Journal of Social Work and Science Education
Volume 7 (2) 2026, 1030-1049
E-ISSN 2723-6919, P-ISSN 2746-0827

School Quality Development Strategy Through Teachers' Performance and Facilities at SMP Negeri 4 Palembang

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Article History: Received on 26 December 2025, Revised on 3 January 2026, Published on 7 April 2026

Abstract: This study aims to investigate the quality development approach at SMP Negeri 4 Palembang, which faces issues related to improving educational quality amid problems concerning inconsistent teacher performance and inadequate facilities. The core of this study is to formulate strategies for enhancing school quality, analyzed through two main components: teacher performance and availability of facilities. This study employs a qualitative approach at SMP Negeri 4 Palembang, with sources consisting of teachers, students, school officials (Principal and Administrative Staff), as well as students' parents. Data analysis was conducted using the interactive model of Miles & Huberman, which includes the stages of data reduction, data presentation, and drawing conclusions. The findings of this study indicate that quality development at this school needs to focus on two main aspects. First, although most educators have good pedagogical competence (80% of interview results), there is a major challenge in the lack of integration of Information and Communication Technology (ICT), which requires immediate attention (70% of observations). Second, facilities are generally supportive for basic learning activities; however, there is a significant shortage in science laboratory facilities and supporting tools for practical learning (70% of the data indicate an urgent need). Recommended steps include implementing intensive and continuous ICT training programs for teachers to encourage innovation in digital learning, as well as upgrading and procuring more complete and modern laboratory equipment. The conclusion of this study emphasizes that quality development must be conducted holistically and sustainably, where improving teacher performance and fulfilling infrastructure serve as crucial inputs to achieve educational outcomes.

Keywords: Development of Facilities and Infrastructure, Evaluation of Teacher Performance, Improvement of School Quality

A. Introduction

Education is one of the fundamental aspects of national development anywhere. In the context of an ever-changing world, the quality of education is becoming increasingly important in preparing the next generation to face future challenges. In Indonesia, improving the quality of education has become a major focus for the government and other stakeholders. However, despite the implementation of various

policies and programs, there are still many challenges to be faced, especially at the junior high school level. In the rapidly moving tide of globalization, the world of education faces multidimensional challenges that demand an adaptive and sustainable learning system. Education is no longer just about the transfer of knowledge, but has evolved into a process of holistic potential development that encompasses the cognitive, affective, and psychomotor aspects of students.

As the front line in shaping the future generation, schools can no longer be complacent with conventional achievements. SMP Negeri 4 Palembang, which is one of the icons of education in South Sumatra, bears a great responsibility to produce graduates who are not only academically intelligent but also competitive at the national and global levels. SMP Negeri 4 Palembang, as one of the educational institutions in this city, has a big responsibility to produce students who are not only academically intelligent but also have good character and relevant skills. However, based on initial observations, there are several issues that need to be identified and analyzed further. The learning process and educational outcomes of students are greatly influenced by the varying performance of teachers and facilities and infrastructure that are not always adequate. As facilitators and motivators in the learning process, optimal teacher performance greatly influences student learning outcomes. This shows that improving teacher performance is a priority in the school's quality development strategy.

Unfortunately, behind its reputation as a favorite school, there are still a number of classic problems that undermine the quality of learning. Initial observations reveal a worrying phenomenon: classrooms with limited facilities, teachers who find it difficult to manage student-centered learning, and students who appear passive and unenthusiastic about their lessons. In fact, in the world of modern education, dynamic interaction between teachers and students and adequate infrastructure support are key to the success of the learning process. This problem becomes even more complex when faced with the demands of an increasingly developed curriculum and the need for technological mastery in the 21st century. The factors that influence teacher performance come from both external and internal sources. Internal factors are influenced by academic competence, but also by external factors such as school management support, ongoing training, and a conducive work environment.

To improve teacher motivation and performance, continuous management support and training are needed, which will show positive results in student learning outcomes (Djonu et al., 2023). At this time, teachers must change and keep up with the times and no longer be stuck in the past. Improving teacher motivation and performance requires management support and continuous training, which will have a positive impact on student learning outcomes (Djonu et al., 2023). Teachers must now change and keep up with the times and no longer be the center of learning or Teacher Centered Learning (TCL) (Effendi & Wahidy, 2019). It is crucial to evaluate and develop appropriate strategies for improving teacher performance at SMP Negeri 4 Palembang.

