IMPLEMENTING OF AKBIR MODEL TO IMPROVE ELEMENTARY SCHOOL TEACHERS PERFORMANCE

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IMPLEMENTING OF AKBIR MODEL TO IMPROVE ELEMENTARY SCHOOL TEACHERS PERFORMANCE

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Abstract: Teacher performance shows a teacher's ability to do his job properly. Given the importance of teacher performance in determining the quality of students, teacher performance must be improved. This research aims to find feasibility and effectiveness of implementing the AKBIR model in improving elementary school teacher performance. The AKBIR model is a model built on a theory that states that the factors of trustworthiness, commitment, knowledge sharing, innovation, and reflective action can influence teacher performance. The research methodology is research and development through the ADDIE approach, namely start by need analysis and model design, development, implementation of model, and evaluation). The trials were conducted twice with 100 elementary school teachers. The research results show that: a) the AKBIR model has characteristics that are purposed, result-analyzed, holistic, and tool-supported; b) the AKBIR model is very feasible to use; c) the AKBIR model is very effective in improving the performance of elementary school teachers. Novelty: a quality model developed from the factors of trust, commitment, knowledge sharing, innovation, and reflective action that is proven to be able to improve the elementary school teachers' performance.

1- Introduction

The performance of teachers in educational institutions is a crucial issue that requires each institution to organise and improve according to the spatial and temporal dimensions [1]. Teacher performance is what a teacher in a school can do to achieve educational goals. In simple terms, [2] argued that "performance" is the execution of a person's required responsibilities. This understanding is the bare minimum required for this performance to succeed. Similarly, author [3] argues that teacher performance and teacher quality in carrying out learning tasks at school are synonymous.

Qualified teachers are those who have good or in-depth knowledge of the curriculum and are able to develop it correctly and in accordance with applicable educational regulations [4], [5], and [6]. Education will operate more efficiently and be more organised if it is staffed with qualified instructors. High-quality educators will produce high-quality students [7], and vice versa.

Teachers are said to be of good quality if they have at least good performance and are able to produce graduates who fulfil four competencies, namely: (a) academic competence; (b) professional competence; (c) value and attitude competence; and (d) competence to deal with change [8]. Based on this study, the quality of education cannot be separated from the quality of a teacher. Therefore, teachers must have certain personal qualities that include responsibility, authority, independence, and discipline.

A study of the character of teachers in Indonesia, some reasearchers argue that quality teachers have the following characteristics: a) Developing learning resources; b) Creating conducive classes; c) Creating interactive classes; d) Using quiz techniques; e) Using learning media; f) Developing learning media; g) Using learning resources; h) Using the school environment as a learning resource; I Choosing motivational strategies; j) Getting students to work; k) Creating a competitive classroom atmosphere; l) Holding discussions and working together with colleagues [9], [10], and [11].

In a study of quality teachers in Turkey [12], they knew how students learn, mastering curriculum, how to plan and implement effective teaching and learning, how to create and maintain supportive and

safe learning environments, how to assess, provide feedback, and report student learning, and how to engage professionally with colleagues, parents/guardians, and students.

The characteristics of quality teachers, according to a study conducted in Nepal [13], are: a) subject knowledge and b) teaching expertise; c) knowledge refreshment; d) collegiality; e) Dedication; f) Teacher-Pupil Relationship; g) Empowerment; h) Self-Development; i) Compensation; j) Ethical Code of Conduct. In a German, [14] stated that a quality teacher is a reflective practitioner; non-judgmental and willing to be checked regularly for bias; must have a sense of humour and a passion for life and learning; and must be curious, interested in exploring new attitudes, philosophies, and approaches, and open to learning new things.

Quality teacher performance is shown through activities or behaviours that stand out in the field of tasks for which they are responsible, as follows: 1) Create a plan of teaching and learning twice a year. 2) Providing a learning program. 3) Doing teaching and learning well. 4) Conducting assessment regularly. 5) Having student attendance. 6) Learner outcomes analysis. 7) Improve and enrich programmes. 8) Providing Guide learning. 9) Note each student's learning outcomes. 10) To accomplish certain academic goals [3], [15].

However, the facts of improving education quality in the field are inversely proportional to the theoretical studies presented by the experts above, as well as the government's efforts to improve teacher quality. The real concept of quality improvement, which should look more qualified and stable, is not the case. The teacher's performance should be getting better, but it is still disappointing.

