the implementation of teacher professional competence at the UPTD SD Negeri 2 Tulung Balak can be understood as a process involving three interrelated elements: mastery of knowledge, pedagogical skills in managing learning, and

adaptive skills in utilizing technology. These three elements are strengthened through teacher professional development activities and academic supervision by the principal. This synergy between individual competence and institutional support is an important finding of the study, and also indicates that improving teacher professional competence will be more optimal if teacher self-development goes hand in hand with ongoing coaching, supervision, and evaluation.

Implementation of Work Discipline and Professional Competence on Teacher Performance

Based on research results, the implementation of work discipline and professional competence has been proven to significantly contribute to improving teacher performance at the UPTD SD Negeri 2 Tulung Balak. Teachers with high work discipline are able to carry out tasks on time, comply with school regulations, and carry out responsibilities according to applicable standards (Devinta & Santosa, 2022). Meanwhile, professional competence is reflected in teachers' ability to master learning materials, design and implement effective learning, utilize learning media and technology, and conduct objective assessments (Marshanda et al., 2025). The integration of work discipline and professional competence is a key factor in supporting optimal teacher performance.

In this study, the implementation of work discipline and professional competence on teacher performance was analyzed through three main indicators, namely (1) learning planning, (2) classroom management and learning strategies, and (3) learning evaluation and follow-up. These three indicators were chosen because they represent all stages of a teacher's professional duties, from planning, implementation, to evaluation of learning (Julihartiny et al., 2023). Based on the results of observations, interviews, and documentation, all indicators showed good implementation, especially in the aspects of learning evaluation and follow-up.

Teachers have conducted assessments based on learning objectives, indicators, and criteria using various techniques and instruments in an objective, fair, and accountable manner. The assessment results are then used as the basis for implementing remedial and enrichment programs to improve student learning outcomes (Ratnani et al., 2021). Furthermore, the principal routinely conducts academic supervision and coaching to ensure the learning evaluation process is in accordance with curriculum requirements (Hambali et al., 2026). This collaboration between teacher professionalism and the principal's coaching is a crucial factor in realizing a quality learning evaluation system while simultaneously improving the quality of education at the UPTD SD Negeri 2 Tulung Balak.

The findings of this study align with previous research showing that work discipline and professional competence are two important elements in supporting teacher performance. Discipline provides a foundation in the form of compliance, punctuality, and responsibility in carrying out tasks, while professional competence

provides substantive and pedagogical abilities so that these tasks can be carried out effectively (Muawanah & Hidayati, 2026). However, this study shows more specific findings that these two aspects do not work separately in improving teacher performance, but rather complement each other at every stage of learning, from planning and implementation to evaluation and follow-up.

A key difference between this study and previous research lies in the findings regarding the integration of discipline and professional competence in daily learning practices. Work discipline is not only evident in attendance and punctuality, but also reflected in teachers' consistency in preparing learning materials, implementing learning according to plan, conducting assessments, and following up on assessment results. Similarly, professional competence is not only demonstrated through mastery of material, but is also manifested through teachers' ability to apply that knowledge in managing learning and making decisions based on evaluation results. These findings indicate that optimal teacher performance is the result of a combination of the willingness to carry out tasks with discipline and the ability to carry out those tasks professionally.

The unique contribution of this research is increasingly evident in the evaluation and follow-up aspects of learning. The results show that assessment does not stop at assigning grades to students but serves as a basis for determining subsequent actions through remedial and enrichment programs (Ratnani et al., 2021). This practice demonstrates that discipline and professional competence can produce a more tangible impact when applied within a continuous learning cycle. Disciplined teachers ensure the assessment process is carried out consistently, while professional competence enables teachers to interpret assessment results and determine follow-up actions appropriate to students' needs.

Furthermore, this study demonstrates that optimizing teacher performance is not solely a result of individual teacher abilities. The principal's role, through academic supervision, coaching, monitoring, and evaluation, serves as a reinforcing factor that ensures consistent implementation of discipline and professional competence (Hambali et al., 2026). Thus, the findings of this study expand on previous research by demonstrating that teacher performance improvement occurs through a mutually reinforcing relationship between individual factors, such as discipline and professional competence, and institutional factors, such as principal supervision and coaching.

Based on these overall findings, it can be emphasized that optimizing teacher performance at the UPTD SD Negeri 2 Tulung Balak cannot be achieved solely through improving discipline or professional competence separately. Both need to be developed simultaneously and strengthened through ongoing principal supervision. Discipline ensures teachers maintain consistency in carrying out their duties, while professional competence ensures that these duties are carried out with the appropriate quality. The synergy of these three elements—work discipline, professional

competence, and principal coaching—is an important contribution of this research in explaining the mechanisms for optimizing teacher performance more comprehensively and contextually.

