



Strategies for improving teachers' pedagogical competence in Dinas Pendidikan Kota Palangka Raya

Hapijah¹, Siminto², Sapuadi³

^{1,2,3}Universitas Islam Negeri Palangka Raya, Kota Palangka Raya, Indonesia

hafijahhafijah56@gmail.com¹, simintohs2015@gmail.com², sapuadi@uin-palangkaraya.ac.id³

ABSTRACT

Improving teacher competence is a top priority for Dinas Pendidikan Kota Palangka Raya in creating human resources that are superior, professional, and adaptive to the times. This study aims to determine the strategies employed by Dinas Pendidikan Kota Palangka Raya to enhance teachers' pedagogical competence, encompassing the planning, implementation, monitoring, and evaluation stages. The research employed a qualitative approach, utilizing data collection techniques that included interviews, observation, and documentation. The research subjects consisted of the heads of the education and teaching staff sections, administrators, and staff in the field of personnel development and education data management. The study's results indicate that planning is conducted through the development of APBD-based training programs that encompass all levels of education. Implementation is realized through workshops, training, and the use of information technology in collaboration with universities and Google for Education. Monitoring and evaluation are conducted routinely through observation, performance assessments, and feedback from teachers. Obstacles such as time constraints and technological limitations of some teachers are overcome through online training and mentoring. This program has a positive impact on improving teacher professionalism and equalizing the quality of education in Palangka Raya City.

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ABSTRAK

Peningkatan kompetensi guru merupakan prioritas utama Dinas Pendidikan Kota Palangka Raya dalam menciptakan sumber daya manusia yang unggul, profesional, dan adaptif terhadap perkembangan zaman. Penelitian ini bertujuan untuk mengetahui strategi Dinas Pendidikan Kota Palangka Raya dalam meningkatkan kompetensi pedagogik guru yang mencakup tahap perencanaan, pelaksanaan, serta monitoring dan evaluasi. Metode penelitian menggunakan pendekatan kualitatif dengan teknik pengumpulan data melalui wawancara, observasi, dan dokumentasi. Subjek penelitian terdiri atas kepala seksi pendidik dan tenaga kependidikan, pengelola, serta staf bidang pembinaan ketenagaan dan pengelolaan data kependidikan. Hasil penelitian menunjukkan bahwa perencanaan dilakukan melalui penyusunan program pelatihan berbasis APBD yang mencakup seluruh jenjang pendidikan. Pelaksanaan diwujudkan melalui workshop, pelatihan, dan pemanfaatan teknologi informasi bekerja sama dengan perguruan tinggi serta Google for Education. Monitoring dan evaluasi dilakukan secara rutin melalui observasi, penilaian kinerja, dan umpan balik dari guru. Hambatan seperti keterbatasan waktu dan kemampuan teknologi sebagian guru diatasi melalui pelatihan daring dan pendampingan. Program ini berdampak positif terhadap peningkatan profesionalisme guru dan pemerataan kualitas pendidikan di Kota Palangka Raya.

Kata Kunci: evaluasi program pembelajaran; kompetensi guru; evaluasi program pembelajaran

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INTRODUCTION

Education is the cornerstone in shaping and developing competent and highly competitive human resources. The success of regional development greatly depends on the quality of education provided (Munip *et al.*, 2024). Therefore, improving the quality of education is a common goal that must be achieved through cooperation between all parties (Fahmi & Liadi, 2022). In a book titled “*Teacher Professionalism Development Policy*” written by Iswahyudi, states that in the education process, teachers have a strategic role as the spearhead of learning implementation. Teachers do not merely deliver subject matter; they also serve as motivators, facilitators, and mentors who help students develop and achieve their full potential. This role can only be carried out optimally if teachers have adequate pedagogical competence (Hamdi *et al.*, 2022).

