


Innovations in Promotion Processes: Optimizing the Filling of the List of Proposed Promotions (DUPAK) for Teachers in BPMP D.I. Yogyakarta

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Article Info	Abstract
<p>Article history: Received: 12/26/2022 Revised: 01/03/2023 Accepted: 04/30/2024</p> <p>Keywords: <i>Digital Transformation, DUPAK Process, Education Quality Assurance, E-PAK Application, Teacher Promotion</i></p>	<p>Purpose – This study aims to optimize the List of Proposed Promotions (DUPAK) filling process for teachers at the Education Quality Assurance Agency (BPMP), D.I. Yogyakarta, Indonesia, to enhance transparency, accountability, and quality in the teacher promotion process.</p> <p>Design/methods/approach – A qualitative research approach was employed for this study. Data was gathered from the agency's information system staff using a combination of interviews, observations, and document reviews to understand the existing processes and potential areas of optimization.</p> <p>Findings – The research findings underscore the importance of digitizing DUPAK submissions through the E-PAK application. It has been identified that this digital transformation could promote greater participation and enhance transparency and accountability in the teacher promotion process.</p> <p>Research implications/limitations – This study provides significant insights into the potential for digital transformation in the DUPAK process, thereby potentially improving education quality. However, its insights are confined to one institution, which raises questions about potential barriers and scalability of the process in other educational institutions. Therefore, further research is recommended to explore these aspects and comprehensively understand digital transformation's impact on teachers' career development.</p> <p>Practical implications – The findings have significant practical implications, suggesting a potential direction for educational institutions in optimizing their promotion processes through digital transformation, hence promoting greater transparency, participation and improving the overall quality of education.</p> <p>Originality/value – This study contributes to the existing body of knowledge by exploring the role of digital transformation in enhancing the teacher promotion process. It provides valuable insights into how technology could be leveraged in educational institutions to improve their administrative processes and promote career development.</p> <p> © 2024 by the authors. It was submitted for possible open-access publication under the terms and conditions of the Creative Commons Attribution (CC BY NC) license (http://creativecommons.org/licenses/by/4.0/).</p>

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Introduction

The role of teachers in shaping the future of societies and nations is unassailable, prompting a growing focus on teachers' career development and perspectives (Badri et al., 2016). This interest originates from the recognition that teachers' professional growth impacts their fulfillment, students' learning outcomes, and the quality of education on a larger scale (Kolomiets et al., 2021). Moreover, the evolution of teachers' roles and the multifaceted nature of the profession necessitate an ongoing examination of teachers' career trajectories and professional growth (Snoek et al., 2019). Indeed, understanding how teachers view their career development and dealing with challenges such as demotivation, burnout, or lack of adequate support systems, are critical to enhancing the quality of the teacher workforce and, consequently, the quality of education (Hammerness & Klette, 2015). Despite the global significance of this topic, research attention to understanding teachers' career development and perspectives from their viewpoints is still insufficient and varied, thereby necessitating more investigation in this area.

Several previous studies have delved into teachers' career development and perspectives. For instance, Chaaban et al. (2023) explored teachers' perspectives on career development using the Q methodology, revealing a diverse array of viewpoints. In another study, Ren & Zhou (2023) investigated college EFL teachers' demotivation to conduct research, employing a dynamic and ecological perspective. Studies have also looked at factors affecting teachers' job satisfaction and burnout, correlating teachers' job burnout with Big Five personality traits (Liu et al., 2022) and exploring male teachers' career development through a narrative study (Chaaban et al., 2022). Additionally, the role of teacher-student interaction in distance education has been highlighted in influencing course learning effectiveness (Zhang, 2022). Furthermore, the importance of teacher education and management benefiting from the innovative application of big data has been discussed (Li, 2022), while studies such as the one by Avidov-Ungar & Tsybulsky (2022) have focused on the experiences of teachers in leadership positions.

Issues of teacher support and well-being have also been examined in prior research. For example, the negative impact of color-blind racial attitudes on preparing a culturally responsive teaching workforce for immigrants has been highlighted (Cadenas et al., 2021). Also, research has investigated the stress management of college teachers based on an employee assistance program (Fan, 2022). Additionally, the role of education in influencing social and labor relations in a country has been emphasized (Kolomiets et al., 2021). Latent trait analysis has been used for teacher career development and capacity improvement in higher education institutions (Lin et al., 2021).