The teacher's performance is subpar. The teacher performs his duties without creativity. Creativity isn't part of teacher achievement or innovation [16] Koswara and Rasto (2016: 62) found seven indicators that show weak teacher performance in teaching: (a) learning strategy ignorance; (b) classes poorly managed; (c) low ability to conduct and use classroom action research; (d) low achievement motivation; (e) lack of discipline; (f) low professional commitment; and (g) low time management skills.

Indonesia is ranked as a nation without pride, which is evidence that teacher performance and quality are low. According to https://gtcistudy.com/ (Global Talent Competitiveness Index), Indonesia is sixth out of nine ASEAN countries on the education for all development index. This shows that government efforts to improve teacher quality through training have not improved Indonesian education [17]. Teacher performance in Indonesia is low, according to research of [18], [19], found that Indonesian human resources are far from expectations.

Teachers' lack of facility and infrastructure knowledge also contributes to uneven teacher quality. Next, [20] found that 86% of elementary school teachers in the Jeponto District were unable to take reflective action in learning because they are only oriented to the implementation of the semester programme they have compiled, not to the process and impact on students.

Several causes of the low quality of education resulting from the low quality of elementary school teachers in Indonesia can be seen from several findings in the field. First, based on the Regional Education Balance Report issued by the Ministry of Education and Culture, it was found that the teacher competency test (UKG) score was low for the elementary school teacher group. In 2017, the average UKG score for SD teachers was 50.05 out of the ideal average of 65.00. From the findings of this study, the condition of teacher quality in Indonesia still requires the development of quality improvement.

Next, the educational qualifications of elementary school teachers in North Sumatra have not changed in 3 years, and there are still many teachers with educational qualifications below Diploma IV or bachelor. The results of interviews with several elementary school heads in Medan City obtained data that: 1) low teacher commitment can be seen in teachers often leaving teaching assignments with reasons to attend parties, illness, and other reasons so that teachers do not carry out their obligations. 2) Teaching

innovation is still low, as seen by the fact that not all teachers are able to use technology to assist the class learning process. Many teachers are still not passive in carrying out online-based teaching activities (e-learning), so the learning model that is applied is still the old model, namely, relying on books or student worksheets (LKS), which are no longer relevant to needs in the current digitalization era. 3) The teacher never reflects on teaching, as can be seen from the lesson plans that are not updated. Teacher lesson plans are generally used continuously without any change in content or quality as a result of the teacher's reflection. 4) The teacher has a materialistic attitude, putting money ahead of extra work or hours. Without extra pay, the teacher will refuse. Last, the results of teacher performance assessments carried out by school supervisors on elementary school teachers in Medan City in 2020 show that the fulfilment of teacher performance indicators (planning, implementing, and evaluating learning outcomes) is still low. In the preparation of lesson plans, the average performance of teachers is still in the sufficient category (59.68%). The implementation of the learning process is in the "good" category at 62.6%, and the assessment of the results of the learning evaluation is in the "sufficient" category (52.40%).

Previous research on teacher performance models "Efforts to Improve Elementary School Teacher Performance" is [21] research title. [21] discusses this in "Implementation of Teacher Performance Development Models in Palopo City." [22] published "Model of Teacher Performance Improvement Based on Teaching Demonstration in Vocational High Schools of Bima Regency" [23] published "Model of Teacher Performance Improvement of SMK Negeri Bawenmance Development Models in Public High Schools in Palopo City." [22] published "Model of Teacher Performance Improvement Based on Teaching Demonstration in Vocational High Schools of Bima Regency [24] published "Model of Teacher Performance Improvement of SMK Negeri 1 Bawen." Each model described above has advantages and disadvantages, so using a specific model or a stand-alone model is not recommended. In general, teacher improvement has been incidental, meaning it is not a continuous process but rather programmatic and temporary. As a result, the implementation of professional improvement often stops when the programme or project ends, even though coaching must be continued.

Based on some of the expert opinions above, there are several dominant factors that can influence teachers in improving their quality in carrying out their mandate or duties as teachers, namely commitment to carry out tasks or mandates properly, keeping abreast of technological developments and being able to use them, the ability to transfer good knowledge to students and fellow teachers, and the ability to assess and reflect. Author [25] say trust has three dimensions: 1) Creator-relationship This mandate is broader and deeper. Amanah is a human's religious duty to God. 2) Human sizes The mandate is commendable and must be completed. 3) Self-dimensions in this dimension, trust is seen as self-serving. When only one of these three dimensions is met, the mandate isn't complete.