Pedagogical competence encompasses a teacher's ability to recognize and understand each student's characteristics and learning needs, to organize and implement the learning process effectively, to assess learning outcomes, and to motivate students to be active participants in learning activities (Hidayat *et al.*, 2024). This competency is a fundamental requirement that teachers must master in order to improve the quality of the learning process. However, in reality, many teachers still face several obstacles in its application. Common problems include a lack of preparation for learning, limitations in classroom management, difficulties in conducting assessments, and a low level of mastery of information and communication technology (Zyuro & Komalasari, 2020). This condition shows that teachers' mastery of pedagogical competencies is still not optimal and needs serious attention (Hoesny & Darmayanti, 2021). One solution that can be taken is through training or workshops specifically designed to improve teachers' competencies in utilizing technology (Abidin *et al.*, 2024).

To address these challenges, a focused, systematic, and sustainable strategy is needed to improve teachers' pedagogical competencies. Such strategies can include coaching policies, training, supervision, and the provision of support facilities that are tailored to needs (Agustyaningrum & Pradanti, 2022). Teachers are also required to be able to understand student development, recognize learning needs, and motivate them to reach their full potential (Sele & Sila, 2022). The Education Office has an important role in designing and implementing programs to improve teacher competence. Improving teacher competency can be achieved through various efforts, such as improving educational qualifications, professional training and workshops, implementing certification, and providing space for teachers to reflect and develop learning practices. These steps are not only aimed at strengthening technical skills but also at fostering creativity and innovation among teachers in the teaching process (Zainulloh *et al.*, 2024).

Based on the above description, this study focuses on the strategies implemented by the Palangka Raya City Education Office in improving teachers' pedagogical competencies. This focus is expected to make a real contribution to strengthening teacher capacity while supporting improvements in the quality of education in the region.

LITERATURE REVIEW

Teachers' Pedagogical Competence

Pedagogical competence is one of the important skills that teachers must have in order to manage the learning process effectively and educate students. This competence includes skills in understanding student characteristics, developing lesson plans, conducting interactive and meaningful learning activities, and evaluating learning outcomes to continuously improve the quality of learning. According to the Minister

of National Education Regulation Number 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies, pedagogical competence is one of the four core competencies that a teacher must have, in addition to personal, social, and professional competencies. Pedagogical competence plays an important role in determining the success of the educational process because teachers with good pedagogical skills are able to create a conducive learning atmosphere, foster motivation to learn, and help students reach their optimal potential. Thus, efforts to improve teachers' pedagogical competence are an important strategy for realizing quality education oriented towards students' needs.

Several studies in the last five years have shown the importance of mastering pedagogical competencies in supporting successful learning. Research in Palangka Raya City found that the average pedagogical competency of early childhood teachers reached 76.31% and was classified as good, although there were still some aspects that needed improvement (Balimulia *et al.*, 2020). Another study at SMK Negeri 2 Palangka Raya revealed that Civic Education teachers, both certified and uncertified, have demonstrated good pedagogical competence in their teaching practices (Pertwi & Lion, 2022). Furthermore, research related to Pre-service Teacher Training at the University of Palangka Raya also confirmed that prospective teacher students had adequate pedagogical competence according to the perception of their supervising teachers, although there were still obstacles in adapting strategies to student characteristics (Pinardi *et al.*, 2025).

The report from the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) on the implementation of the Merdeka Belajar program in Central Kalimantan states that the improvement of teachers' pedagogical competencies is encouraged through the teacher professional education program (PPG), Continuing Professional Development (PKB), teacher training, and the implementation of the Merdeka Curriculum, which involves all levels of education.

The results of this research indicate that improving teachers' pedagogical competencies is expected to encourage continued professional development, thereby enabling optimal learning outcomes. The implication is that every teacher must possess pedagogical competencies as the foundation for a high-quality, effective, and efficient learning process, as well as for a tangible contribution to improving the quality of education in Indonesia, particularly in the city of Palangka Raya.

Strategy for Improving Teacher Competence

A strategy is defined as a process of analysis and decision-making to determine the appropriate competitive steps, adjusting to the internal and external conditions of the organization so that it can survive and continue to grow in a competitive environment (Sulivyo & Dewi, 2023). Strategy is controlled as a plan designed with the aim of improving the quality of human resources through efficient and targeted training, so that educational institutions can adapt and compete in the digital age (Usmani & Nurhadi, 2022).