Teacher performance is often linked to improvements or declines in the quality of education. As with society in general, teacher performance can be influenced by various factors, both internal and external. Internal factors include work motivation and teacher competence (Mulang, 2021), while external factors include the work environment and family environment (Sriwijayani et al., 2025). Interactions between teachers and principals, relationships between school members and school committees, and various other factors related to the school and family environment are part of the external factors that can affect teacher performance (Faisal et al., 2024). According to (Restiani Widjaja & Ginanjar, 2022) performance is the result achieved by an individual or group of people in an organization, in accordance with their respective authorities and responsibilities in an effort to achieve the organization's objectives legally, without violating existing laws, ethics, and norms. Teacher performance is supported by intellectual insight, creativity, and self-innovation in an effort to improve performance, which will have an impact on improving the quality of learning itself. Therefore, in order to achieve good learning quality, teachers with good performance are needed. Thus, to achieve learning quality, teachers with high performance are needed, as stated in the research conducted by Nur Hayati (Hayati & Pahlevi, 2022), which states that there is a significant influence of teachers teaching abilities on students learning achievements. Furthermore, the results of research by (Mukaffie et al., 2023) state that there is a significant direct relationship between student learning achievement and teacher teaching performance capabilities through school learning quality.

The above statement is supported by several research findings which state that teacher performance greatly influences student learning motivation, learning quality, and the quality of education in schools. According to (Rahino et al., 2022), their research findings conclude that classroom teacher performance has a significant influence on student learning motivation. Learning materials and various learning strategies that are in line with the characteristics of the learning materials mastered by teachers, as well as the characteristics of students, will be able to foster student learning motivation. Good mastery of learning materials by teachers will be followed by the ability to master a variety of more interesting learning strategies so as to foster student learning motivation.

Teacher performance has a significant influence on the ability to plan and prepare lessons, mastery of subject matter, mastery of teaching methods and strategies, assignment of tasks to students, classroom management skills, and the ability to conduct assessments and evaluations. In addition to teacher performance, the implementation of education must also be supported by adequate facilities and infrastructure. Adequate school facilities and infrastructure are also key factors in creating a conducive learning environment. Effective and efficient learning processes require good educational facilities (Prihatini et al., 2022). Creating quality education requires facilities that support excellence (Lestari et al., 2023).

The availability of adequate facilities, such as classrooms, laboratories, and libraries, greatly affects the quality of education provided to students. However, at SMP Negeri 4 Palembang, there are challenges in terms of the availability and maintenance of infrastructure that may hinder the learning process. The use of information and communication technology is essential in today's learning process. Other facilities, such as laboratories equipped with adequate equipment and teaching materials, are also important factors in the practical learning process. With good infrastructure management, it is hoped that a conducive, motivating, and inspiring learning environment will be created (Lestari et al., 2023).

One of the supporting factors for the success of the learning process is the facilities and infrastructure available at the school. With complete infrastructure and facilities, the school can support the learning process. Complete infrastructure and educational facilities foster an effective learning and teaching environment. However, complete facilities and infrastructure also guarantee an effective learning process. Therefore, the facilities and infrastructure available at schools can contribute optimally to improving student achievement. If a school does not pay sufficient attention to educational facilities or infrastructure, it will cause students to be less enthusiastic about learning better. This will result in low or even unsatisfactory learning outcomes for students. Complete facilities and infrastructure are one of the supporting factors for success in school education.

In this context, school quality improvement must be carried out comprehensively, taking into account both aspects, namely teacher performance and school facilities and infrastructure. In education, continuous and sustainable improvement in education quality needs to be considered. One of the development strategies is the application of a paradigm for continuous quality improvement in the future, known as TQM (Total Quality Management) (Aula et al., 2021). This study aims to analyze school quality development strategies at SMP Negeri 4 Palembang by focusing on improving teacher performance and providing adequate infrastructure (Furkan & Adiansha, 2024). It is hoped that the results of this study can provide useful recommendations for school administrators, teachers, and other stakeholders in improving the quality of education at SMP Negeri 4 Palembang.

One of the important components in the current education process is the quality of learning. The role of teachers in this case is to be responsible for achieving a successful learning process with high quality. Teachers are required to have a high level of creativity in managing learning in schools. In the learning process, teachers should not take over the ideas/creativity of children, where students are required to follow the teacher's ideas, but rather encourage enthusiasm or desire in students to become active learners with their own ideas/creativity and learning methods.