The teacher's mandate to achieve educational goals is so great that it should be done with dedication. Commitment is one way teachers try to do their best. A healthy person's commitment means being aware of what he's doing and why, and working to improve [26]. According to [27], the forms of individual commitment in the organisation are a strong desire to maintain membership in a particular organisation, to try hard for the organization's name, and certain beliefs and acceptance of organisational values and goals, as seen through Allen and Meyer's 3 forms of commitment, affective commitment, continuance commitment, and normative commitment. Because [28] argues that work, position, and existence factors can bind a person to the organization's scope. A professional teacher must be dedicated and able to share knowledge with colleagues.

Through sharing knowledge, teachers' self-potential can be optimally developed and beneficial for students, society, the nation, and the country, so the community can recognise the quality of schools [29]. Sharing information helps solve problems, come up with new ideas, and put plans or procedures into action. [30]. And [31] says innovation and technological literacy help teachers improve their quality.

These factors align with RI Law No. 14 of 2005 concerning Teachers and Lecturers, which requires four competencies from professional teachers: pedagogical, personal, social, and professional. A quality teacher must be able to use ICT and teaching materials for educational development. A quality teacher must be able to communicate and develop using ICT. To make UNESCO's statement clearer, [32] in his research based on Koehler & Mishra's theory that future educators must have good knowledge, skills, and technological competence to effectively integrate technology in learning. Because teaching strategies (pedagogical knowledge) and content (content knowledge) are more effective when combined with technology (technological knowledge) (TPACK concept) (Technological Pedagogical Content Knowledge). Teachers must reflect on their activities to increase their competence. Teachers can use reflective action as feedback and decision-making tools to determine appropriate learning, select strategies, and improve the learning process. Reflection helps professional teachers change and improve learning [13]. Reflective helps teachers grow their knowledge and improves student learning [33].

Through reflection activities, teachers will know their strengths and weaknesses in carrying out their duties, especially educating students. With reflection, teachers will find it easier to eliminate weaknesses and increase strengths through higher commitment, innovation, sharing of experiences, and carrying out trust honestly. Based on the research findings above, empirical facts in the field, and relevant theories, researchers are interested in developing a model of teacher quality based on trust, commitment, experienced sharing, innovation, and reflection (AKBIR) for improving elementary school teacher performance.

2- Literature Review

2-1- Teacher Performance

The performance of teachers in schools is a crucial issue, and each institution must organise and improve according to space and time constraints. [34]. The following are indicators of teacher performance:

2-1-1-   Teaching-and-learning planning

Teachers must plan teaching and learning [35]. A "teaching and learning plan" is a teacher's projection of student activities during instruction. In addition, [36] explains that a teacher's lesson plan consists of subjects, topics, and meetings. Planning for instruction and learning guides teachers in their instructional practises and actions.

2-1-2- Lead the learning process.

Teaching as implementing or managing teaching and learning activities [35]. And [37] explains that in teaching and learning, the teacher's creativity is required in creating and growing student learning activities.

2-1-3- Evaluating Teaching and Learning

Assessing the teaching and learning process as an activity to obtain information about student learning acquisition in terms of concepts, attitudes, values, and process skills [38]. And [39] explains that the primary purpose of assessment is to determine the level of achievement, efficiency, and effectiveness in the learning process. If the assessment is conducted correctly, it can aid teachers in gaining a better understanding of their students, making it easier to determine the most effective course of action. Authors base teacher performance on learning process responsibilities.

Table 1. Provides teacher performance indicators.

No	Indicators	Dimension
1	Preparation of Learning Plans	a. Teaching plan Completeness b. Formulation of learning objectives c. Formulation of learning indicators d. Formulation of teaching materials e. Formulation of learning strategies and teaching models f. Formulation of scenarios for learning activities g. Preparation of learning assessment
2	Implementation of the Learning Process	a. Pre-learning b. Core learning c. Closing learning
3	Learning Outcomes Assessmentr	a. Assessment of learning outcomes b. Utilization of learning evaluation results

Source: Modified form several studies' findings.

2-2- Development of the AKBIR Quality Model

The position of the teacher is mandated in Law No. 14 of 2005, which states that the teacher has a position as a professional at the levels of basic education, secondary education, and early childhood education on the formal education pathway and is appointed in accordance with statutory regulations. A teacher is considered qualified if he is successful in teaching and learning activities as a form of implementing good performance. A teacher's proficiency in these three areas is usually indicative of their success. In addition, quality teachers must have a level of discipline in teaching, the ability to interact with students, and many other factors as supports.