However, there remain certain gaps and limitations in the existing literature. Despite the increasing volume of research on the topic, there need to be more comprehensive studies that holistically integrate these different facets of teachers' career development and perspectives (Chin et al., 2022). Moreover, the nuanced and multi-dimensional nature of teachers' experiences and viewpoints requires a deeper, more contextually sensitive exploration. Differences in regional and cultural contexts, pedagogical approaches, and institutional structures, among others, could substantially impact teachers' career development and perspectives, yet, these dimensions still need to be explored. The need to address these limitations underscores the value of our research.

The focus of the present study is to identify and implement the process of filling in the List of Proposed Promotions (DUPAK) for Teachers at BPMP D.I. Yogyakarta, aiming to maximize DUPAK filling through innovation and optimization of data input and management to the official PAK website. This multi-dimensional research considers teachers' professional competencies, motivation, and welfare as key facets influencing their performance and effectiveness (Ahmadi, 2019). It adopts a systematic data collection and management approach, utilizing the E-PAK application for DUPAK data input. By addressing the gaps identified in previous studies, this study will offer valuable insights into enhancing teachers' professional development and capacity building, thereby contributing significantly to the field.

Methods

This study was implemented using a qualitative research methodology. Qualitative methods act as research procedures yielding descriptive data in written or spoken words from individuals and observed behaviors (Fadli, 2021). The study was conducted at the Education Quality Assurance Agency (EQAA), D.I Yogyakarta, located at Solo-Yogyakarta Road No. 11, Juwagen, Purwomartani, Kalasan Sub-district, Sleman, Special Region of Yogyakarta. The Information System staff of EQAA D.I. Yogyakarta served as respondents in this research. The specific procedures or steps during the study were data collection and analysis. Data collection was accomplished through a combination of interviews, observations, and document reviews. The interview process involved communication or interaction to collect information through a question-and-answer format between the researcher and the informants or research subjects—the interviews aimed to gather comprehensive personal responses from the EQAA staff about their experiences and perspectives. Observation, fundamentally, was an activity utilizing sensory perception - sight, smell, and hearing - to acquire the necessary information for addressing the research questions. It assessed activities, events, objects, conditions, particular atmospheres, and emotional feelings. Observations were executed to depict a phenomenon or event to answer research questions accurately. Furthermore, information was also obtained through factual data stored in various forms such as letters, daily notes, photo archives, meeting results, souvenirs, activity journals, and the like. Documents like these were used to excavate information about past events (Raharjo, 2017). As for data analysis, it was an iterative process. The qualitative data from the interviews, observations, and document reviews were thoroughly examined, categorized, and interpreted to extract meaningful insights and conclusions. To ensure the study's reliability and validity, we employed several strategies. For reliability, we ensured the study could be replicated by carefully documenting the research process and maintaining a consistent approach throughout the data collection. For validity, triangulation was used, where multiple data sources - interviews, observations, and document reviews - were used to corroborate the findings. This approach bolstered the trustworthiness of our research outcomes and provided a well-rounded understanding of the research question.

Results

The Quality Assurance Agency for Education (QAAE) of the Special Region of Yogyakarta is a government institution under the auspices of the Ministry of Education and Research. On April 26, 2022, the Quality Assurance Agency for Education of the Special Region of Yogyakarta officially changed its name to the Education Quality Assurance Agency of the Special Region of Yogyakarta. The QAAE is located at Jl. Raya Solo-Yogyakarta No. 11, Juwagen, Purwomartani, Kalasan District, Sleman Regency, Special Region of Yogyakarta. The QAAE was established on July 4, 2003, based on Minister of National Education Decree No. 087/O/2003, a change from the Teacher Training Center (TTC). Previously, the TTC Yogyakarta was also a conversion of the Teacher Education School (TES). The QAAE is an educational management institution under the Ministry of Education and Culture of the Republic of Indonesia, and its tasks include assisting teachers in obtaining promotions.

With the advancement of time and the demand for improved educational quality, the Ministry of National Education has restructured the Teacher Training Centers throughout Indonesia. The Teacher Training Centers were converted into Education Quality Assurance Agencies (EQAA). On April 26, 2022, the QAAE changed its name to the Education Quality Assurance Agency. This change was made to provide better services in maintaining the quality of education in the Special Region of Yogyakarta. Since its establishment in 2003, the QAAE has undergone changes and adjustments in its tasks to government policies in education. These changes reflect the QAAE's commitment to improving the quality of education in the Special Region of Yogyakarta.