In relation to the importance of learning quality, teachers play an important role in terms of performance. This is because teachers are directly involved in the learning

process at school. As stated by (Jamilus, 2022), if there are human resources who have mastered knowledge and skills and are aware of their potential, then good learning quality will be achieved. In achieving good learning quality, it will certainly be greatly influenced by how learning practices are implemented in schools.

Based on various previous studies, the correlation between professional teacher performance and the availability of educational facilities and infrastructure has been scientifically proven to have a significant effect on the quality of learning. As stated by (Jamilus, 2022), competent teachers with adequate facilities are able to create a learning ecosystem that stimulates students' intrinsic motivation. Ironically, at SMP Negeri 4 Palembang, these two key factors are actually weaknesses that need to be addressed immediately. Some teachers are still stuck in a one-way lecture method, while the existing computer laboratory is not being optimally utilized to support digital learning. Even the library, which is the heart of knowledge, has few visitors because its collection of books is outdated and unattractive to Generation Z.

This condition further emphasizes the urgency of a comprehensive school quality improvement strategy. If not anticipated immediately, it is not impossible that this school, which has long been the pride of the Palembang community, will fall behind in the national education competition. Through this research, the researchers sought to examine in depth the root causes of the problems that hinder the improvement of learning quality, while also formulating data-based strategic recommendations for continuous improvement. The focus is not only on improving teacher competence through intensive training and mentoring programs, but also on proposing the revitalization of infrastructure with an approach based on student needs in the digital era.

We chose to conduct this study at SMP Negeri 4, which is recognized as one of the best schools (Accreditation A) in Palembang according to the National Accreditation Agency for Early Childhood Education, Primary Education, and Secondary Education. This school is strategically located on Jl. Bambang Utoyo Rt. 05. Not only does it have a good reputation, but it is also close to the researcher residence, facilitating access and interaction during the research process. The prominent position of SMP Negeri 4 in the community is a strong reason to explore further the strategies for developing the quality of education at this institution. Based on the initial observations conducted by the researcher on October 17, 2025, it was found that several teachers at SMP Negeri 4 were not maximizing the learning process. The teaching methods used were still conventional, which resulted in the students' curiosity and motivation not being maximized. From these observations, it was also found that many students were not concentrating on the lessons given by the teachers because the teaching methods used by the teachers were not successful in attracting the students' interest in paying attention to the lessons. The management of infrastructure is very fundamental in improving the quality of learning, but the existing infrastructure has not been utilized properly. This will make it difficult for

the school to succeed in creating optimal learning conditions.

The initial observations made by the researcher will be used as the basis for further research with the title "School quality development strategies reviewed from teacher performance and facilities at SMP Negeri 4 Palembang." This research will not only provide a clear picture of the current conditions but will also identify strategic steps that can be taken to achieve better educational goals.

This research is necessary to find the right strategy to improve the quality of schools. A crucial aspect of this research focuses on teacher performance and the facilities available to support the quality of education at SMP Negeri 4 Palembang. Through a systematic and data-based approach, it is hoped that this research can contribute to the development of higher quality and sustainable education in Indonesia. In this study, the research questions are as follows: 1) How can school quality improvement strategies be reviewed in terms of teacher performance? 2) How can school quality improvement strategies be reviewed in terms of infrastructure?

B. Methods

This study will use a qualitative method. Qualitative research is suitable for exploring the experiences, views, and perceptions of informants regarding teacher performance and facilities. The data collection techniques used are in-depth interviews, participant observation, and documentation (Sugiono et al., 2021). From the previous explanation, this study begins with determining the research location and subjects, data collection, data analysis, and reporting of results (Miles & Huberman, 1994).

The subjects/informants in this study consist of teachers, students, school administrators (Principal and Administrative Staff), and parents of students at SMP Negeri 4 Palembang (Suryani et al., 2023). This study took a research sample of 33 people, consisting of 1 principal, 10 teachers, and 21 students from various grade levels. This research was carried out at SMP Negeri 4 Palembang, located at Jl. Bambang Utoyo Rt. 02 Palembang. The research period conducted over 3 months, starting from October to December 2025. According to (Sugiyono et al., 2021), there are several techniques/methods to test the validity of data used in research, among them:

1. Triangulation This technique involves the use of multiple data sources, methods, or researchers to verify research results. It uses the following approaches:
    a. Using data from interviews, questionnaires, and observations to compare and confirm findings.
    b. Collecting information from various informants (teachers, students, school administrators, and parents) to gain a more comprehensive perspective (Vera Nurfajriani et al., 2024).
2. Member Checking This technique involves returning interview results or preliminary findings to the informants to obtain feedback and ensure that the

researcher's interpretation is accurate (Susanto et al., 2023). Application: After the initial analysis, researchers can confirm the findings with the informants (e.g., teachers or students) to ensure that their views have been accurately captured.
3. Extension of observation If deemed necessary, the researcher extends the observation period in the field to gain a deeper understanding and ensure the consistency of the data obtained in this study.