Education is the foundation of national development, and teachers play a crucial role in shaping a generation that excels and can adapt to developments and challenges in the era of globalization. Thus, improving teacher competence is essential and cannot be ignored. Continuously improving teachers' abilities and professionalism is an important element in achieving higher overall educational quality. These competencies comprise the knowledge, skills, attitudes, and behaviors required to perform the role of an effective educator. In addition to mastering academic subject matter, teachers also need to have pedagogical skills to be able to teach effectively, create a comfortable and supportive learning environment, establish good communication with students, parents, and colleagues, and have the ability to evaluate and reflect on the learning process that has been carried out (Cevikbas *et al.*, 2024; Rusconi & Squillaci, 2023).

Strategy is a systematically designed process to achieve specific goals by adjusting to the internal and external conditions of an organization. In the context of education, strategy plays an important role in improving the quality of human resources through proper planning, including training programs and teacher competency development. Improving teacher competence is essential because teachers play a vital role in shaping a high-quality generation capable of competing in the era of globalization. Teacher competency encompasses knowledge, pedagogical skills, the ability to create a conducive learning environment, interpersonal skills, and the capacity to evaluate and reflect, enabling continued development to support improvements in overall educational quality.

The Role of the Education Department

The Education Department plays an important role in improving educational quality across regions. As a local government agency, the Education Department is tasked with formulating policies, providing training programs, conducting guidance, and supervising teachers and educational personnel. This is in line with Law Number 23 of 2014 concerning Regional Government, which emphasizes education as a mandatory responsibility of regional governments, as well as Regulation of the Minister of Education and Culture Number 38 of 2020 concerning Procedures for Obtaining Educator Certificates for Teachers in Service, which emphasizes the importance of continuous teacher guidance. The role of the Education Office is increasingly strategic in the era of the Merdeka Curriculum, which requires teachers not only to possess technical skills but also to demonstrate creativity, innovation, and competent pedagogical abilities. Teacher development strategies, including training, workshops, and mentoring, have been shown to significantly enhance teachers' readiness to implement the Merdeka Curriculum. These findings reinforce that the success of the new curriculum is highly dependent on the support provided by the Education Office at the regional level (Pawartani & Suciptaningsih, 2024).

The level of pedagogical competence of elementary school teachers in implementing the Merdeka Curriculum still varies, but it increases significantly when teachers receive training and supervision support from the Education Department. This shows that continuous guidance from regional agencies is a determining factor in the successful implementation of the curriculum (Dewi *et al.*, 2025). In addition, teachers' pedagogical competence is closely related to the effectiveness of the implementation of the Merdeka Curriculum in elementary schools and pilot schools. Their research shows that teachers who receive assistance from the Education Department are better able to manage learning in accordance with student characteristics and curriculum objectives (Nurdin *et al.*, 2023). At the junior high school level, research shows that teacher assistance delivered through technical guidance and training programs can improve teachers' skills in planning instruction, mastering content, and conducting evaluations. These programs are mostly run by the Education Department as a form of support for teachers (Sa'adah *et al.*, 2023). Improvements in teachers' pedagogical competencies in the Merdeka Curriculum can be achieved through workshops, collaboration between teachers, and the use of technology (Hilmiatussadiyah *et al.*, 2024; Purwati & Sukirman, 2024). However, its effectiveness will be optimal only if it is facilitated and supervised by the Education Department, the authority responsible for providing guidance.

Thus, it can be concluded that the role of the Education Department is not limited to providing programs; it also serves as a facilitator, supervisor, and key driver in bridging national policies to actual implementation in schools. The success of improving teacher competence, particularly in pedagogical aspects, is highly dependent on the Education Department's ongoing support through training, mentoring, and evaluation.

Challenges in Improving Teachers' Pedagogical Competence

In the process of improving teacher competence, there are various challenges that are often encountered, both from the perspective of individual teachers and institutions. One of the main challenges is the limited

time available to teachers with demanding teaching schedules, which makes it difficult for them to regularly participate in training activities, workshops, and reflective learning. In addition, some teachers still lack motivation and awareness of the importance of self-development to keep up with curriculum changes and advances in educational technology. Another obstacle is the lack of support in terms of facilities and infrastructure, such as inadequate training facilities and access to technology, as well as limited budgets available to local governments or schools to implement sustainable training programs. Differences in educational backgrounds and teaching experience also cause competency gaps among teachers, so that training is not always effective for all participants (Nurgroho, 2017).