The QAAE plays an important role in ensuring the quality of education in the Special Region of Yogyakarta. One of the programs implemented by the General Affairs Subdivision of the QAAE is filling out the Credit Score Increase Proposal (DUPAK) for teachers. DUPAK is a list of documents containing physical evidence of teachers' work achievements over a certain period. The main purpose of evaluating teacher performance through DUPAK is to assess teacher competence, improve teacher and school performance, and serve as a basis for the Continuous Professional Development (PKB) program for teachers. The QAAE's task is facilitating credit score assessment (PAK) and guiding teachers in filling out DUPAK. In addition, the QAAE also utilizes the E-PAK Guru application as a means of inputting and managing DUPAK data effectively. With its role, the QAAE assists teachers in obtaining promotions and contributes to improving educational quality in the Special Region of Yogyakarta.

1. Filling out the Credit Score Increase Proposal (DUPAK)

The Credit Score Increase Proposal (DUPAK) is a list or collection of documents containing evidence of work achievements accomplished by a teacher over a certain period. The main purpose of filling out DUPAK is to assess the level of teacher competence, improve and optimize teacher and school performance, provide an effective basis for the Continuous Professional Development (PKB) program for teachers, ensure that teachers can perform their duties and responsibilities well, and provide a foundation for career advancement and promotion for teachers through other awards. In this regard, the QAAE is crucial in filling out DUPAK for teachers in the Special Region of Yogyakarta.

The General Affairs Subdivision of the QAAE has a significant role in filling out DUPAK for teachers. They are responsible for filling out the Credit Score Increase Proposal (DUPAK) for schools in the Special Region of Yogyakarta. Their tasks include collecting and reviewing the necessary documents for DUPAK, such as the Decree (SK), the last Credit Score Assessment (PAK), the last two years' Performance Evaluation Reports (DP3/SKP/P2KP), and photocopies of diplomas. Afterward, the General Affairs Subdivision enters the data into the E-PAK Guru application. They also play a role in verifying the completeness of the documents and sending the verification results to the Education Office and relevant agencies.

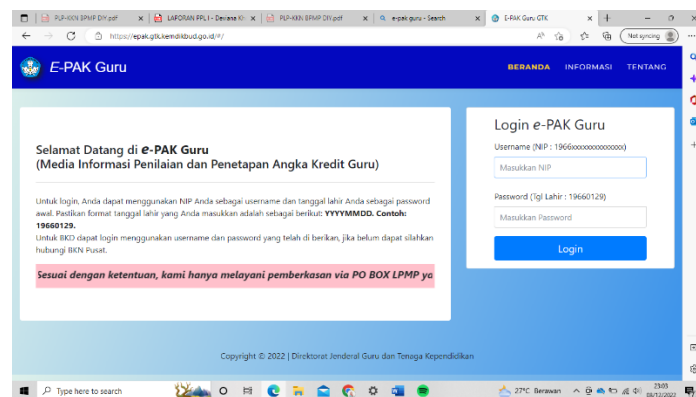
The E-PAK Guru application is an online information platform designed to assist teachers in submitting proposals for Credit Score Assessments (PAK) from grade IV/b onwards quickly and accurately. This application is web-based and has several important features. Teachers can upload their DUPAK data into their accounts through this application. The features available in E-PAK include the teacher's homepage and personal data, a teacher evaluation questionnaire, information about E-PAK such as application usage guidelines, a glossary, infographics, as well as examples of Credit Score Determination Results (HPAK) as a reference for DUPAK proposals in the next assessment period. Filling out DUPAK through the E-PAK application helps facilitate and expedite teacher performance evaluation and provides easier access and more efficient data management.

2. The E-PAK Guru Application

The E-PAK Guru application is an online information platform designed to assist teachers in submitting proposals for Credit Score Assessments (PAK) from grade IV/b onwards quickly and accurately. This application is a web-based management information system that can be accessed via the Internet without requiring high computer specifications. In filling out DUPAK, teachers can enter the required data and information into this application. The E-PAK Guru application has features that facilitate users, such as the teacher's homepage and personal data menu for those who submit DUPAK, a teacher evaluation questionnaire page, an information page that includes application usage guidelines, a glossary to understand the terms used and infographics that provide a visual overview of the DUPAK submission process. Finally, the E-PAK Guru application also provides examples of Credit Score Determination Results (HPAK) that can be used as a reference for DUPAK proposals in the next assessment period.