The data and source that I used are from:
1. Primary data is data collected directly from the source through predetermined research methods. The collection of this primary data directly involves the school principal, teachers, students, and parents. The primary data to be used comes from interviews and direct observations of the research subjects.
2. Secondary data in this study are data that have been collected and/or published by other parties. The secondary data to be collected are as follows:
   a. School Documents
      This data consists of archives and official documents from SMP Negeri 4 Palembang, such as annual reports, student academic performance data, and records regarding teacher training programs. This aims to obtain information about students' academic performance and policies implemented at the school.
   b. Literature and Previous Research
      To obtain theoretical and empirical information that supports the analysis, academic journals, books, and research reports relevant to the research topic are used.

This research data was collected through three main techniques: semi-structured in-depth interviews, observation, and documentation, conducted during the period from October to December 2025 at SMP Negeri 4 Palembang. Overall, the data includes interviews with 32 informants (1 principal, 10 core subject teachers from various subjects, and 21 students), observation notes from 5 class sessions and common areas over 3 weeks, as well as 10 secondary documents such as school activity reports and accreditation data. The interviews were conducted for 15-20 minutes per session to directly reveal findings related to teacher performance and the available school facilities.

In qualitative research, data analysis is conducted from the outset and throughout the research process. Qualitative data analysis consists of three main stages according to the Miles and Huberman model (Qomaruddin & Sa'diyah, 2024) and (Susanto et al., 2023) namely:
1. Data reduction
   This process aims to simplify, select, focus, and organize the raw data obtained in this study. Data reduction is carried out in the following stages:
   a. Determining the research objectives.
   b. Collecting data from interviews, observations, and existing documents.
   c. Transcribing data from audio or video into text form.

d. Understanding the data in relation to its context and meaning.
e. Categorizing data (coding) based on the themes of quality development strategies, teacher performance, and infrastructure.
f. Identifying existing patterns or themes and finding relationships between existing categories.
g. Deleting data that is not relevant to the research.
h. Documenting deleted data to maintain research transparency.
i. Re-testing the remaining data.
j. Documenting the process from the beginning to the final data reduction.

Based on the results of interviews, observations, and school document data, the researcher produced results that were not relevant to the research indicators, namely teacher performance and school facilities. For example, there was a response from a student informant who said that rules should be made for students bringing their own vehicles to school.

2. Data display
This process involves compiling data in narrative, table, matrix, graph, or chart form to facilitate the researcher's understanding of the information obtained. In presenting the data in this study, the following steps were taken:
a. Determining the presentation format, which could be narrative, table, or graph.
b. Using quotations relevant to the research.
c. Creating themes and sub-themes based on the structure of the data that had been identified.
d. Using tables and graphs for visual presentation of the data.
e. Presenting a narrative in the explanation of the main findings in the research.
f. Inclusion of feedback from respondents on the main findings of the research.
g. Formulation of conclusions.
h. Drawing conclusions and verification. Conclusions are made based on the findings that have been reduced and presented. Verification is carried out to test the accuracy and strength of the conclusions through discussion and re-examination in the field (member check).

C. Results and Discussion

Based on in-depth interviews (Fadhallah, 2021) conducted with the principal, ten teachers from various subjects, twenty-one students, and ten parents as key informants at SMP Negeri 4 Palembang, a fairly complex picture emerged regarding the factors influencing the development of education quality at the school. According to (Aulia Rachma & Salma, 2023), several internal factors affecting education quality include teacher performance, facilities and infrastructure, curriculum, and educational management. Teacher performance, as a central element in the learning process, shows quite significant variation.

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1. Quality Development Viewed from Teacher Performance

About 100% of the teachers interviewed were assessed as having good competence, especially in pedagogical aspects such as the ability to design effective lesson plans, as well as professional competence that includes mastery of teaching materials in accordance with national curriculum standards. The researcher presents this in a table summarizing positive findings and weaknesses related to teacher competence. It is hoped that this table will facilitate understanding and analysis.