However, challenges remain, particularly regarding information technology proficiency, which is not yet evenly distributed among teachers. This is understandable because their abilities and knowledge are generally influenced by their educational background and teaching experience. In fact, a deep understanding of various learning theories and basic principles in the learning process that have educational value is a very crucial aspect. The role of teachers themselves encompasses two inseparable aspects, namely educating and teaching. Educating focuses on instilling values and shaping students' character, while teaching is oriented towards imparting knowledge and skills. In classroom learning practices, these two roles complement each other, requiring teachers to continuously improve their competence in order to provide a well-rounded and meaningful education (Firdaus *et al.*, 2023).

METHODS

This study applies a qualitative approach with a descriptive research type, which aims to provide an in-depth description of the various efforts undertaken by the Palangka Raya City Education Office to improve the pedagogical skills of teachers. The research activities were carried out at the Palangka Raya City Education Office, located on Jalan G. Obos XI, Palangka Raya City, Central Kalimantan Province, during the period from August to November 2025.

The data sources in this study included primary and secondary data. Primary data were collected through direct observation and in-depth interviews with key informants, namely the Head of the Education and Teaching Staff Section, the manager of Education and Teaching Staff, and staff from the Education Personnel Development and Data Management Division. Meanwhile, secondary data were obtained through various official documents, such as official archives, evaluation activity reports, technical guidelines (juknis), and other administrative documents.

In the data collection process, researchers used three main techniques, namely interviews, observation, and documentation studies. Interviews were conducted face-to-face using semi-structured guidelines so that researchers could obtain more detailed and in-depth information. Observations were conducted to observe activities related to teacher development and training, while documentation served as a supplement to reinforce and verify the results of the interviews and observations.

RESULTS AND DISCUSSION

The Palangka Raya City Education Department's Strategy for Improving Teacher Competence

Teacher professional development and student achievement are both supported by the skills and information they acquire through workshops (Haris *et al.*, 2024). The Palangka Raya City Education Department has various strategies for improving teacher competence. These strategies include organizing

workshops and training, utilizing information technology, optimizing school supervision functions, and conducting evaluations and providing feedback. Through this training, it is hoped that teacher competency can continue to develop in line with the demands of the times. In addition, the Education Department encourages the use of technology to enable teachers to make the most of information technology and access various learning platforms. Another effort is to maximize the role of school supervisors in monitoring teachers' abilities and ensuring that their competencies continue to improve. Equally important, evaluation and monitoring are conducted to assess the extent to which the training is progressing well. Teachers who have participated in training activities are expected to be able to implement the results obtained and share them with their colleagues at their respective schools.

Every year, the education sector develops special programs to improve teacher competence, which are funded through the regional budget. These programs are designed to support teachers' development in both lesson planning and professional development. The program serves teachers at various levels of education, from early childhood through junior high school, to achieve equitable improvements in teacher quality across the city. Training is a concrete form of teacher development program, designed in a planned and systematic manner to improve specific skills and competencies. This program is an important part of education and training (diklat) because it contributes to human resource development so that the quality of learning in schools can improve (Tamsuri, 2022). Regular training is expected to equip teachers with new skills relevant to educational developments, such as creative lesson plan design, the use of learning technology, and the application of more innovative teaching methods.

Monitoring, Evaluation, and Collaboration in Teacher Programs

Monitoring and evaluation play an important role in education management at various levels, from schools to ministries. Monitoring tracks program progress and ensures that implementation aligns with plans, while evaluation assesses the extent to which objectives have been achieved. The results of the evaluation are then used as a basis for formulating steps for improvement and enhancement of education quality (Hutauruk *et al.*, 2022).

