Urwatul Wutsqo: Jurnal Studi Kependidikan dan Keislaman
Vol. 15 No. 3, November 2026
P-ISSN: 2252-6099; E-ISSN: 2721-2483
DOI: https://doi.org/10.54437/urwatulwutsqo.v15i3.3919

Tahfizh Teacher Development Management in Community Learning Activity Centers (PKBM): Competency Standards, Practices, and Supervision Limitations

Syafruddin[1],Udik Budi Wibowo[2]
Universitas Negeri Yogyakarta, Indonesia[1,2]
syafruddin.2024@student.uny.ac.id[1], udik_bw@uny.ac.id[2]

Received: October 09, 2026 Revised: October 21, 2026 Accepted: November 7, 2026 Online: November 11, 2026

Keywords:
Community Learning Center (PKBM); non-formal education; supervision; teachers; teacher development management.

Abstract

This study analyzes the management of Qur'an memorization teacher development at Community Learning Centers (PKBM) in the Special Region of Yogyakarta, focusing on competency standards, development practices, supervision, evaluation, feedback, and institutional capacity. Using a qualitative case study design, data were collected from 10 informants, including PKBM heads, foundation administrators, coordinators, and teachers, through semi-structured interviews and document analysis. Data were analyzed thematically through coding, grouping themes, identifying patterns, and drawing conclusions. The findings show that although both PKBMs have established competency standards and implemented development programs, their mapping of teacher development needs remains unsystematic. PKBM A adopts a more relational, organic, and situational approach, whereas PKBM B is relatively more structured through task division and coordination. Nevertheless, both face difficulties integrating supervision, evaluation, feedback, and follow-up into a coherent professional development cycle. Limited human resources, time constraints, unclear role divisions, and limited supervisory capacity hinder this integration. This study offers a novel perspective by positioning internal managerial capacity as a mechanism connecting supervision, evaluation, feedback, and targeted teacher development. Sustainable professional development depends on institutions' ability to integrate these components into a continuous and documented process by optimizing existing structures and resources.

Kata kunci:
Pusat Kegiatan Belajar Masyarakat (PKBM); pendidikan nonformal; supervisi; guru; manajemen pembinaan guru.

Abstrak

Penelitian ini menganalisis manajemen pengembangan guru tahfizh Al-Qur'an pada Pusat Kegiatan Belajar Masyarakat (PKBM) di Daerah Istimewa Yogyakarta, dengan fokus pada standar kompetensi, praktik pengembangan, supervisi, evaluasi, umpan balik, dan kapasitas kelembagaan. Data dikumpulkan melalui wawancara semi-terstruktur dan analisis dokumen, kemudian dianalisis secara tematik melalui tahapan pengodean, pengelompokan tema, identifikasi pola, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa kedua PKBM telah memiliki standar kompetensi dan melaksanakan berbagai program pengembangan guru. Namun, pemetaan kebutuhan pengembangan guru belum dilakukan secara sistematis. PKBM A menerapkan pola pengembangan yang lebih relasional, organik, dan situasional, sedangkan PKBM B relatif lebih terstruktur melalui pembagian tugas dan koordinasi. Meskipun memiliki pola yang berbeda, keduanya menghadapi kendala serupa dalam mengintegrasikan supervisi, evaluasi, umpan balik, dan tindak lanjut ke dalam satu siklus pengembangan profesional guru. Keterbatasan sumber daya manusia, waktu, kejelasan pembagian peran, serta kapasitas supervisi menjadi faktor penghambat. Penelitian ini menawarkan perspektif baru dengan menempatkan kapasitas manajerial internal sebagai mekanisme penghubung antara supervisi, evaluasi, umpan balik, dan pengembangan guru yang tepat sasaran. Keberlanjutan pengembangan profesional bergantung pada kemampuan lembaga untuk mengintegrasikan komponen-komponen tersebut ke dalam proses yang

berkesinambungan dan terdokumentasi melalui optimalisasi struktur dan sumber daya yang ada.

This is an open-access article under the CC BY-SA license.

Copyright:
© 2026 by the authors.
Licensee: LP3M Al-Urwatul Wutsqo Jombang, Indonesia. This article is an open-access article distributed under the terms and conditions of the Creative Commons Attribution-ShareAlike (CC BY-SA) license (https://creativecommons.org/licenses/by-sa/4.0/)

Corresponding Author:
Syafruddin
Universitas Negeri Yogyakarta, Indonesia; syafruddin.2024@student.uny.ac.id

Introduction

Teachers are a crucial component in determining the quality of learning, including within non-formal educational institutions. In the context of Quranic memorization institutions, the teacher's role extends beyond delivering material and guiding students through the memorization process; it also encompasses the ability to read and comprehend the Quran, foster good manners (*adab*), provide exemplary role models, and manage effective learning interactions within Quranic study groups. The competencies required of these educators are broad, spanning scientific, professional, pedagogical, social, personal, and Islamic worldview dimensions (Ridwan & Supraha, 2022). Consequently, merely fulfilling the initial requirements to become a Quranic memorization (*tahfizh*) teacher is insufficient to ensure the continuous development of the competencies needed throughout the instructional process.

The necessity for teacher professional development is increasingly vital in non-formal educational settings, where the characteristics of the institution, students, and available resources often differ significantly from those in formal education. As non-formal educational institutions, Community Learning Centers (*Pusat Kegiatan Belajar Masyarakat*, or PKBM) possess the flexibility to tailor their services to the community; however, this service development inherently depends on the varying capacities of each institution (Meilya, Siregar, & Fauzi, 2021). This fluctuating environment requires every teacher (*tutor*) within a PKBM to continuously enhance their competencies to adapt to evolving service characteristics and student needs.

In this context, teacher development cannot be understood merely as an occasional training activity; rather, it is an ongoing professional growth process that must be tailored to the institutional context and specific needs. Research on teacher professional development demonstrates that the relevance of a program to teachers' actual needs is a crucial factor if the development is to truly impact professional practice (Revina, Pramana, Bjork, & Suryadarma, 2023).

Several studies have discussed the cultivation and development of teachers (tutors) within PKBM environments. This development can be facilitated through training activities, workshops, teacher forums, supervision, or evaluation (Soro, Susilawati, Permana, & Sobirin,

2024). These diverse approaches constitute ongoing efforts to improve educator competence and instructional quality. Furthermore, the importance of continuous professional development lies in providing teachers with opportunities to learn from and reflect on their own teaching practices (Hapidin, Pujianti, Hartati, Nurani, & Dhieni, 2020). Professional development is also a process that unfolds within the dynamic relationship between teachers and their employing institutions (Imants & Wal, 2020). These findings indicate that teacher competency development depends not only on institutional programming but is heavily influenced by individual teacher needs, experience, workplace interactions, and opportunities for reflection.