Findings on the Implementation of Teacher Work Discipline

Based on the results of data analysis obtained through observation, interviews, and documentation, this study shows that the implementation of teacher work discipline at the UPTD SD Negeri 2 Tulung Balak has been running well. The research findings indicate that teachers have a high level of compliance with school rules and regulations, as reflected in attendance according to schedule, carrying out teaching duties based on the established division of tasks, wearing uniforms according to regulations, and attitudes that uphold ethics and professionalism as educators (Sitepu et al., 2024).

Furthermore, teachers demonstrate a strong sense of responsibility in carrying out their professional duties. This is evident in their consistency in developing learning materials, implementing the learning process according to schedule, assessing learning outcomes, and completing learning administration as a form of accountability for their professional duties and responsibilities (Rachmawati & Kaluge, 2020). The implementation of these duties demonstrates that teachers not only fulfill administrative obligations but also strive to maintain the quality of learning (Lutfiana & Nurhayati, 2025).

Research findings also show that teachers demonstrate good consistency and punctuality in carrying out their duties. Teachers are present before learning activities begin, carry out learning according to the allocated time, and complete learning administration and student assessments according to the school's academic calendar (Panjaitan et al., 2025). Overall, the implementation of compliance with regulations, professional responsibility, and consistency and punctuality are the basis for the formation of a disciplined and professional work culture, thus supporting the improvement of teacher performance quality at the UPTD SD Negeri 2 Tulung Balak.

These findings align with previous research showing that teacher work discipline is reflected through adherence to rules, responsibility for tasks, and consistency in fulfilling professional obligations (Sitepu et al., 2024; Rachmawati & Kaluge, 2020; Panjaitan et al., 2025). However, this study provides more specific findings that work discipline at the UPTD of SD Negeri 2 Tulung Balak is not only manifested in the form of formal compliance with school regulations, but has developed into a pattern of professional behavior integrated into the implementation of learning tasks. In other words, discipline does not stop at aspects of attendance, uniforms, and adherence to schedules, but is also reflected in teachers' sincerity in preparing learning, carrying out assessments, and completing administrative tasks responsibly (Assidiq & Sumarti, 2025).

These differences indicate that this study contributes to the understanding of work discipline as part of teachers' professional culture. Previous research tends to view discipline as a form of compliance with organizational rules and regulations, whereas the findings of this study demonstrate that such compliance has direct implications for the quality of teachers' performance. Teachers who arrive on time, prepare learning materials, implement lessons according to schedule, and consistently complete assessments demonstrate that discipline has become a work habit inherent in professional responsibilities.

The unique contribution of this research is also evident in the interrelationship between three dimensions of discipline: compliance with regulations, professional responsibility, and consistency and punctuality. These three aspects do not stand alone but form a unified work behavior. Compliance with regulations provides boundaries and standards of behavior, professional responsibility encourages teachers to carry out their duties diligently, while consistency and punctuality ensure the ongoing implementation of tasks. The integration of these three aspects is an important finding because it demonstrates that effective work discipline is not simply a matter of obeying rules, but rather a process of establishing a work culture that supports professionalism and quality learning (Pisriwati et al., 2024).

Thus, this study strengthens the results of previous research while providing a more contextual perspective that teacher work discipline can be a strategic instrument in improving performance quality if it is fully realized in daily professional behavior. Discipline at the UPTD SD Negeri 2 Tulung Balak not only functions as a control mechanism for teacher behavior, but also serves as a foundation for the creation of a work culture that is responsible, consistent, and oriented towards the quality of learning. This finding is the main contribution of the study in explaining the implementation of teacher work discipline more fully, namely as a combination of compliance with rules and professional awareness in carrying out educational duties.

Findings on the Implementation of Teacher Professional Competencies

Based on data analysis through observation, interviews, and documentation, this study indicates that the implementation of teacher professional competency at the UPTD of SD Negeri 2 Tulung Balak has been well-implemented. In terms of in-depth mastery of learning materials, teachers demonstrate the ability to understand and master the material in accordance with the established learning outcomes and objectives. This is evident in the teachers' ability to explain concepts systematically, provide examples relevant to students' lives, answer questions appropriately, and develop learning materials according to students' characteristics and needs (Martini et al., 2022).