Table 1. Research/Interview Results on Teacher Performance Review

Competency Aspects	Findings
Pedagogical (Ability to design learning)	About 100% of teachers are assessed as having good competence; they are able to design effective lesson plans and integrate active methods such as group discussions and collaborative projects, which increase student engagement and motivation
Professional (Mastery of teaching materials)	Teachers master the material according to national curriculum standards, contributing to a conducive learning environment.
Information and Communication Technology (ICT)	Less confident in using applications, creating interactive videos, and modern technology.
Overall Teacher Performance	Overall positive performance, contributing to a conducive learning environment.

This indicates that although teachers' overall performance is positive and contributes to a conducive learning environment, there are competency gaps that could hinder learning innovation if not addressed through ongoing training programs, both internally and externally.

From the interviews, which lasted an average of 25-30 minutes per session, variations in teacher performance were revealed: about 100% of teachers (10 informants) felt competent in pedagogical aspects (understanding character in conducting engaging activities) and professional, yet admitted weaknesses in technology integration, such as using digital applications for remote or interactive learning. One teacher stated, "I can teach theory well, but when it comes to using apps or videos, I still need help from students or operators." Student informants (18 out of 21) rated teachers as competent in making lessons more interesting, although there were complaints about the lack of varied methods for students with different learning styles.

2. Quality Development Viewed from Teacher Performance

The aspect of school facilities and infrastructure is considered adequate to support daily learning activities, with facilities such as well-maintained classrooms, a library that provides a diverse collection of books, and a large sports field for extracurricular activities. The results related to facilities and infrastructure are presented by the researcher in the following table:

Table 2. Research/Interview Results on Facilities and Infrastructure

Aspect	Findings
Laboratory and Computer Equipment	The number of equipment such as microscopes, laboratory chemicals, and computers with adequate specifications is still insufficient, especially in the fields of science and computer studies.
Student Motivation	Students still enjoy the practical sessions, but the limited equipment reduces the positive experience.
Laboratory Conditions	The limitations are clearly visible in the science and computer laboratories, which have a wide-ranging impact on the learning process that will greatly affect the quality of education and students' motivation to learn.

Increasing the quantity and quality of equipment through investment or donations to support more efficient practical learning is very important to implement. The role of good facilities and infrastructure is needed to help contribute around 20-30% to the improvement of education quality in a school.

Observations show that in classes with competent teachers, students are more active, while the facilities are generally adequate (clean classrooms, busy library), but the science and computer laboratories lack equipment: only 1 microscope for 30 students, 15 computers with outdated specifications that frequently malfunction, and other facilities that are not fit for use, forcing students to improvise with the available conditions.

The conclusion from the interviews, observations, and existing documentation is that teachers' performance is generally still seen as good. However, there are still challenges when combined with ICT knowledge. The existing facilities and infrastructure still appear to be insufficient. For example, in the computer and science laboratories. The number of computers is still lacking and the specifications are outdated compared to current standards. The single microscope for science lessons is still unable to accommodate the needs of the teaching and learning process.

Discussion

1. Quality Development Viewed from Teacher Performance

The impact of teacher performance on school quality is clearly evident in the interview data, where respondents linked effective teaching with improved student learning

outcomes. Mathematics teachers, for example, reported that their interactive methods contributed to better report card grades, while language teachers emphasized how social discussions-built student character. However, these variations also created disparities, such as students becoming less motivated due to the monotony of the methods, as reflected in the observation data. This is reflected in a real interview story, where a senior teacher admitted to difficulties integrating digital learning into the curriculum, such as when trying to use interactive applications. It also shows that teacher activity reports reveal that during the period from 2025 to October 2025, there was no data on ICT training conducted by SMP Negeri 4 Palembang.

This reflects the theory of work motivation (Siregar et al., 2022), in which environmental support, such as from the principal or committee, plays a very important role in increasing productivity. The interview data also revealed inspiring stories, such as a science teacher who successfully improvised practical tools from everyday materials, demonstrating extraordinary creativity despite limitations.

This is interesting because it shows that teacher performance is not a static factor, but rather a dynamic one that is influenced by infrastructure, institutional support, and social context. Strategies for developing school quality through teacher performance, based on interview data, include holistic interventions such as periodic training programs (ICT workshops and classroom simulations), routine evaluations through observation and student feedback, and collaboration with universities for mentoring. These recommendations are expected to improve teacher competence, reduce variation, and ensure inclusive teaching (Nurhayani et al., 2022). Positive impacts, such as increased professionalism and learning outcomes, can be measured through further research using a mixed approach. This is in line with the teacher competence theory used in this study (Hartini et al., 2021).