However, existing literature on teacher development in non-formal education has predominantly focused on general competency improvement, while the development of teachers within community-based learning centers (PKBM) featuring specialized Quranic memorization programs remains underexplored. This gap is critical to examine because *Tahfizh* teachers occupy a unique position. On the one hand, they are required to fulfill specific competencies related to Quranic knowledge and teaching; on the other hand, they operate within a non-formal PKBM structure characterized by institutional flexibility and resource limitations. Therefore, *Tahfizh* teacher development cannot be viewed solely as a matter of improving individual competence through supervision. It must also encompass how institutions identify teacher needs, design development programs, implement supervision, provide constructive feedback, and formulate follow-up actions. Supervision can serve as an effective instrument for professional growth, provided it is implemented systematically, collaboratively, reflectively, and in a data-driven manner (Fitriyana, Hermawan, Damayanti, Diana, & Paharudin, 2026). Hence, supervision is essential not merely as a control mechanism, but as an integral part of the teacher learning and professional development cycle. By examining this dynamic, this study moves beyond contextual exploration to address an underexplored conceptual issue concerning how specialized, value-driven curricula such as *Tahfizh* are operationalized within the flexible yet resource-constrained environment of non-formal institutions.

Beyond internal teacher-related factors, institutional capacity also influences the sustainability of teacher development programs. Previous findings highlight the crucial role of the PKBM head in managing institutional functions, supervision, quality improvement, and evaluation (Megayanti, 2022). Meanwhile, strengthening institutional capacity is closely related to human resource development. In non-formal education settings, developing supervision practices and leveraging leadership support are important factors in establishing a sustainable guidance system (Fathurrahman, Fitriyah, Aini, Adeoye, & Hakim, 2024). Consequently, examining *Tahfizh* teacher development solely through the lens of individual teaching performance is insufficient. There is a need to understand the relationship between flexible institutional governance and the systematic implementation of professional development practices. This study therefore highlights the importance of institutional capacity in bridging the flexibility of community-based educational institutions with the specific pedagogical and Quranic competencies required of *Tahfizh* teachers.

Given these circumstances, this study focuses on how two Community Learning Centers (PKBM) in Yogyakarta manage *Tahfizh* teacher development, with a specialized

curriculum centered on *Tahfizh* Al-Qur'an. This research examines competency standards, development practices, supervision and feedback mechanisms, and the institutional capacity to support these efforts. Rather than merely documenting local practices, this study uses two distinct institutional cases to explore how internal institutional capacity, particularly leadership support, role distribution, resource availability, and supervisory practices, influences the implementation of teacher professional development. Ultimately, this study is expected to improve understanding of teacher development management in non-formal education institutions, particularly PKBMs, and to identify the conditions needed to transform existing practices into more systematic, sustainable professional development programs for *Tahfizh* teachers.

Methods

This research employed a qualitative approach with a multi-case study design to analyze the management of *Tahfizh* teacher development at two Community Learning Centers (PKBMs) in Yogyakarta. The two PKBM institutions were selected purposively based on their specific characteristics as non-formal education institutions that integrate Quranic memorization programs into their unique curriculum. Data collection was conducted from January 8 to March 31, 2026.

Data were gathered through semi-structured, face-to-face interviews and document analysis. Ten informants participated, comprising two PKBM heads, two foundation administrators, two *Tahfizh* coordinators/deputy heads, and four *Tahfizh* teachers. They were selected purposively based on their involvement in and knowledge of teacher development practices within their respective institutions. Interviews were conducted individually according to prior appointments, lasted approximately 45–90 minutes, and were audio-recorded before being processed into clean transcripts. Document collection was conducted during the same period. Relevant documents, including development plans, teacher standards, instructional guidance tools, evaluation records, RKAS, SOPs, curriculum documents, and meeting schedules, were requested and examined based on information emerging from interviews and their relevance to the research focus.

Data were analyzed thematically through data grouping, coding, data display, and interpretation. The researcher reviewed the cleaned transcripts and institutional documents to identify relevant findings. Similar findings were then mapped, coded, and grouped into broader categories based on recurring patterns. These categories were organized into separate analytical tables according to four dimensions: (1) competency standards and development needs of *Tahfizh* teachers, (2) teacher development practices, (3) supervision, evaluation, and feedback mechanisms, and (4) institutional capacity and support systems. The findings from both PKBMs were subsequently compared across these dimensions to identify similarities, differences, and recurring patterns in *Tahfizh* teacher development management.

Data trustworthiness was established through source triangulation, technique triangulation, and member checking. Source triangulation involved comparing information from PKBM heads, foundation administrators, *Tahfizh* coordinators/deputy heads, and teachers. Technique triangulation involved comparing interview findings with relevant institutional documents, including examining the availability or absence of documents related to reported practices. Member checking was conducted by sending the cleaned transcripts to all informants for verification. Each informant was asked to confirm the accuracy of the transcript and provide initials or a signature as evidence of confirmation.

Results And Discussion

Results

Competency Standards and Development Needs of *Tahfizh* Teachers

The research findings indicate that both PKBMs have established basic competency criteria for *Tahfizh* teachers, although the structure and emphasis differ between the two institutions. Both PKBM A and PKBM B include Quranic recitation fluency (*tahsin*) and memorization (*tahfizh*) as core criteria for prospective *Tahfizh* teachers. In its teacher recruitment document for the 2025/2026 academic year, PKBM B explicitly listed the criteria of "being able to recite the Qur'an fluently" and "possessing a minimum memorization of the last 5 juz." Similarly, a *Tahfizh* teacher from PKBM A stated: "To become a *Tahfizh* teacher here, one must have memorized at least five juz." (GTQ-03, No. 19).

> *Beyond Quranic proficiency, teacher criteria at PKBM A heavily emphasize adab (etiquette), role modeling, and spiritual reinforcement. The Head of the PKBM A Foundation expressed: "…in selecting teachers, we are highly selective because we prioritize our core criteria, starting with their foundational aqidah (creed) first…" (KY-01, No. 4).*

Conversely, the competency criteria at PKBM B extend further into technical and pedagogical aspects. An administrator from the PKBM B Foundation explained:

> *Then, after passing the tahsin assessment, there is also a micro-teaching session. They undergo microteaching to demonstrate how they manage a halaqah (study circle), followed by a psychological test…, and after that, an interview (PY-01, No. 4).*

This diversity of required competencies is also viewed as essential from the teachers' perspective. One *Tahfizh* teacher (GTQ-01) highlighted:

> *For me… looking at it professionally, first, one must definitely understand the laws of tajwid (elocution) in the Qur'an… Second is the etiquette (adab) of reciting the Qur'an… Then, what I consider a unique challenge for myself is classroom management (GTQ-01, No. 68 and 23).*

Meanwhile, another *Tahfizh* teacher (GTQ-02) emphasized the critical importance of task clarity, instructional administration, and personal professional growth.

Data gathered from the *Tahfizh* teachers' perspective demonstrate that the competencies deemed essential extend far beyond Quranic expertise alone; they comprehensively encompass pedagogical skills, classroom management, administrative compliance, *adab*, and continuous self-development.

Implementation Patterns of *Tahfizh* Teacher Development

The research findings indicate that *Tahfizh* teacher development in both PKBMs has been carried out through various distinct activities. Teacher development at PKBM A is implemented through daily coordination within a *Tahfizh* Quran Learning Community (*Komunitas Belajar* or *Kombel*), weekly and monthly evaluation meetings, Islamic studies sessions, coaching, training, and self-directed professional development conducted individually by the *Tahfizh* teachers.