In terms of the ability to design and implement effective learning, teachers have been able to systematically develop learning plans based on the applicable curriculum, student characteristics, and desired learning objectives (Nurhidayah, 2024). This

planning is then implemented in learning activities through active, interactive strategies that are oriented towards student involvement. Such learning implementation demonstrates that teachers are able to manage the learning process effectively so that learning objectives can be optimally achieved (Yahya & Simaremare, 2025).

Furthermore, regarding the ability to utilize technology and learning media, the research results show that teachers have been able to integrate various media and technologies to support learning activities. The use of technology is carried out by adapting the material, learning objectives, and student needs. The use of these learning media makes the learning process more interesting, interactive, and helps students understand the material more easily (Attoillah et al., 2026). Overall, these three professional competency indicators indicate that teachers at the UPTD SD Negeri 2 Tulung Balak have professional skills that support the improvement of learning quality and teacher performance.

These findings align with previous research, which emphasized that teachers' professional competence is reflected in their mastery of learning materials, their ability to manage learning effectively, and their use of media and technology to support the learning process (Martini et al., 2022; Yahya & Simaremare, 2025). However, this study provides more specific findings, stating that these three components of professional competence are not implemented separately but are integrated within a single learning process. Mastery of the material serves as the basis for teachers in designing learning, planning serves as a guideline for implementing learning, while the use of technology and media serves as supporting instruments to optimize student engagement and understanding (Mulyani & Rostini, 2026).

The difference between this study and previous research lies in the emphasis on teachers' ability to adapt professional competencies to suit the characteristics and needs of students. Teachers not only demonstrated conceptual mastery of the material but also were able to connect the material to the context of students' lives through relevant examples. Similarly, the use of technology was not simply based on the availability of digital devices, but was tailored to the material, learning objectives, and student needs. This demonstrates that the professional competencies identified in this study are adaptive, namely the ability of teachers to apply professional knowledge and skills appropriate to real-life learning conditions.

The unique contribution of this research is also evident in the relationship between material mastery, pedagogical skills in designing and implementing learning, and adaptive skills in utilizing technology. These three aspects form a unity that enables teachers not only to master what to teach but also to determine how to deliver the material effectively and with the support of appropriate media. Thus, professional competence in this research is not solely understood as a teacher's mastery of scientific knowledge, but rather as the comprehensive ability to translate that mastery

into contextual, effective, and responsive learning practices that meet the needs of students.

These findings also demonstrate that the use of technology and learning media is part of professional competence, not merely an additional element in learning. Teachers who are able to select and use technology based on the objectives and characteristics of the material demonstrate the ability to adapt to educational developments. Therefore, this study expands on previous research by demonstrating that teacher professional competence in the context of the UPTD SD Negeri 2 Tulung Balak develops through a combination of mastery of learning content, the ability to manage the learning process, and the ability to adapt to technological developments.

Based on these overall findings, it can be emphasized that the implementation of teacher professional competency at the UPTD SD Negeri 2 Tulung Balak has developed into an integrated and adaptive competency. Teachers are not only required to master the learning material, but also to be able to transform this mastery into planned, effective, contextual learning supported by relevant technology. The integration of these three indicators is the main contribution of this study in explaining that teacher professional competency will be more meaningful when mastery of knowledge, the ability to design learning, and the ability to utilize technology are applied simultaneously to meet students' learning needs.

Teacher Performance Findings

Based on the results of data analysis through interviews, observations, and documentation, this study indicates that teacher performance at the UPTD SD Negeri 2 Tulung Balak has been carried out well. In the learning planning indicator, teachers demonstrate the ability to systematically compile learning materials in accordance with the applicable curriculum. This planning includes the preparation of teaching modules, learning objectives, learning objectives flow, teaching materials, learning media, assessments, and learning activity designs tailored to the characteristics and needs of students. This indicates that teachers are well prepared to design the learning process so that it runs in a directed and effective manner (Driana et al., 2025).

In terms of classroom management and learning strategies, teachers are able to create an orderly, comfortable, and conducive learning environment for students (Dianingsih et al., 2025). Teachers apply various learning strategies and methods tailored to the material, learning objectives, and student conditions so that learning activities take place actively, interactively, and meaningfully. The teacher's ability to manage the classroom demonstrates professional skills in creating a learning atmosphere that supports the achievement of educational goals (Lutfiana & Nurhayati, 2025).