The interviews revealed personal stories about training that changed methods or tools that limited creativity. This analysis used theme categorization to group responses, ensuring that the findings authentically reflected the teachers' experiences. Teachers' abilities, with their exceptional pedagogical and professional competencies, despite challenges in the field of ICT, as well as their overall positive performance, coupled with limitations in infrastructure such as inadequate laboratory equipment and lab conditions that affect student motivation, create findings that are full of potential.

When linked to the theory of Total Quality Management (TQM), which emphasizes continuous improvement through the PDCA (Plan-Do-Check-Act) cycle, this process becomes more dynamic (Aula et al., 2021) Teachers who are competent in designing active learning and mastering teaching materials can become agents of change, using TQM principles such as "employee empowerment" (the ability of resources to make decisions, solve problems, and take initiative with confidence) to overcome the lack of confidence in ICT, while "process focus" helps identify and improve laboratory equipment limitations. For example, by measuring student motivation as an indicator

of quality. SWOT comes from the English words: Strengths, Weaknesses, Opportunities, and Threats (Sulasih & Sulaeman, 2020).

This study found many weaknesses in SMP Negeri 04 Palembang in terms of school quality development. These include teachers ICT skills, lack of laboratory and computer facilities, and other issues. However, with proper management of these weaknesses by the school administrators and assistance from stakeholders, the quality of the learning process at SMP Negeri 04 Palembang will improve. Overall, the teacher's performance in this study offers a comprehensive and interesting perspective on the dynamics of education at SMP Negeri 4 Palembang. By focusing on strengthening teachers as agents of change, this encourages schools to invest in human development as the key to sustainable quality.

2. Quality Development Viewed from Teacher Performance

Good and complete facilities will improve student improvisation in learning. The procurement of new equipment such as microscopes, computers, and projectors will increase the effectiveness of teaching and student learning outcomes. Facilities and infrastructure are the foundation of school quality that needs to be improved through the budget and cooperation of existing stakeholders. The importance of integrating facilities and infrastructure into the development strategy by making priority procurement recommendations and periodic evaluations. Facilities and infrastructure are analyzed as elements that support the learning process, with data showing adequate conditions for basic activities but less than optimal for innovation development. From observations, 90% of the data recorded general facilities such as clean classrooms, busy libraries, and sports fields as conducive to learning. However, the data focuses on the limitations of laboratories: there is only 1 microscope for 30 students, damaged biology teaching aids, chemicals that are often out of stock, and 15 computers with outdated specifications that often experience disruptions, which is reflected in the transcripts of student interviews complaining about hampered practical work.

On the other hand, the data reveals that suboptimal infrastructure is a real obstacle to learning innovation, highlighting the urgent need to procure the laboratory facilities recommended in the accreditation document. Here, one can imagine a science laboratory equipped with unusable equipment, such as only one microscope or chemicals that are often depleted, making it difficult for students to conduct practical experiments to understand chemical or biological reactions, or a library with a minimal digital collection, limiting project-based learning. In addition, LCD monitors are also needed in each classroom to support interactive learning between students and teachers. However, the procurement of these facilities is also related to the competence of teachers to operate LCD monitors with digital applications, which will make the learning process more active. If teachers ICT competencies are not adequately fulfilled, then the procurement of these facilities will be futile.

This shows that inadequate infrastructure affects the quality of practical learning. Triangulation analysis confirms that these physical limitations are not only technical but also psychological, as they burden teachers' creativity and students' motivation, in line with Walberg's (1981) theory and research (Bela Mustika & Afreni Hamidah, 2025) that laboratory facilities contribute about 25% to improving student learning outcomes.

Quality development strategies with two perspectives, where teacher performance and infrastructure are the main focus. Emphasis is placed on teacher training programs as a foundation, such as intensive workshops on information and communication technology (ICT) integration, to bridge the competency gap. It is also necessary to procure infrastructure, such as allocating a budget for the repair and addition of science laboratory facilities, as recommended in the accreditation document. School principals are encouraged to diversify the curriculum in the Pancasila student profile strengthening project, which integrates local wisdom to make lessons relevant and meaningful. Regular evaluations through classroom observations and student feedback surveys serve as a control mechanism to ensure that every step is based on empirical data. Regular evaluation through observation and student feedback is considered important for improvement. From the teachers' perspective, this strategy is effective in improving competence and motivation, although budget constraints have slowed implementation. Teachers are optimistic about stakeholder cooperation, which will accelerate change. The impact is evident in improved student learning outcomes, which motivates teachers.