The current problem of teacher quality is the low performance of teachers, which has an impact on the low quality of education, low student National Examination scores, and low absorption of graduates in industry. The teacher's performance so far seems less than optimal. The teacher carries out his duties only as a routine activity, lacking creativity. Innovation for teachers is relatively closed, and creativity is not part of achievement [33]. This fact is underscored by author [46] found seven indicators of poor teacher performance include: (a) ineffective classroom management, (b) learning strategies ignorance, (c) not being able to do and use action research in the classroom, (d) unmotivated to be succes, (e) indiscipline, (f) less professional commitment, and (g) poor time management.

In order to create quality teachers, it is necessary for them to comprehend their role as educators and to be committed to sharing knowledge by continuously innovating and engaging in self-reflection. Through the implementation of the TCKSIR quality model (trust, commitment, knowledge sharing, innovative thinking, and reflective can improve teacher performance.
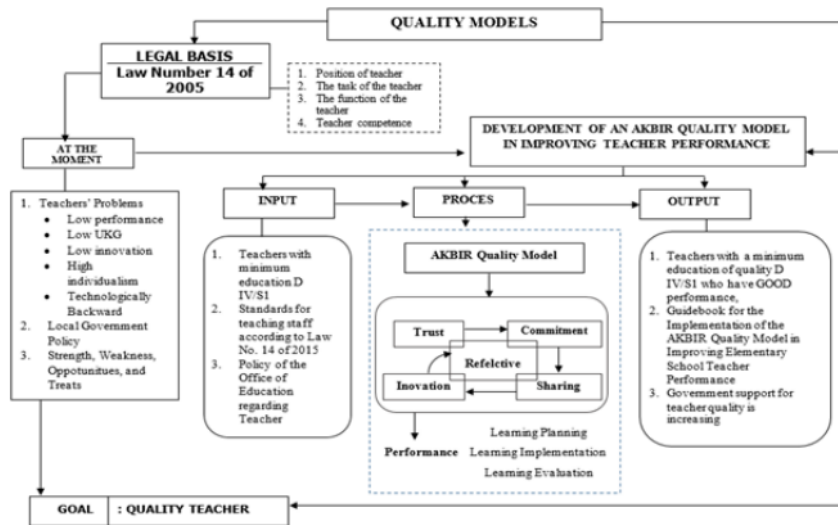
Figure 1. Research framework

3- Reserch Methodology

In the research and development of the Trust, Commitment, Knowledge Sharing, Innovation, and Reflective quality model (in bahasa is AKBIR Model), used the ADDIE approach.
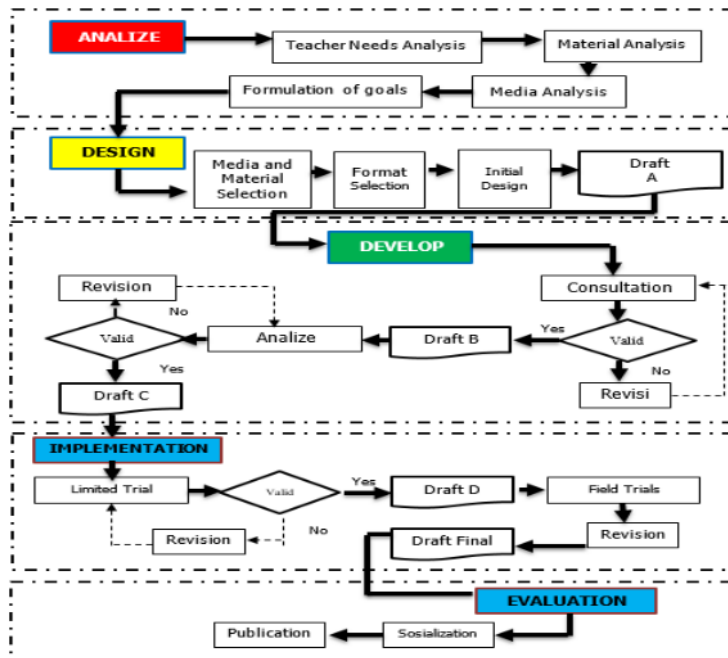

Figure 2. Research Methodology Procedures

Figure 2 shows the five stages of research implementation. The analysis phase includes activities to analyse what teacher needs, teacher characteristics, and material to be used in the process of developing the AKBIR model. During the design stage, the media, materials, format, and initial design of the model are all thought out. The model-building activity from the design in the form of design drawings to a physical model that can be used in the trial process is referred to as the development stage. The implementation phase is the application of the AKBIR quality model to determine the results and quality of the developed model. The trial phase was carried out twice, and the last stage, namely the evaluation stage, is an assessment of the strengths and weaknesses of all product development steps. At this stage, the model that has been described and tested directly in the field requires an evaluation process regarding deficiencies when implementing the developed model to determine the validity and effectiveness of the product results.