Based on interview results, the Palangka Raya City Education Department conducts monitoring and evaluation of teacher competence through several mechanisms. First, school supervisors conduct direct monitoring of classroom learning activities to determine the extent to which teachers can implement the curriculum effectively. Second, the lesson plans (RPP or teaching modules) prepared by teachers are first assessed by the school, then re-evaluated by the Education Department together with the school principal to ensure compliance with learning standards. In addition, teacher performance evaluations are also carried out periodically, either through surveys or direct visits to schools, to obtain a realistic picture of the quality of learning in the field.

In an effort to strengthen the quality of supervision and improve teachers' digital skills, the Education Office has also established a collaboration with Google for Education. This collaboration aims to support teachers in using learning technologies, such as Google Classroom, Google Meet, and various productivity applications, to plan, implement, and evaluate learning. With this program, teachers are expected to be more adaptable to technological developments while also creating interactive, creative learning processes relevant to the digital era.

The Education Department's Efforts in Developing Teachers' Pedagogical Competencies

Technological advances in the digital era require teachers, especially at the elementary school level, to have increasingly significant competencies. The role of teachers is not only limited to providing or delivering learning materials, but also includes the ability to integrate and utilize technology in the learning

process. The goal is to create a learning process that is more interesting, interactive, and encourages improvement in the quality of education ([Muthmainnah et al., 2025](#)).

To support this, the Palangka Raya City Education Department regularly holds training sessions and workshops on various topics. Some of these include: 1) Technical Guidance (Bimtek) on improving the competence of school principals: leadership in learning in the era of the Merdeka Curriculum (phases I and II); 2) Bimtek on improving the competence of school administrators/school operators; 3) Technical guidance to strengthen school supervisors; 4) Technical guidance to improve the competence of elementary school teachers in utilizing the independent teaching platform (phases I & II); 5) Technical guidance to improve the competence of junior high school teachers; 6) Technical guidance to improve the competence of kindergarten/early childhood education teachers in implementing the independent curriculum. Resource persons are typically motivational teachers or practicing teachers who can inspire new ideas among teachers. Participants come from various educational levels, enabling the knowledge they gain to be shared with their respective schools. In addition, the Education Department collaborates with universities and external partners, such as Google for Education, to help teachers improve their teaching skills and use digital technology in instruction. This activity aims to develop teachers' skills in designing and implementing learning processes more effectively. Teachers also have communities such as KKG (Teacher Working Groups) and KKS (Principal Working Groups) where they can share experiences and select appropriate learning media. School supervisors supervise this community to ensure that learning remains up to standard. The Education Department works with external partners, such as librarians and other institutions, to help teachers use technology in teaching and learning. Then, supervision and evaluation are carried out by school supervisors to support teachers in optimizing the use of technology in the learning process. The Education Department provides technical support, including through educational platforms and applications that make it easier for teachers to plan and deliver learning materials.

Teachers are expected to make optimal use of technology in learning activities. This integration can be realized through the design of digital-based activities, such as web-based projects, online collaborative learning, and assignments that use multimedia to support the learning process ([Julaiha, 2024](#)). In addition, teachers are also becoming accustomed to using the Zoom Meeting application for distance learning, Google Classroom for digital classroom management, and Learning Management Systems (LMS) as a means of storing materials. Collaborative media, such as Canva, are used for creative student activities, whereas interactive quiz applications, such as Quizizz and Google Forms, are used for more engaging and participatory evaluations. Professional teachers make a major contribution to realizing an effective learning process and contributing to improving the quality of students ([Kyriakides et al., 2021](#)). Therefore, the development of teacher professionalism has become the main focus of various education quality improvement programs. These programs aim to enrich teachers' knowledge, improve their abilities, and shape their character so that they can adapt to the dynamics and changes occurring in today's world of education.

The follow-up action taken by the Education Department is to monitor and ensure that teachers who participated in the training apply the knowledge they have acquired in schools and share it with other teachers through learning communities or cluster meetings. Supervision is conducted through direct visits to schools to assess the extent to which the training outcomes have been implemented. The evaluation of training outcomes is conducted through observation, performance assessment, teacher feedback, and data analysis, including Education Reports. The evaluation results inform further assistance, remedial training, and facility and policy support to better prepare teachers to apply the training.