Coordination through the Quranic Kombel is categorized based on instructional phases. The head of PKBM A explained, "...we created a sharing group called Kombel, a learning community. A *Tahfizh Kombel* for each phase" (KS-01, No. 6). Weekly and monthly meetings are utilized to discuss constraints faced in the field. In addition to group coordination, *Tahfizh* teacher development at PKBM A also takes place through Islamic lectures and motivational reinforcement. The head of PKBM A stated: "...whenever there is a meeting, I try to insert bits of advice from the *ulama*. How did they sacrifice to preserve this religion and the Qur'an? How did the companions guard this religion and the Qur'an?" (KS-01, No. 24).

Individual development is also conducted through teacher coaching when a *Tahfizh* teacher is found to face difficulties in classroom management. The head of PKBM A asserted, "So if there is a mistake,... we will provide them with a kind of coaching" (KS-01, No. 48). Furthermore, each teacher is encouraged to pursue self-directed professional development based on their respective needs.

At PKBM B, *Tahfizh* teacher development operates through a more structured mechanism. The research findings reveal the existence of pre-service training, weekly briefings, coordination via WhatsApp groups, and periodically scheduled training programs. One *Tahfizh* teacher at PKBM B (GTQ-04) shared, "For the annual program, we usually invite the Iqra team here... This activity is routinely conducted at the beginning of every year... usually condensed into a single session of about two hours" (GTQ-04, No. 26 and 34).

An administrator from the PKBM B Foundation explained that the pre-service training covers preparation for building the workplace atmosphere, aligning perceptions, and standardizing teaching methods:

> *...in accordance with the pre-determined RAPBS (School Revenue and Expenditure Budget Plan)... There will be pre-service training where we prepare them in terms of the workplace atmosphere, foundation regulations, and also the standardization of teaching methods (PY-02, No. 10).*

In addition to formal training, development at PKBM B also takes place through WhatsApp group coordination facilitated by the Deputy Head of *Tahfizh*. "We have a specific group, a mixed group of male and female *Tahfizh* teachers," stated GTQ-04 (No. 134). Aside from the ongoing development programs, the head of PKBM B also plans to collaborate with external parties to support future *Tahfizh* teacher development initiatives.

These findings demonstrate that *Tahfizh* teacher development in both PKBMs occurs through a combination of formal and informal activities, albeit at different levels and patterns. PKBM A relies more heavily on group coordination, evaluation meetings, Islamic lectures, motivation, coaching, and self-directed development. Conversely, PKBM B exhibits a more structured development pattern featuring pre-service training, weekly briefings, coordination through the Deputy Head of *Tahfizh,* routine training, and planned external collaborations.

Furthermore, the research findings show that both PKBMs have monitored the implementation of the *Tahfizh* program and student learning outcomes; however, the actual supervision mechanisms for *Tahfizh* teachers in both institutions still face certain limitations.

Supervision, Evaluation, Feedback, and Follow-Up

The research findings indicate that both PKBMs have monitored the implementation of the *Tahfizh* program and student learning outcomes; however, the actual supervision mechanisms for *Tahfizh* teachers in both institutions still face certain limitations. Formal supervision at PKBM A has not yet been implemented. The head of PKBM A stated:

> Until now, supervision has not existed. So, this is indeed our shortcoming... Actually, we ourselves are confused. Up to this point, we are unsure how to conduct supervision for *Tahfizh* teachers. Therefore, one approach we take is that we can only perform quality control. (KS-01, No. 14).

This statement was corroborated by a *Tahfizh* teacher (GTQ-02), who stated that during their tenure at PKBM A, they had never received formal supervision, remarking, "Not for me yet" (GTQ-02, No. 49). In practice, the monitoring of *Tahfizh* teachers relies heavily on information from other teachers, particularly homeroom teachers. The head of PKBM A explained:

> *I look at the conversations or testimonials from the teachers in the classroom, especially the homeroom teachers... We have internal channels (Ordal)..., we involve teachers to monitor... Once the information is received, we re-verify it. We approach the individual and check if the data is accurate (KS-01, No. 48).*

Nevertheless, PKBM A has a form of teacher competency evaluation that was previously conducted through an external party, referred to as quality control. Document analysis revealed a *Tahfizh* teacher quality control sheet dated October 7, 2023, which detailed teacher identities, evaluation categories, and assessment results. However, the head of PKBM A noted that this competency assessment had not been carried out for a long time.

At PKBM B, the Deputy Head of *Tahfizh* conducts evaluations through weekly briefings and the monitoring of Quranic *halaqahs* (study circles). The Deputy Head of *Tahfizh* at PKBM B explained: "Then, every week, we have routine evaluations. So, within a month, there are approximately three evaluations to understand what learning looks like in the *halaqah*, the obstacles faced, and the solutions we can offer" (WT-02, No. 30).

However, direct monitoring of the *halaqahs* by the Deputy Head of *Tahfizh* has not been scheduled systematically. GTQ-04 explained, "Usually, there is a coordinator here who checks the *halaqah* by walking around... it is more incidental. Yes, just monitoring" (GTQ-04, No. 42–46). This limitation occurs because the Deputy Head of *Tahfizh* at PKBM B is burdened with other roles and responsibilities.

PKBM B utilizes the results of students' recitation and memorization evaluations as a source of data to assess Quranic teachers. When the Deputy Head of *Tahfizh* finds that a student's recitation does not meet the established standards, this data is used as evaluation material for the respective *halaqah* teacher.

Nonetheless, document analysis shows that the monitoring and evaluation results at PKBM B have not been documented in a dedicated instrument. Records of evaluation outcomes, walk-through supervision, and teacher improvements are still kept as the personal notes of the Deputy Head of *Tahfizh.* A formal supervision program for *Tahfizh* teachers is still in the planning phase. The Deputy Head of *Tahfizh* at PKBM B mentioned that formal supervision is only planned for implementation in the following semester. Consequently, while both PKBMs have performed monitoring and evaluation functions, they have not fully established a documented, scheduled supervision system that is integrated into the *Tahfizh* teacher development program.

Institutional Capacity and Support in *Tahfizh* Teacher Development

The research findings also demonstrate that the implementation of *Tahfizh* teacher development in both PKBMs is influenced by internal institutional capacity, particularly the availability of human resources, the division of tasks and authorities, time allocation, and the administrators' capacity to execute supervisory functions.