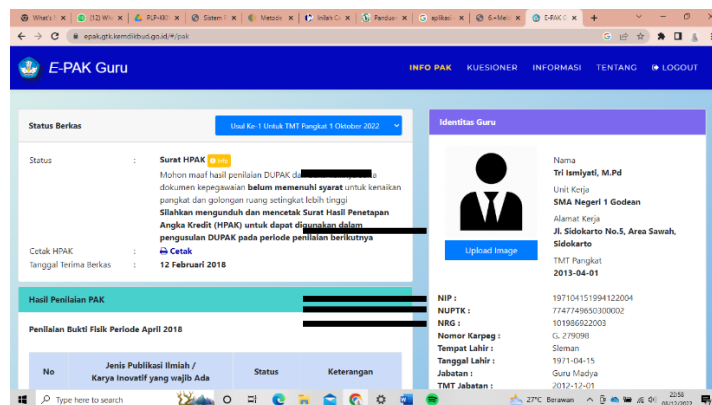
The E-PAK Guru application has several important features that assist teachers in filling out and submitting DUPAK. First, the teacher's homepage and personal data menu allow teachers to access and manage their personal information. Second, the teacher evaluation questionnaire page contains questions and rating scales used to evaluate teacher performance. Teachers can answer this questionnaire through the application, and the evaluation results will be used in the credit score assessment. Third, an information page provides guidance on using the application, including regulations related to PAK, a glossary to understand the terms used and infographics that visually represent the DUPAK submission process. Finally, the E-PAK Guru application provides examples of Credit Score Determination Results (HPAK) that can be used as a reference for DUPAK proposals in the next assessment period.

Figure 1. E-PAK Application



This displays the E-PAK application used for inputting teacher DUPAK data.

Figure 2. User Menu of E-PAK



The user menu in the E-PAK application consists of the teacher's homepage and personal data for those who submit DUPAK.

Figure 5 is an example of a letter of credit score determination (HPAK) that can be used as a reference for DUPAK proposals in the next assessment period.

The E-PAK Guru application has a user-friendly and intuitive interface. Figure 1 shows the E-PAK application used for inputting teacher DUPAK data. Figure 2 displays the user menu in the E-PAK application, consisting of the teacher's homepage and personal data for those who submit DUPAK. Figure 3 presents the teacher evaluation questionnaire page, which contains questions and rating scales that need to be filled out by the application user. Figure 4 shows the information page, where users can find information about E-PAK, such as application usage guidelines, a glossary, infographics, and more. Finally, Figure 5 displays an example of a letter of credit score determination (HPAK), which results from the PAK assessment process and can be used as a reference for DUPAK proposals in the next assessment period. With its comprehensive features and user-friendly interface, the E-PAK Guru application facilitates teachers in managing and submitting their DUPAK efficiently.

Discussion

This study aimed to identify and implement the process of filling the List of Proposed Promotions (DUPAK) for teachers at BPMP D.I. Yogyakarta. The objective was to optimize DUPAK filling through innovation, data input, and management optimization to the official PAK website. This research builds upon the rich body of existing literature on teacher career development, professional growth, and innovative technologies in education management (Chaaban et al., 2023; Li, 2022; Raduan & Na, 2020).

Our results illustrate that the Balai Penjaminan Mutu Pendidikan (BPMP) D.I. Yogyakarta, under the auspices of Kemdikbud-Ristek, has successfully transitioned into a facilitator for DUPAK submissions. It has effectively managed and inputted data for teachers seeking promotions through the official PAK website, thereby refining the promotion process for teachers. The E-PAK application is a critical data input and management tool, offering a user-friendly interface for teachers, school principals, and education departments (Khaleel et al., 2021).

Compared with prior findings, our results demonstrate digital platforms' ongoing evolution and increasingly important role in the education sector (Li, 2022; Ngoc et al., 2020). Previous research has highlighted teachers' diverse perspectives on career development (Chaaban et al., 2023). The findings of this study support these earlier results, providing further evidence that digital solutions can help streamline career advancement procedures and better support teachers' professional growth (Weinberg et al., 2021).