The evaluation approach to training programs plays an important role in assessing the extent to which competency development is effective (Fina & Rahman, 2024). The Context, Input, Process, Product (CIPP) model not only serves as an assessment tool but also as a means of structured reflection to encourage continuous improvement. Each stage of evaluation provides valuable input for improving the quality of education and helps design more effective and targeted programs in the future (Lestari, 2024). In addition, meetings and discussions among teachers serve as a forum for sharing best practices, enabling optimal implementation of training outcomes in their respective schools with the support of technology. The Education Department also collaborates with various institutions, such as universities, LPMP, and Balai GTK. The Education Department has established a partnership with Google Indonesia to deliver several training materials. In this activity, the Education Department acts as the organizer, while these institutions act as resource persons or facilitators.

This collaboration aligns with research findings on educational partnerships, which indicate that collaboration between educational institutions and stakeholders is essential for strengthening digital literacy and innovation in learning. Thus, the partnership established by the Education Department with various parties can be understood as a form of mutually supportive interaction to achieve common goals, namely improving teacher competence and the quality of education (Sari *et al.*, 2024).

Challenges in Improving Teachers' Pedagogical Competence

Every teacher has strengths, such as diverse learning experiences, classroom management skills, good communication skills with students, parents, and colleagues, and a desire to continue learning and developing professional competence, but they face a number of significant challenges. One of the most significant challenges is the uneven level of information technology skills among teachers. This condition limits their ability to incorporate technology into learning activities, even though the use of information and communication technology is an important part of pedagogical competence. Teachers' mastery of ICT is an important requirement for effective learning assessment and adaptation to student characteristics (Wuryandari *et al.*, 2022).

Not all teachers have a deep understanding of educational theories and principles. This limitation affects teachers' ability to develop and implement the learning process optimally and efficiently. In fact, pedagogical competence is a crucial aspect in realizing quality learning, where teachers with this competence are able to create a pleasant learning atmosphere in accordance with the design that has been made (Bukit & Tarigan, 2022). Other obstacles include limited time to attend training or workshops and a heavy administrative burden that can divert attention from professional competency development. These factors can hinder efforts to optimally improve teachers' pedagogical competencies. Thus, even though teachers have various strengths, challenges in mastering technology, understanding learning theory, and time constraints remain obstacles that need to be overcome so that their pedagogical competencies can develop optimally.

Efforts by the Education Department to Overcome Obstacles to Improving Teacher Competence

The government continues to pursue improvements in teacher professionalism through various strategic measures. These efforts include improving educational qualifications, organizing training and workshops, implementing teacher certification programs, and improving teacher welfare. All of these measures are aimed at strengthening the quality and competence of teachers so that they are able to carry out their duties professionally (Nika & Rahayu, 2024). The central government's teacher competency improvement program has a PPG (Teacher Professional Education) program for teachers who have not yet obtained a teaching certificate. This year, many teachers passed the selection process and became PPG candidates

to obtain teaching certificates. In addition, the government also organizes various training programs, such as in-depth learning and education and training related to coding and other similar programs. All of this is aimed at developing teacher competencies, especially for subject teachers.

Teachers face a number of obstacles, including time constraints due to busy schedules, making it difficult to participate in competency development programs. In addition, limited technological skills are an obstacle, which reduces some teachers' motivation to participate in online programs. As educators, teachers are required to continuously develop and improve their professionalism in order to support the formation of superior and educated human resources in the digital age (Ahyar & Herlambang, 2025; Rani, 2022). Therefore, obstacles such as time constraints and technological mastery need to be overcome through support from various parties so that teachers can participate in competency development programs to the fullest extent possible.

Discussion

The strategy to improve teachers' pedagogical competencies implemented by the Palangka Raya City Education Department highlights the importance of synergy between training, supervision, and the use of digital technology in the learning process. Conceptually, the combination of these three strategies reflects a holistic approach to teacher professional development in the era of the Merdeka Curriculum. Training is the primary foundation for developing pedagogical knowledge and skills, while supervision serves as a quality-control mechanism to ensure that training outcomes are applied consistently in the classroom. Continuous training needs to be balanced with direct coaching so that teachers are able to apply classroom management effectively (Dacholfany *et al.*, 2024).