At PKBM A, the institutional capacity for *Tahfizh* teacher development relies heavily on the role of the PKBM head and a direct interpersonal mechanism in managing teachers. There is no clear structural division specifically tasked with managing professional development and supervising *Tahfizh* teachers. The head of PKBM A stated, "*Insyaallah*, it is just me. The framework comes from me, but the execution will be carried out by the coordinators" (KS-01, No. 6). This condition coexists with various operational needs that administrators must handle. The head of PKBM A explained that addressing these diverse institutional needs is based on a scale of priorities. In the previous period, institutional attention was directed more toward meeting the needs of homeroom teachers and general subject teachers:

> *To be honest, it doesn't really exist yet because we are still preoccupied with other matters. This is a new school; it is still very young, maybe like a baby. I actually communicated this at the beginning: let's focus on this first; let's fix this one first. Once one matter is resolved, then we move on to another (KS-01, No. 12).*

In addition to internal operational needs, the application of priorities at PKBM A is tied to administrative and regulatory demands as a non-formal educational institution. The chairperson of the PKBM A Foundation explained:

> *Think of us as having two bosses. One is [the Foundation Trustee], and the other is the Department of Education. In terms of urgency, deadlines, and so forth, our boss at the Department of Education takes priority... However, we will not pit our two bosses against each other. ...Perhaps Tahfizh has not received that focus yet. But what I need to emphasize is that 2026 is the time for Tahfizh to be given more attention (KY-01, No. 55).*

This situation was also felt by a *Tahfizh* teacher at PKBM A, who stated that institutional attention toward the *Tahfizh* program was still lacking despite *Tahfizh* being the core curriculum: "Because previously, the management itself realized that attention to *Tahfizh* even though it is the main curriculum in this school was still lacking" (GTQ-02, No. 89). Nevertheless, PKBM A provides institutional support through internal Islamic studies and reinforcing an Islamic culture among teachers. This support forms part of the development of religious values, although it has not yet been integrated into a development system specifically tailored for *Tahfizh* teachers.

Conversely, PKBM B possesses a formal structure that incorporates development functions into its institutional planning. This division of functions allows the Deputy Head of *Tahfizh* to serve as a liaison between the *Tahfizh* teachers and the institutional management. Coordination with the head of PKBM is conducted routinely to discuss problems arising in program implementation. The head of PKBM B stated that meetings with the deputy heads are held weekly and are primarily directed toward problem-solving.

Despite having a more formal structure, the implementation of *Tahfizh* teacher development at PKBM B still faces constraints. The Deputy Head of *Tahfizh* holds dual roles, including conducting student memorization testing. This condition limits the time available to execute *Tahfizh* management functions optimally. The head of PKBM B explained that human resource limitations and heavy workloads constitute major obstacles in supervisory and mentoring functions:

> *Because this is a note for me: from the beginning, if the burner is insufficient, do not expect the dish to turn out with an ideal portion and good taste, while the available time is lacking. So, the proportion of teachers across all other institutions seems to be the same. Once that is fulfilled first, only then can we talk about quality (KS-02, No. 95).*

These limitations were also confirmed by an administrator of the PKBM B Foundation:

> *...for supervision directly in the halaqah, there are still obstacles due to our limited human resources... Even as the Deputy Head of Tahfizh, he also carries the workload of testing. Consequently, because he tests students every day, the supervisor's field visits to the halaqah have not been optimal (PY-02, No. 28).*

The research findings across both institutions demonstrate that while both provide institutional support for *Tahfizh* teacher development, they operate under different configurations of capacity.

To provide a clearer overview of the similarities and differences in *Tahfizh* teacher development management, the findings from both institutions are compared across six indicators: competency standards, development planning and implementation, supervision, feedback and follow-up, institutional capacity and support, and implementation constraints. The cross-case comparison is presented in Table 1.

Tabel 1
Cross-Case Comparison of *Tahfizh* Teacher Development Management

Comparison Indicators	*PKBM A (Relationally Oriented Development)*	PKBM B (Structurally Coordinated Development)
Competency Standards	Requires a minimum memorization of 5 juz and fluency in Quranic recitation (*tahsin*). Strongly emphasizes spiritual foundations, adab (etiquette), role modeling, and aqidah (creed) as core selection criteria.	Requires a minimum memorization of 5 juz and fluency in Quranic recitation (*tahsin*). Also emphasizes technical and pedagogical competencies through micro-teaching for *halaqah* management and psychological testing.
Development Planning & Implementation	Organized through phase-based learning communities (Kombel), daily coordination, regular weekly/monthly meetings, and individual coaching. Development activities are integrated with Islamic lectures, religious guidance, and spiritual-motivational reinforcement.	Implemented through a budget-aligned planning framework (RAPBS). Includes pre-service training for method standardization, foundation-level regulatory briefings, periodic training involving external teams (e.g., the Iqra team), and coordination through the Deputy Head of *Tahfizh.*
Supervision	No formal supervision system is consistently implemented. Monitoring relies mainly on informal quality control and peer-based information, including reports from homeroom teachers.	The Deputy Head of *Tahfizh* conducts walk-through monitoring of *halaqah*s. Regular weekly briefings also provide opportunities for coordination. However, direct monitoring remains incidental and unscheduled.
Feedback & Follow-Up	A previously used external quality-control sheet is no longer actively maintained. Feedback is primarily provided through personal approaches and responsive verification when problems arise.	Student recitation and memorization outcomes serve as indicators for evaluating *halaqah* performance. Issues in student achievement may trigger direct evaluation of the respective *Tahfizh* teacher.
Institutional Capacity & Support	Teacher development is coordinated directly by the PKBM head through interpersonal relationships, without a dedicated structural division. Institutional priorities are also directed toward meeting regulatory requirements and developing foundational	Has a formal institutional structure with a dedicated Deputy Head of *Tahfizh* who coordinates management activities. However, limited human resources and overlapping operational responsibilities constrain the time available for teacher development.

	general-subject programs in the relatively young institution.	
Implementation Constraints	The institution faces difficulties in designing and implementing a formal supervision framework specifically suited to *Tahfizh* teachers. Competing institutional priorities also limit the development of a systematic teacher-development mechanism.	Administrators carry overlapping responsibilities and substantial operational workloads. Consequently, evaluation schedules and documentation are not systematized, with some evaluation records maintained only as personal notes.

Discussion

Competency Standards and Mapping Teacher Development Needs

The research findings demonstrate that while both PKBMs have established basic competency standards as the foundation for *Tahfizh* teacher management, these standards have not fully evolved into operational instruments for mapping teachers' professional development needs. This indicates that possessing competency standards and utilizing them as a baseline for teacher advancement are two distinct matters. Standards can easily define expected competencies; however, they cannot independently pinpoint the specific competency gaps that individual teachers must overcome.

In both institutions, essential competencies extend far beyond mere *tahsin* (recitation fluency) and memorization proficiency. Alongside these Quranic skills, PKBM A focuses more on cultivating *adab* (etiquette), spirituality, exemplary role modeling, and the ability to manage *halaqahs* (study circles). Conversely, PKBM B prioritizes cognitive and pedagogical dimensions, including *tajwid* (elocution) mastery, instructional management, and overall teacher preparedness. This divergence shows that developing *Tahfizh* teacher competency must account for institutional context and teachers' real-world conditions rather than relying solely on generalized standards.

These findings closely align with Ridwan and Supraha (2022) who conceptualize *Tahfizh* teacher competence as a multidimensional construct spanning scientific, professional, pedagogical, social, personal, and Islamic worldview dimensions. Consequently, while *tahsin* and memorization skills remain core components, they do not represent the entirety of a teacher's professional requirements.