The evidence suggests that the introduction and implementation of the E-PAK application is an attempt to respond to the growing needs of teachers for an efficient and effective platform to submit their DUPAKs. The novelty of the application lies in its user-friendly interface, which facilitates data input and management (Didusch et al., 2022). However, a cautious interpretation of these findings is advised due to the potential influence of external factors, such as access to technology and digital literacy levels among teachers, which should have been examined in this study (Schmitt et al., 2023).

The findings of this research can be explained by considering the increased adoption and integration of digital technologies in educational settings (Ngoc et al., 2020). The E-PAK application has streamlined the process of DUPAK submissions, providing a clear, efficient, and easily accessible platform for the teachers and administrators involved in this procedure. It can be inferred that the success of this innovative approach in BPMP D.I. Yogyakarta reflects the broader trend of technology-driven solutions enhancing the efficacy of administrative processes in education (Li, 2022).

The significance of these findings lies in the clear demonstration of how digital innovations can substantially improve administrative tasks within the educational field, specifically regarding teacher career development procedures. The E-PAK application is an important tool to facilitate and simplify the process of DUPAK submissions, potentially leading to increased teacher engagement. However, it is crucial to interpret these findings with caution. External factors such as teachers' digital literacy and accessibility of digital tools were

not explored in this study. Future research would need to consider these factors to ensure the findings are broadly applicable (Falloon, 2020).

These results could have implications for teacher career development strategies. For instance, the efficiency and convenience offered by the E-PAK application may encourage more teachers to engage in the promotion process. Additionally, digitizing DUPAK submissions may enhance transparency and accountability in the promotion process, potentially increasing trust and satisfaction among teachers (Burden, 2012). The implications of these findings extend beyond the improvement of DUPAK submissions. This study can encourage further innovation and adoption of technology in the education sector by demonstrating the efficacy of digital solutions like the E-PAK application. This can result in broader enhancements in administrative processes, teaching methods, and learning experiences, all of which contribute to the overall quality of education (Ambarwati et al., 2021).

Furthermore, these results influence policy-making in education, particularly regarding teacher career development and promotion. Policymakers may consider strategies to support and enhance the digital capabilities of educational institutions and their staff. This includes ensuring equitable access to digital tools, promoting digital literacy among educators, and creating regulatory frameworks that facilitate the adoption of innovative technologies in the education sector. However, these potential policy implications must be carefully considered within the specific socio-economic context of each region or country to ensure that digital solutions are effectively and equitably integrated (Jayanthi & Dinaseviani, 2017).

However, as this study is based on a single institution, further research is required to determine whether similar processes and outcomes could be achieved in other educational institutions. Future research could also investigate the potential barriers teachers might face in using such digital platforms and strategies to overcome these barriers (Mercader & Gairín, 2020).

Conclusion

This study set out to identify and implement the process of filling in the List of Proposed Promotions (DUPAK) for teachers at BPMP D.I. Yogyakarta, to maximize DUPAK filling through innovative data input and management on the official PAK website. The research identified BPMP D.I. Yogyakarta as an educational management institution operating under the Ministry of Education and Culture (Kemdikbud) in Indonesia, tasked with assisting teachers in achieving promotions. A key focus was implementing the DUPAK program, which provides a mechanism for teachers to demonstrate their achievements and performance, compiled into a formal list of proposed promotions. The introduction of the E-PAK application, an online platform facilitating the swift and accurate proposal of PAK for teachers, emerged as a significant finding. This digital tool enhances the transparency and convenience of the DUPAK submission process, subsequently encouraging more teachers to participate in the promotion process. These findings have substantial implications for teacher career development strategies. Using digitized DUPAK submissions via the E-PAK application may promote transparency and accountability in the promotion process, fostering trust and satisfaction among teachers. This digitization process could revolutionize how teachers' performances are evaluated, improving the quality of education in Indonesia. Nevertheless, the study has its limitations. It is primarily centered on a single institution, which restricts the breadth and depth of the findings. Thus, it is still being determined whether similar outcomes could be achieved in other educational institutions, and there may be potential barriers teachers might face in using such digital platforms. Given the limitations and implications outlined, we recommend future research to investigate the scalability of this process to other educational institutions. Moreover, exploring potential challenges teachers may face in using such digital platforms and formulating strategies to overcome these barriers would provide a more comprehensive understanding of this transformative process. Thus, this research lays a foundation for future studies on the potential of digital platforms in teachers' career progression and education quality enhancement.

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