Furthermore, in the evaluation and follow-up learning indicators, teachers have implemented a planned, objective, and continuous assessment process in accordance with learning objectives. Evaluation results are not only used to measure student

learning achievement but also serve as a basis for determining follow-up learning through remedial activities, enrichment, and improvements to learning strategies (Rachmawati & Kaluge, 2020). Thus, the implementation of evaluations carried out by teachers is able to accommodate student learning needs and support continuous improvement in the quality of learning. Overall, these three indicators show that teacher performance at the UPTD SD Negeri 2 Tulung Balak has been running optimally in supporting the improvement of educational quality.

The findings of this study align with previous research that places lesson planning, classroom management, and evaluation and follow-up as important components in describing teacher performance (Driana et al., 2025; Lutfiana & Nurhayati, 2025; Rachmawati & Kaluge, 2020). However, this study provides more specific findings that these three components do not operate as stand-alone activities, but form an interconnected cycle of teacher performance. Planning serves as the basis for implementing learning, classroom management is the process for realizing that planning, while evaluation serves as an instrument for determining learning success and determining improvements for the next stage (Sulisworo & Zuhaery, 2026).

The uniqueness of this research's findings is evident in the strong link between planning quality and teachers' ability to follow up on evaluation results. Teachers not only develop learning materials for administrative purposes, but also use them as guidelines for determining learning objectives, materials, methods, media, and assessments. Similarly, evaluation results go beyond assigning grades; they are used to identify student needs and determine remedial actions, enrichment programs, and adjustments to learning strategies. This demonstrates that teacher performance at the research site is not solely administrative, but also reflective and sustainable.

The difference between this study and previous research is also evident in the integration between teachers' technical skills and adaptive abilities in implementing learning. Teachers are required not only to be able to plan according to the curriculum but also to adapt it to the characteristics and needs of students. In implementing learning, teachers use a variety of strategies and methods according to classroom conditions, while evaluation results are used as a basis for making adjustments to learning. Thus, the teachers' performance in this study demonstrates the ability to respond to real-world classroom conditions, rather than simply following standardized learning procedures.

The unique contribution of this research is further evident in the finding that evaluation and follow-up serve as a connecting mechanism between the implementation of learning and subsequent improvements in the quality of learning. Through remedial, enrichment, and refinement of learning strategies, teachers use evaluation information to continuously improve the learning process. These findings reinforce the view that optimal teacher performance is measured not only by the ability to complete learning stages but also by the ability to use the results of each stage to improve the next stage (Rianto et al., 2026).

Furthermore, the research findings demonstrate that teacher performance needs to be understood as a dynamic and ongoing process. Good planning enables focused learning, effective classroom management creates conducive learning conditions, and evaluation and follow-up ensure the learning process can be refined to meet student needs. The integration of these three aspects is a key finding of this study, as it demonstrates that the quality of teacher performance is not solely determined by success at a single learning stage, but by the teacher's ability to connect all stages into a continuous learning cycle.

Thus, this study strengthens the results of previous research while providing a contextual contribution that teacher performance at the UPTD SD Negeri 2 Tulung Balak is formed through the integration of systematic planning, adaptive learning management, and evaluation that is followed up in a real way. Teacher performance is not only reflected in the ability to implement learning according to the tools that have been prepared, but also from the ability to read the needs of students and use the evaluation results to make improvements. The synergy of these three aspects is the main contribution of this study in explaining teacher performance as a professional cycle that is directed, adaptive, reflective, and oriented towards improving the quality of education continuously.

D. Closing

The main findings of this study indicate that optimizing teacher performance at the UPTD SD Negeri 2 Tulung Balak is not only determined by mastery of professional competencies, but is formed through the integration of work discipline and professional competencies in carrying out teaching duties. This integration is reflected in compliance with regulations, responsibility, punctuality, and consistency in carrying out tasks, which go hand in hand with mastery of material, the ability to plan and implement learning effectively, and the use of technology and learning media. The integration of these two aspects supports teachers in carrying out the entire series of learning tasks, from planning, implementation, evaluation, to follow-up learning.

The implications of this research indicate that improving teacher performance does not solely depend on individual abilities, but is also influenced by the supportive work environment and the principal's leadership. Coaching, supervision, and the creation of a positive work culture are supporting factors that strengthen the implementation of work discipline and the development of teachers' professional competence. Therefore, strengthening work discipline, coupled with the continuous development of professional competence and supported by effective school management, is a crucial strategy for improving teacher performance and the quality of learning.

This study has limitations because it was conducted in a single elementary school using a qualitative approach, so the findings cannot be broadly generalized. Future

research is recommended to involve more schools with diverse characteristics and use a quantitative or mixed-methods approach to more comprehensively examine the relationship and contribution of work discipline, professional competence, principal leadership, and other factors to teacher performance.

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