Prior literature on tutor competency development within PKBM environments supports these findings. For instance, Hasanah et al. (2025) observed at PKBM Al Insan that planning tutor training requires a structured process involving needs analysis, mapping, and program formulation tailored to the local context. Similarly, Sukmana et al. (2025) highlighted variations in PKBM tutors' competencies, emphasizing the need to develop pedagogical, professional, and socio-emotional aspects. Both studies confirm that competency development goes beyond setting standards; it requires diagnosing the actual conditions and needs of tutors. In this study, while both PKBMs recognized vital competencies and provided various forms of guidance, they stopped short of systematically mapping individual development needs.

This variation also affects how development is planned. PKBM A adopts a reactive approach, responding to issues as they emerge in daily practice. On the other hand, PKBM B relies on a more formal planning framework through the institutional budget plan (RAPBS)

and structured functional divisions. Yet, formalization does not automatically ensure the identification of individual teacher gaps. This finding mirrors the work of Revina et al. (2023), who demonstrated that teacher professional development in Indonesia is not just about program design, but also requires careful attention to teachers' existing capacities, program relevance, feedback mechanisms, and post-development follow-ups.

Identifying development needs can also be driven by mechanisms that encourage teachers to reflect on their own strengths and weaknesses. Mirsa (2024) demonstrated that needs assessment can effectively map competency gaps and prioritize professional development based on actual requirements rather than predetermined standards. Furthermore, Yuniarti (2021) showed that self-assessment serves as an effective foundation for designing tailored teacher development programs. In the current study, *Tahfizh* teachers could clearly identify crucial competencies for their roles, such as tajwid mastery, adab, administration, and classroom management. However, these insights remain confined to individual perceptions, as neither PKBM has systematically collected or translated them into documented needs assessments.

***Tahfizh* Teacher Development Patterns**

The research findings indicate that *Tahfizh* teacher development in both PKBMs has evolved through distinct patterns, reflecting the specific conditions, institutional character, and management styles of each administrator. PKBM A leans toward a relational and situational guidance pattern, whereas PKBM B employs a relatively more structured model driven by formal functional divisions within the *Tahfizh* domain. Rather than implying that one PKBM is superior to the other, this distinction simply illustrates different organizational configurations designed to meet specific institutional needs.

At PKBM A, the relational nature of teacher development allows leaders and administrators to respond dynamically to immediate problems faced by *Tahfizh* teachers in the classroom. By bringing professional guidance closer to daily teaching practices, technical instructional aspects can run alongside the reinforcement of *adab* (etiquette), religious values, and exemplary role modeling. This close interpersonal proximity serves as vital capital for sustaining professional growth, aligning with Imants and Van Der Wal (2020) who explain that teacher professional development unfolds through a dynamic relationship between teachers and their organizations. However, relying solely on reactive problem-solving or informal interactions risks confining professional insights to individual knowledge instead of building a systematic guidance mechanism for all teachers.

In this context, the *Tahfizh* Learning Community (*Komunitas Belajar* or *Kombel*) established by PKBM A provides an important baseline for collective professional learning. Budianti (2024) demonstrates that learning communities can serve as shared spaces for teachers to articulate pedagogical problems, co-design instructional plans, share best practices, and reflect upon them. Similarly, Ekawati, Damayanti, and Lengkanawati (2022) indicate that mentoring through lesson study supports teacher professional development via collaboration, observation, reflection, and ongoing accompaniment. While the findings of this study support these views, they also indicate that the mere existence of interactive spaces does not automatically guarantee that empirical classroom experiences are processed into collective learning unless discussions are followed by systematic reflection and agreed improvement measures.

In contrast to PKBM A, PKBM B exhibits a more structured development pattern through formal structural divisions in program management. The presence of the Deputy Head of

Tahfizh (*Waka*) establishes a clearer organizational space to manage teacher guidance, preventing it from depending entirely on direct interactions between teachers and the PKBM head. As Adams et al. (2026) demonstrate, middle leaders play a pivotal role in staff development, supervision, and strategic execution, serving as a vital bridge between teacher needs and organizational management. Within PKBM B, the presence of the Deputy Head shows that development functions have secured a clearer structural position in the organizational chart. However, executing these functions still takes place amidst overlapping duties and heavy operational responsibilities, such as managing student testing.

These differing development patterns can also be analyzed through the lens of teacher agency. Imants and Van der Wal (2020) argue that professional growth depends not only on structured programs but also on teachers' capacity to utilize their field experiences, knowledge, and workplace contexts to advance their practice. In both PKBM institutions, teachers' daily experiences managing Quranic *halaqah*s, addressing diverse student characteristics, and resolving pedagogical constraints serve as highly valuable learning resources. However, these raw experiences cannot replace structured development programs, as empirical exposure does not automatically translate into improved individual competency.

From this perspective, the lesson study approach proposed by Hapidin et al. (2020) illustrates how practical teaching experiences can be elevated into professional development cycles through structured observation, reflection, discussion, and continuous instructional refinement. Furthermore, Ekawati et al. (2022) show that collaboration within lesson study frameworks supports the optimization of teachers' professional, pedagogical, social, and personal competencies. The findings of this study reveal that while both PKBMs provide the raw materials necessary for professional learning, institutional mechanisms required to process these experiences into a systematic learning cycle remain limited.

Ultimately, the divergence in development patterns between the two PKBMs is not a matter of choosing between a relational approach or a formal model. Rather, it concerns how each pattern can be integrated into a comprehensive learning process. Structural formality and relational proximity are not mutually exclusive choices; instead, they serve as complementary institutional resources that can be integrated to build a more optimal development system.

Supervision, Evaluation, and Feedback in Professional Development

The primary challenge in *Tahfizh* teacher development at both PKBMs does not lie in the absence of monitoring, but rather in the lack of integration among existing monitoring, supervision, feedback, evaluation, and follow-up processes into a unified professional development cycle. While both institutions possess mechanisms to track instruction and teacher performance, these tools have not fully generated systematic data regarding the specific strengths, weaknesses, or professional growth of individual *Tahfizh* teachers. Monitoring tools typically gather data on project execution or program outcomes, whereas supervision encompasses direct observation of instructional practices, identifying areas for improvement, providing feedback, fostering reflection, and executing subsequent follow-up actions.

Pujianti (2024) demonstrates that classroom observation-based supervision can successfully pinpoint the strengths and weaknesses of teaching practices, provide constructive feedback, and support teacher professional development, provided it is backed by supervisor competence, a supportive environment, and appropriate follow-up actions. Similarly, Ngulya and Kurniawan (2019) note that supervision must be executed through planned programs, specific instruments, classroom observations, teacher dialogues, and follow-up measures to

improve the learning process. Consequently, activities like walking around *halaqah*s, hosting evaluation meetings, or reviewing student achievement metrics do not independently prove that a professional supervision cycle is active.

The supervisory function at PKBM A occurs predominantly through informal mechanisms and reactive responses to emerging problems. The head of the PKBM relies on information from other teachers, particularly homeroom teachers, and provides coaching when serious constraints are identified. While this pattern allows the institution to detect fieldwork issues rapidly, it has not yet produced a scheduled and documented supervision mechanism. This situation mirrors the findings of Hariyadi et al. (2024) who identified limitations in principals' supervision, along with feedback that remains overly general and fails to facilitate instructional improvement.