This strategy is not just a static plan, but a dynamic process that requires adaptation. They reflect on obstacles such as limited budgets and minimal personnel, which slow down implementation. However, internal strengths such as teachers' pedagogical competence (80% of interview data) and stakeholder support provide optimism. The impact is evident in improved student learning outcomes, such as a 100% graduation rate and non-academic achievements, which make the principal proud. From the teacher's perspective, this strategy is not just a policy, but a daily effort to improve student learning amid challenges such as limited resources and varying competencies. The procurement of facilities such as new computers and laboratory materials is recommended to support practical work. Curriculum diversification, such as creative projects, is expected to make learning more relevant.

Regular evaluation through student feedback is considered important for improvement. From the students' perspective, this strategy is effective in increasing motivation and learning outcomes, although budget constraints slow down implementation. Students are optimistic about the cooperation between the school and parents, which will accelerate change. The impact is evident in students' expectations for more engaging learning, making them more enthusiastic. Students emphasize the importance of interactive teaching methods, adequate facilities and infrastructure, and a relevant curriculum. Students expect teacher training for

innovation, the procurement of facilities such as laboratories and computers, as well as regular evaluations for improvement. with stakeholder cooperation, this strategy can increase student motivation and learning outcomes, ensuring a more enjoyable and effective education. Emphasis that school quality development involves the integration of teacher performance and infrastructure.

School quality is a shared responsibility, and they are ready to contribute through financial support or active participation. teacher training and infrastructure procurement strategies are recommended to improve children's learning outcomes. in-depth conclusions have revealed innovative and responsive strategies for developing education quality. this is a direct response to crucial findings regarding teacher performance and infrastructure conditions at SMP negeri 4 Palembang. these are two key pillars that are often weak points in the school learning ecosystem. through a rigorous triangulation approach, in which interview data contributed up to 50% and observation contributed 50%, this study identified that variations in teacher performance are not a simple problem, but rather a systemic challenge that requires strategic intervention. for example, during the period up to October 2025, there were no records of teachers undergoing ICT training, which indicates a competency gap in the fields of information and communication technology (ICT), pedagogy, and intrinsic motivation. this is a phenomenon that not only hinders creativity in the classroom but also reduces student enthusiasm in learning process, making them less interested in materials that should be interesting, such as nature exploration or art projects.

In this study, SMP Negeri 04 Palembang was found to have a number of crucial weaknesses that hinder the development of school quality, such as the limited capabilities of teachers in information and communication technology (ICT), which often makes it difficult for them to integrate modern digital tools into learning, as well as a lack of laboratory facilities and inadequate computers, which makes classrooms feel like ships without engines in the middle of a digital ocean. With smart and targeted strategies from the school administrators, coupled with active support from stakeholders such as the local government and community, these weaknesses are not the end of the story, but rather a golden opportunity for transformation.

Through this collaboration, the quality of the learning process at SMP Negeri 04 Palembang can increase dramatically, turning challenges into strengths that propel the school to become a model of quality education in the digital age. The school can plan interventions such as integrated ICT training or the procurement of better laboratory equipment, reducing failures in the learning process and ensuring a conducive atmosphere that supports student engagement. TQM here is not just a theory; it is a catalyst that transforms these findings into golden opportunities for Efficiency and innovation, where teachers and infrastructure complement each other on the journey towards educational excellence. The Indonesian National Education Standards (SNP) as stipulated in Permendikbud No. 20 of 2018 provide a clear

roadmap towards high quality.

Good pedagogical and professional teacher competencies meet the Standards for Educators and Education Personnel, which require the ability to design effective learning and mastery of material in accordance with the curriculum, contributing to the Process Standards that will encourage student activities to increase motivation. The challenges of ICT and limitations in infrastructure, such as inadequate laboratory equipment, reveal a gap with the Infrastructure Standards, which require adequate infrastructure for science and computer labs. Poor laboratory conditions reduce students' positive experiences and also impact the Management Standards. Quality control must ensure that all elements support the achievement of Graduate Competency Standards.