Supervision is also an important strategy. This study found that school supervisors play a role in assisting teachers, especially in applying the skills learned from training. This finding is reinforced by research proving that CIPP-based academic supervision can improve teacher professionalism by providing targeted and continuous feedback. With supervision, teachers not only receive theoretical instruction during training but are also guided to consistently apply new skills in the classroom. This indicates that a combination of training and supervision is a more effective strategy than relying on just one of them (Khofifah *et al.*, 2025). However, limited digital literacy remains a significant obstacle. Some teachers still have difficulty utilizing digital platforms, including Merdeka Mengajar. This condition aligns with findings indicating that the level of digital literacy among Indonesian teachers remains variable. Teachers with low digital skills are often unable to utilize technology to improve the quality of learning. Therefore, training strategies that focus on the use of learning technology are the right steps and need to be continuously strengthened so that teachers can keep up with the times (Putu *et al.*, 2024).

Training will also be more effective if it is tailored to the real needs of teachers in the field. Training that is too general often has little impact because it does not address the real problems faced by teachers. This finding aligns with the Palangka Raya City Education Department's strategy, which focuses on current issues, namely the implementation of the Merdeka Curriculum, as this is an urgent need for teachers in the field. In addition to formal training, peer learning can also be an alternative strategy. Research shows that peer learning is effective in building camaraderie among teachers, sharing experiences, and creating learning innovations (Inegbedion, 2024; Pimdee *et al.*, 2023). Thus, developing a teacher learning community can be an additional strategy to strengthen the outcomes of formal training. Equally important is the role of local government policy. Strong policy support is crucial for the sustainability of teacher competency improvement programs. Without clear policies, training, and supervision programs will only be temporary and will not have a long-term impact (Sui-ni, 2023). This study found that although the Education Department has implemented relevant programs, continuous evaluation and policy integration still require strengthening to achieve optimal results.

Strategies for improving teachers' pedagogical competencies cannot rely on just one approach. Training is important for providing new knowledge, supervision ensures that skills are applied consistently, digital literacy supports learning innovation, peer learning strengthens collaboration among teachers, and government policies ensure the sustainability of programs. Therefore, the strategy implemented by the Palangka Raya City Education Department is on the right track but still requires strengthening in evaluation, policy, and collaboration within the teaching community. With a more comprehensive approach, improving teachers' pedagogical competencies can contribute significantly to the quality of education in the region.

CONCLUSION

The development of teacher competencies in Palangka Raya City plays a strategic role in improving the quality of learning and the professionalism of educators through various programs such as training, workshops, mentoring, and collaboration with external institutions, including Google for Education. These efforts have proven to strengthen teachers' pedagogical and digital skills, while encouraging innovation in teaching methods that are more interactive and adaptive to the demands of the digital age. However, there remain obstacles, including time constraints, uneven mastery of technology, and limited understanding of learning theory, which require policy support, facilities, and opportunities for sustained implementation.

Overall, the study's results indicate that holistic strategies for improving teacher competence, including the development of pedagogical, digital, and professional skills, contribute to more effective, innovative, and contemporary learning. This approach also encourages the formation of a collaborative culture through learning communities and professional interactions among teachers, thereby extending its positive impact to the improvement of overall education quality.

To optimize the improvement of teachers' pedagogical competencies in Palangka Raya City, it is necessary to strengthen technological infrastructure, provide contextual training tailored to teachers' needs, and expand collaboration with various parties. The types of training that need to be developed include training in the preparation of lesson plans (RPP) based on the independent curriculum, training in the use of digital learning technologies (such as Google Classroom, Canva for Education, and LMS), training in project-based and portfolio-based assessment, training in classroom management, and the development of literacy, numeracy, and critical thinking competencies. In addition, a culture of sharing among teachers needs to be continuously fostered, and program evaluations should focus on the real impact on learning quality. In future research, it is hoped that the types of training most needed by teachers can be analyzed, enabling more targeted and sustainable competency development strategies.

AUTHOR'S NOTE

The author declares that there is no conflict of interest related to the publication of this article. The author affirms that the article's data and content are free of plagiarism.

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