At PKBM B, the institution has established a clearer structure for monitoring and evaluation through the Deputy Head of *Tahfizh*, coordination meetings, and *halaqah* observations. However, from the perspective of *Tahfizh* teachers, direct monitoring of *halaqah* activities by the Deputy Head is conducted incidentally and without a fixed schedule. The Deputy Head also holds regular Saturday coordination briefings three times a month and occasionally uses notes from student evaluations to identify areas for teacher improvement. These findings reinforce the work of Hutabalian and Fahmi (2026) at PKBM Cahaya Ilmu, who distinguish the functions of monitoring and supervision, emphasizing that limited human resources and time can hinder execution, thereby highlighting the vital importance of documentation.

The distinction between the two PKBMs also requires examining the extent to which teacher development is embedded within institutional practices and organizational culture. Admiraal et al. (2021) demonstrate that teacher professional development is more sustainable when activities are integrated into school culture rather than standing alone as isolated events. At the implementation level, Adams et al. (2026) demonstrate that supervision involves understanding teachers' professional needs, conducting observations, providing feedback, monitoring, coaching, and utilizing information to determine appropriate support. Revina et al. (2023) also show that professional development cannot be measured solely by the existence of activities; it must account for program relevance, feedback mechanisms, and the sustainability of support.

The dynamic between supervision and feedback can be better understood through Jin et al.'s (2024) review of 29 empirical studies on peer feedback within continuous professional development. Their analysis identified four implementation models: lesson study-based, research-initiated, supervisor-guided, and self-regulated peer feedback. Critically, their study demonstrates that the execution of feedback depends heavily on participant characteristics, training, scheduling, available tools, and the quality of feedback itself. This indicates that feedback within professional growth frameworks cannot function as an isolated event; it demands intentional design tailored to development goals, teacher competencies, and specific institutional contexts.

Looking at non-formal educational settings, Soro et al. (2024) show that PKBM teacher development thrives through a mix of supervision, workshops, teacher forums, evaluations, and professional networks. Similarly, Merawati et al. (2024) identify needs assessment, program planning, guidance, evaluation, and feedback as foundational pillars of competency development. The current study confirms that teacher growth within PKBM environments involves a complex chain of interrelated functions.

A significant bottleneck in connecting these processes is the lack of systematic documentation. Currently, data from monitoring and evaluation are not preserved in a format that allows either institution to track the long-term progress of *Tahfizh* teachers. At PKBM B, evaluation records exist primarily as personal notes kept by the Deputy Head of *Tahfizh*. Meanwhile, PKBM A previously utilized quality control documents, but these have not been maintained consistently. This gap corroborates the arguments of Hutabalian and Fahmi (2026) regarding the urgent need for robust documentation in PKBM supervision.

Synthesizing these insights, the core challenge of *Tahfizh* teacher supervision in both PKBMs stems not from a lack of activities, but from the fragmentation of existing practices. PKBM A leans heavily on informal monitoring and responsive coaching, whereas PKBM B relies on structured monitoring through the Deputy Head of *Tahfizh*. The implication does not require introducing more training sessions or inventing new organizational layers. Instead, a practical step forward is establishing a simple, sustainable loop that links needs identification, classroom observation, constructive feedback, reflection, targeted development, documentation, and subsequent evaluation.

Institutional Capacity and the Institutionalization of *Tahfizh* Teacher Development

The sustainability of *Tahfizh* teacher development depends not only on administrators' awareness of teacher quality but also on institutional capacity to transform intent, structure, and resources into consistent practices. The constraints observed in both PKBMs extend beyond mere questions of leadership commitment or teacher willingness. Instead, they are deeply rooted in the organization's ability to provide adequate time, clear task divisions, administrator competence, standard operating procedures, and sustained institutional support. This perspective mirrors the work of Newmann et al. (2000), who conceptualize educational organizational capacity multidimensionally, encompassing teacher capacity, professional community, program coherence, technical resources, and leadership.

At PKBM A, the capacity to sustain teacher development remains closely tied to the direct involvement of the PKBM head and personal relationships with teachers. As Youngs and King (2002) explain, effective leadership in building school capacity does not stop at establishing trust and positive relationships; it must construct formal structures that actively drive teacher learning. In this environment, formal task divisions, clear workflows, systematic documentation, and follow-up mechanisms are essential to transform relational support into enduring institutional practices.

In contrast, PKBM B exhibits a clearer functional division of management through the designated role of the Deputy Head of *Tahfizh*. Yet, the existence of this formal structure does not automatically guarantee sufficient institutional capacity to implement teacher development consistently. Adams et al. (2026) demonstrate that middle leaders' roles in staff development, supervision, and strategic execution are heavily influenced by overall workloads, competing role demands, and restricted capacity or authority.

Organizational capacity cannot be understood by evaluating isolated structures or resources; it must be assessed through the organization's ability to utilize them coherently to support professional learning. Newmann et al. (2000) position program coherence, professional community, technical resources, and leadership as interconnected elements in building institutional capacity. This perspective is reinforced by Rahman (2022), who demonstrates that a school's capacity to support teacher professional development is inherently tied to organizational norms, resource availability, leadership behavior, communication channels, and interactions among internal actors.

From a human resource management perspective, teacher development must be positioned as a core component of an institution's strategic resource management, rather than a secondary response to emerging issues. Widayati et al. (2021), examining vocational school teachers in Indonesia, demonstrate that while teachers possess the willingness to advance professionally, this growth consistently requires structural backing from their institutional environment. Megayanti (2022) and Fathurrahman et al. (2024) further underscore the critical role of managerial capacity and human resource management in securing the quality of non-formal education. Because *Tahfizh* teachers directly execute the core program defining the identity of both PKBMs, recruitment must be paired with management systems that guarantee structural spaces for continuous competency development.

At a broader level, governance capacity is tied to a PKBM's ability to connect various actors and resources involved in educational delivery. Lutfiansyah et al. (2026) demonstrate that Community Learning Center governance is shaped by leadership capacity, multi-stakeholder collaboration, accountability mechanisms, policy alignment, and digital governance. Within both PKBMs, *Tahfizh* teacher development involves foundations, department managers, and teachers as an interconnected institutional ecosystem. Thus, development capacity must be viewed as the ability to coordinate the roles and resources of these various stakeholders so that teacher development can be supported as a shared responsibility.

The comparison between the two PKBMs reveals that relational leadership and formal organizational structures contribute differently to teacher development, yet neither is sufficient without adequate supervisory capacity and realistic workload distribution. At PKBM A, relational proximity enables responsive guidance and facilitates communication about teachers' difficulties. However, because these practices remain closely tied to the PKBM head's personal involvement, their continuity is vulnerable when responsibilities are not supported by formal procedures and shared institutional roles. Conversely, PKBM B has established a clearer functional structure through the Deputy Head of *Tahfizh*, but overlapping operational duties, particularly student memorization assessments, restrict the time available for systematic teacher supervision. These findings suggest that formal role allocation does not automatically translate into effective supervisory capacity, just as strong interpersonal relationships do not necessarily produce institutional continuity. The institutionalization of teacher development therefore depends on aligning relational support and formal responsibilities with realistic workload distribution and sufficient capacity to conduct supervision, document feedback, and ensure follow-up.