National Education Standards here serve as guidelines, encouraging schools to integrate these findings through teacher development programs and facility procurement. This will create positive teacher performance, reinforced by solid infrastructure and improved accreditation through the National Accreditation Agency for Schools/Madrasahs (BAN-S/M). The conclusion of various studies related to education quality begins with strategies to improve teacher performance by (Muspawi, 2021). The role of the community by (Simatupang et al., 2021), infrastructure management by (Nurstalis et al., 2021), and SWOT analysis by (Zulkarnain et al., 2024) reveal interesting conclusions. The quality of education is not the result of a single element, but rather a combination/collaboration between the performance of competent teachers, adequate infrastructure, visionary school leadership, and the involvement of stakeholders such as the community and school committees. A prominent similarity among these studies is a shared commitment to improving education quality through evaluating factors such as teacher competence, discipline, work environment, and infrastructure management, which are often measured using quantitative or qualitative methods to produce practical recommendations such as ICT training, lab equipment procurement, or diversification strategies based on SWOT, with the ultimate goal of achieving national standards such as SNP and BAN-S/M accreditation. There are also differences, where some studies emphasize aspects of technology management or the role of principal leadership (Sari, 2025), while others focus on specific variables such as infrastructure (Andayani et al., 2025) or individual teacher competencies (Kristinawati & Muhtadin, 2024), with diverse locations ranging from North Aceh to Serang City, indicating that this approach must be adapted to local realities to avoid excessive bias. A holistic focus on teacher performance and infrastructure conditions as the core of quality development strategies is in line with the findings (Rachman et al., 2022) about the positive contribution of facilities and infrastructure to teacher performance, or (Maulidin et al., 2024) who emphasize performance improvement to enhance the quality of graduates, but different from previous studies that were more specialized such as administrative management by (Yuliati, 2021) or school principal leadership by (Supriadi et al., 2022) all of them combine to show that the main factors in shaping quality students and

improving school quality are good teacher performance accompanied by adequate facilities and infrastructure. with good teacher performance, student learning motivation will increase, and with sufficient facilities and infrastructure, it will contribute a 25% improvement in student learning outcomes (Bela Mustika & Afreni Hamidah, 2025).

Verification through triangulation ensures that this strategy is not only based on empirical data but also aligned with the research framework, where inputs such as teacher performance and facilities directly influence the learning process. This starts from classroom interactions to the evaluation of learning outcomes, ultimately resulting in outputs in the form of higher education quality. Discussions with research advisors have reconfirmed these findings, avoiding subjective bias and ensuring objectivity, while adding theoretical perspectives such as the Total Quality Management (TQM) model that emphasizes continuous improvement. Overall, the results of this data analysis depict the main challenges at SMP Negeri 4 Palembang as opportunities for transformation. Issues such as varying teacher performance and less than optimal facilities are not an end, but rather the beginning of a more effective, inclusive, and inspiring educational revolution.

From the analysis of SWOT theory, work motivation, and the environment or facilities at SMP Negeri 4 Palembang, the implementation of TQM theory is highly needed to improve the quality of the school. With the application of this theory, it will not only improve students academic achievements but also develop a young generation ready to face global challenges with creativity and resilience, making SMP Negeri 4 Palembang a model for quality education in Indonesia. From this research, the researcher hopes that future studies can increase the number of research indicators to obtain more varied results.

D. Conclusions

This qualitative study on enhancing educational quality at SMP Negeri 4 Palembang indicates that current strategies for teacher performance and facilities are not effectively implemented. Main findings highlight that while 90% of teachers demonstrate strong pedagogical and professional competencies, significant deficiencies exist in Information and Communication Technology (ICT) integration, leading to less innovative and predominantly one-way learning approaches. Teachers often struggle with digital platforms, underscoring the need for better technological proficiency. Regarding facilities, basic infrastructure like classrooms and libraries meets standards, but science and computer laboratories are severely under-equipped, lacking modern tools such as high-resolution microscopes and adequate computers. This impedes hands-on activities and stifles student creativity, failing to align with 21st-century learning demands. Practically, the study recommends strategic interventions including continuous training, interactive workshops, and clinical supervision to address ICT gaps and cultivate a competitive organizational culture.

Facilities management should prioritize accountable, innovative procurement of relevant equipment. An integrated approach is crucial, combining human resource development with infrastructure improvements through routine evaluations, teacher professionalism initiatives, and budget optimization or external collaborations for laboratory enhancements. For future research, longitudinal studies are suggested to evaluate the long-term impact of these interventions, alongside comparative analyses with other institutions to broaden applicability and refine strategies for creating dynamic, innovative.

E. Acknowledgement

We would like to express our sincere gratitude to PGRI University Palembang, especially to the lecturers and advisors, for their guidance and direction in completing this research. We also extend our thanks to all the teachers, students, and the principal of SMP Negeri 4 Palembang for participating as respondents in this study. We also wish to express sincere appreciation for the feedback from the editorial team and reviewers of the Journal of Social Work and Science Education for their opportunity and contribution to the field of social work and education in Indonesia.

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