These findings indicate that strengthening *Tahfizh* teacher development does not require inventing complex new organizational layers. Instead, institutional capacity can be reinforced by optimizing existing structures, clarifying development responsibilities, matching these duties with realistic workloads, and securing backing from relevant stakeholders. By doing so, PKBM A can maintain its relational strength without sacrificing institutional stability, while PKBM B can preserve its structural coordination without overburdening its personnel.

Ultimately, these findings reveal that institutionalizing teacher development requires a deliberate alignment of relational leadership, formal structures, workload distribution, and supervisory capacity. While relational leadership cultivates the trust and responsiveness needed for open professional dialogue, formal structures are necessary to ensure institutional continuity through standardized procedures and systematic observation. Crucially, structural allocation alone remains vulnerable unless institutions secure adequate supervisory capacity

through realistic workload distribution—preventing administrative duties from displacing direct classroom guidance. Neither personal goodwill nor formal role assignment can sustain professional growth in isolation; their success depends on how effectively an institution integrates relational proximity with structural formality, backed by realistic workload capacity and documented supervisory routines.

Conclusion

This study finds that the primary challenge in quality assurance management at both *Tahfizh* PKBMs does not stem from a total absence of competency standards, teacher development, evaluation, or management structures. Rather, it lies in the suboptimal internal managerial capacity to link these separate components into sustainable quality assurance practices systematically. These findings indicate that the mere presence of memorization targets, teacher selection criteria, guidance activities, monitoring, evaluation, and management structures does not independently guarantee an active quality assurance system. PKBM A maintains teacher development through relational proximity and responsive interventions toward emerging problems and needs, whereas PKBM B employs a more structured division of functions through a dedicated *Tahfizh* management framework. However, both institutions still struggle to consistently connect identification of teacher development needs, classroom supervision, feedback, reflection, targeted development, documentation, and follow-up actions. Consequently, this research's most vital insight is that isolated quality components do not equate to a functioning quality assurance system. Internal managerial capacity to connect and mobilize these components represents a key factor in sustaining *Tahfizh* teacher development.

Scholarly, this research confirms prior literature asserting that teacher professional development consistently requires organizational support, effective leadership, professional communities, structures, and resource availability. However, this study contributes a novel perspective by demonstrating how internal managerial capacity serves as the vital mechanism that operationalizes integrated supervision, which in turn supports sustainable professional development. Within the non-formal context of *Tahfizh* PKBMs, quality components often remain fragmented. This study argues that internal managerial capacity is not merely a static organizational trait, but an active capability to bridge these isolated components through a system of integrated supervision, in which classroom monitoring, systematic feedback, and reflective practices are continuously aligned with targeted teacher development. The findings across both PKBMs show that while relational capital and formal structures can both serve as essential resources, neither automatically guarantees the institutionalization of quality. By conceptualizing integrated supervision as the functional link enabled by internal managerial capacity, this study explains why the mere existence of standards and development activities does not always evolve into a consistent, documented quality mechanism. Sustainable professional development is more likely to be achieved when an institution has the managerial capacity to translate supervision findings into ongoing, targeted teacher support. Thus, this study expands the discourse on non-formal education quality management, underscoring that quality enhancement does not inherently demand the creation of complex new structures; instead, it depends on an institution's capability to optimize and connect the structures, resources, functional divisions, and working relationships it already possesses.

This study is subject to several limitations regarding its case scope, geographical location, and research methods. The research was confined to two *Tahfizh* PKBMs located in the Special Region of Yogyakarta; therefore, the findings cannot fully depict the wide variations in *Tahfizh*

PKBM management across different regions, institutional characters, and stages of development. Additionally, this study utilized a qualitative approach relying primarily on interviews and document analysis, which did not quantitatively measure managerial capacity or quality assurance effectiveness, nor track their progression longitudinally. Future research should involve more diverse cases and a broader range of participants—encompassing variations in regions, PKBM typologies, and institutional maturity levels. Furthermore, future investigations could employ mixed-methods approaches and longitudinal study designs to secure a deeper, more comprehensive understanding of the relationship between internal managerial capacity, teacher professional development, and the overall functionality of quality assurance systems. Such broader and more rigorous evidence could provide a basis for formulating more contextual and effective quality improvement policies for PKBMs.

Acknowledgments

The authors would like to express their appreciation to the heads, foundation administrators, Tahfizh coordinators, and teachers of the two Community Learning Centers (PKBM) in the Special Region of Yogyakarta for their participation and valuable contributions to this research. The authors also acknowledge Universitas Negeri Yogyakarta for its academic support during the research process.

Ethical Statement

This study involved ten informants from two Community Learning Centers (PKBM) in Yogyakarta. The research was conducted through semi-structured interviews and institutional document analysis. To protect institutional and participant identities, the findings are presented using anonymized institutional labels and informant codes. Interview transcripts were returned to the informants for verification through member checking. The authors are responsible for ensuring that the collection, analysis, and reporting of research data comply with applicable ethical principles.

Artificial Intelligence (AI) Use Statement

Artificial intelligence (AI) tools were used solely to assist with language editing, grammatical correction, and improving the clarity and readability of the manuscript. AI was not used to generate research data, conduct interviews, perform thematic coding, analyze institutional documents, interpret findings, or formulate research conclusions. All substantive content, scholarly interpretations, and references were reviewed and verified by the authors, who take full responsibility for the accuracy and integrity of the manuscript.

Author Contributions

Syafruddin contributed to the conceptualization, research design, data collection, document analysis, thematic coding, interpretation of findings, and preparation of the original manuscript. Udik Budi Wibowo contributed to the conceptualization, methodological guidance, research supervision, validation of the analysis, interpretation of findings, and critical review and revision of the manuscript. Both authors reviewed and approved the final version of the manuscript.

Funding Statement

The authors declare that this research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.

Conflict of Interest Statement

The authors declare that they have no financial, professional, institutional, or personal conflicts of interest that could have influenced the conduct, analysis, interpretation, or publication of this study.

REFERENCE

Adams, D., Sothinathan, J. S., & Radzi, N. M. (2026). From Support to Strategy: Middle Leaders' Roles in Fostering Teachers' Professional Learning and Development in Schools. *Professional Development in Education*, *52*(2–3), 824–839. https://doi.org/10.1080/19415257.2026.2627334

Admiraal, W., Schenke, W., Jong, L. De, Emmelot, Y., & Sligte, H. (2021). Schools as Professional Learning Communities: What Can Schools Do to Support Professional Development of Their Teachers? *Professional Development in Education*, *47*(4), 684–698. https://doi.org/10.1080/19415257.2019.1665573

Budianti, T. (2024). Lesson Study as A Model Of Teacher Professional Development: Case Study In Learning Community Context. *Proceeding International Conference on Lesson Study*, 601–610.

Ekawati, D., Damayanti, I. L., & Lengkanawati, N. S. (2022). Mentoring through Lesson Study: A Collaborative Way to Support EFL Teachers' Professional Development in Madrasahs (Islamic Schools). *International Journal of Education*, *15*(2), 89–100.

Fathurrahman, Fitriyah, L., Aini, T. N., Adeoye, M. A., & Hakim, A. M. (2024). Optimizing Madrasah Quality: A Strategic Approach to Human Resource Management. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, *08*(01), 133–145.

Fitriyana, Hermawan, T., Damayanti, E. E., Diana, N., & Paharudin, A. (2026). Managerial Supervision in Primary Education: A Systematic Literature Review of Trends, Challenges, and Implications for Teacher Professional Development. *ISTAWA: Jurnal Pendidikan Islam*, *11*(1), 43–59.

Hapidin, H., Pujianti, Y., Hartati, S., Nurani, Y., & Dhieni, N. (2020). The Continuous Professional Development for Early Childhood Teachers Through Lesson Study in Implementing Play Based Curriculum (Case Study in Jakarta, Indonesia). *International Journal of Innovation, Creativity and Change.*, *12*(10), 17–25.

Hariyadi, B., Hariyadi, A., & Setyawanto, A. (2024). Principal's Clinical Supervision: Teachers' Perspectives on Instructional Feedback. *Center of Education Journal (CEJou)*, *5*(1), 51–64. https://doi.org/10.55757/cejou.v5i1.466

Hasanah, S. N., Sukmana, C., Ardiwinata, J. S., & Sodikin. (2025). Implementasi Pelatihan Tutor Berjenjang Berbasis Kompetensi di PKBM Al Insan. *DIKLUS: Jurnal Pendidikan Luar Sekolah*, *9*(1), 68–79. https://doi.org/10.21831/diklus.v9i1.89186

Hutabalian, P. R., & Fahmi, R. (2026). Implementasi Standar Proses Melalui Supervisi dan Monitoring dalam Pendidikan Nonformal di PKBM Cahaya Ilmu Pekanbaru. *Socius: Jurnal Penelitian Ilmu-Ilmu Sosial*, *3*(10), 20–27. https://doi.org/10.5281/zenodo.20095917

Imants, J., & Wal, M. M. Van Der. (2020). A Model of Teacher Agency in Professional Development and School Reform. *Journal of Curriculum Studies*, *52*(1), 1–14. https://doi.org/10.1080/00220272.2019.1604809

Jin, X., Tigelaar, D., Van der Want, A., & Admiraal, W. (2024). Implementation Models for Teacher Peer Feedback: A Systematic Review. *European Journal of Teacher Education*, *49*(3),

665–683. https://doi.org/10.1080/02619768.2024.2363854

Lutfiansyah, D. Y., Irnawati, H., Shantini, Y., Hatimah, I., & Khan, A. (2026). Governance of Community Learning Centers in Indonesia: A Systematic Literature Review. *Journal of Nonformal Education*, *12*(1), 124–134. https://doi.org/10.15294/jone.v12i1.41504

Megayanti, W. (2022). Pengaruh Peran Kepala Sekolah Terhadap Mutu Pendidikan di PKBM Bina Citra Insani di Gunung Putri Bogor. *Research and Development Journal of Education*, *8*(1), 438–443. https://doi.org/10.30998/rdje.v8i1.14542

Meilya, I. R., Siregar, H., & Fauzi, A. (2021). Quality Improvement and Self-Reliance Strategies Community Learning Center (CLC). *JPPM (Jurnal Pendidikan Dan Pemberdayaan Masyarakat)*, *8*(1), 87–94. https://doi.org/10.21831/jppm.v8i1.35261

Merawati, Emilda Sulasmi, & Faisal Rahman Dongoran. (2024). Manajemen Pembinaan Guru dalam Meningkatkan Mutu Pendidikan di Kota Subulussalam. *JoIEM (Journal of Islamic Education Management)*, *5*(2), 114–123. https://doi.org/10.30762/joiem.v5i2.3967

Mirsa, N. R. P. (2024). Needs Assessment for Professional Competence of Elementary School Teacher in Yogyakarta. *Indonesian Journal of Classroom Action Research*, *2*(2), 26–33.

Newmann, F. M., King, M. B., & Youngs, P. (2000). Professional Development That Addresses School Capacity: Lessons from Urban Elementary Schools. *American Journal of Education*, *108*(4), 259–299. https://doi.org/10.1086/444249

Ngulya, M., & Kurniawan, A. (2019). Implementasi Supervisi Pendidikan dalam Meningkatkan Mutu Pembelajaran (Studi Kasus di Madrasah Aliyah Negeri 3 Kediri). *Tawazun: Jurnal Pendidikan Islam*, *12*(2), 215–224. https://doi.org/10.32832/tawazun.v12i2.2535

Pujianti, B. P. (2024). Implementasi Supervisi Berbasis Observasi Kelas untuk Meningkatkan Kualitas Pembelajaran di MTsN 2 Kota Kediri. *Maliki Interdisciplinary Journal*, *2*(9).

Rahman, A. (2022). Investigating school conditions for teachers' professional learning and development in Indonesia. *Teacher Development*, *26*(2), 240–262. https://doi.org/10.1080/13664530.2022.2034662

Revina, S., Pramana, R. P., Bjork, C., & Suryadarma, D. (2023). Replacing the Old with the New: Long-Term Issues of Teacher Professional Development Reforms in Indonesia. *Asian Education and Development Studies*, *12*(4), 262–274. https://doi.org/10.1108/AEDS-12-2022-0148

Ridwan, J., & Supraha, W. (2022). Kompetensi Guru Tahfizh Perspektif Imam An-Nawawi dan Implementasinya di Pondok Pesantren Tingkat Sarjana. *Tawazun: Jurnal Pendidikan Islam*, *15*(3), 469–478. https://doi.org/10.32832/tawazun.v15i3.8897

Soro, S. H., Susilawati, L., Permana, Y. Y. Y., & Sobirin, W. (2024). Manajemen Pembinaan Guru Guna Meningkatkan Mutu Pembelajaran (Studi Kasus PKBM Zahratul Fikri Ciparay Kabupaten Bandung). *Jurnal Ilmiah Global Education*, *5*(1), 543–549. https://doi.org/10.55681/jige.v5i1.2234

Sukmana, C., Komar, O., Kamil, M., Hatimah, I., Mutamam, M. H. A., & Sodikin. (2025). Analisis Kebutuhan Pengembangan Standar Kompetensi Tutor Pendidikan Kesetaraan Melalui Sistem Pelatihan Berjenjang di PKBM Al-Insan Sumedang. *Jurnal Pendidikan Nonformal*, *20*(2), 31–41. https://doi.org/10.17977/um041v20i22025p31-41

Widayati, A., Maccallum, J., & Woods-McConney, A. (2021). Teachers' Perceptions of Continuing Professional Development: A Study of Vocational High School Teachers in Indonesia. *Teacher Development*, *25*(5), 604–621. https://doi.org/10.1080/13664530.2021.1933159

Youngs, P., & King, M. B. (2002). Principal Leadership for Professional Development to Build School Capacity. *Educational Administration Quarterly*, *38*(5), 643–670. https://doi.org/10.1177/0013161X02239642

Yuniarti, Y. (2021). Analisis Kebutuhan Pengembangan Keprofesian Guru SMP Negeri 1 Pontianak Melalui Penilaian Diri. *Jurnal Kajian Pembelajaran Dan Keilmuan*, *5*(2), 154–159.