4- Result
4-1-   Analysis of the characteristics of the teacher's performance development model

Table 2.1 shows the result of an analysis of the short course implementation conducted by the teacher.

Table 2. SWOT Analysis Results

No	Variables	Indicators	Outcomes
1	**Trust** ➔ effectively perform assigned tasks. It is carried out with the aim of doing it for the Creator, for human beings, and for oneself.	1. Responsibility 2. Exact promises 3. Be honest	After attending the AKBIR workshop, teachers are expected to: 1. The attitude of responsibility towards the task increases 2. Teacher discipline has increased 3. The honest attitude of teachers increases
2	**Commitment** ➔ Carrying out a task with a full sense of responsibility, care, and loyalty is one of the forms and efforts to show the best performance.	1. Making efforts to adapt to the work environment 2. Model loyalty 3. Active support 4. Personal sacrifice	1. Commitment to oneself (carrying out tasks) increases 2. Commitment to superiors increases 3. Commitment to the organization (rules) increases
3	**Knowledge Sharing** ➔ the ability to communicate and collaborate with others, create ideas, or policies.	1. Socialization: Information Transfer 2. Externalization: Conveying ideas	1. Know the benefits of knowledge sharing 2. Want to share with colleagues 3. Best in public speaking

		3. Combinational: Reference for teachers 4. Internalization: *Widespread ideas*	4. Able to communicate with colleagues 5. Open to others' ideas
4	**Inovation** ➔ solutions creator to educate problems and opportunities to improve learners.	1. Generate creative ideas in making computer technology-based learning media 2. Submit ideas to others.	1. Powerpoint expert 2. Ms. Excel-based assessment 3. Show media to teachers
5	**Refelction** ➔ Potential in reviewing learning process.	1. Recal: Remember 2. Retionalization: Motivation to take further action 3. Reflectivity: Self-reflection	1. Mastering Self-evaluation 2. Mastering to compile his own programmes 3. Mastering self-sufficient

4-2-   *The feasibility model of Trust, Commitment, Sharing Knowledge, Innovative, and Reflective (AKBIR)*

During the development phase, experts validate the model and small user groups test the model's viability.

Table 3. Average Expert Rating Validation

No	Aspects	Average Percentage	Category
1.	*Self Instructional*	91,7	Very Eligible/Very Valid
2.	*Self Contained*	92,0	Very Eligible/Very Valid
3.	*Independent*	87,5	Very Eligible/Very Valid
4.	*Self Assessed*	90,0	Very Eligible/Very Valid
5.	*User Friendly*	100	Very Eligible/Very Valid
	Total	92,2	Very Eligible/Very Valid

Based on table 3, the self-instructional aspect obtained an average of 27.5 (91.7%) in the very feasible category, the self-contained aspect obtained an average score of 24 (96%) in the very feasible category, the independent aspect obtained an average score of 27.5 (88%) in the very feasible category, the self-assessed aspect obtained an average of 13 (87%), and the user-friendly quality aspect obtained an average score of 15 (100%) in the very feasible category. According to experts, the total feasibility score of the AKBIR quality model is 96.5 (92.2%) in the "very feasible" category. Thus, based on the results of expert validation, it can be concluded that the AKBIR quality model for improving the performance of public elementary school teachers in Medan City is very feasible to use.

Table 4. Recapitulation of User Trial Response Results

No	Aspects	Percentage Average	Category
1.	Workshop Needs Analysis	88,67	Very Good/Very Decent
2.	Workshop Goals	79,80	Good/Decent
3.	Workshop Material	94,00	Very Good/Very Decent
4.	Workshop Method	85,39	Very Good/Very Decent
5.	Workshop Evaluation	91,40	Very Good/Very Decent
	Total Average	87,86	Very Good/Very Decent

Table 4 shows that ease of workshop needs analysis scored 88.67% in the very good/very feasible category, workshop target scored 79.80% in the good/decent category, workshop material scored 94.00% in the very good/very decent category, workshop method scored 85.39% in the good/decent category, and workshop evaluation scored 85.39% in the good/decent category. According to users, 87.86% of AKBIR's feasibility is "very good" or "very decent." The AKBIR quality model is very good based on user trials.

4-3-   Effectiveness of model of Trust, Commitment, Sharing Knowledge, Innovative, and Reflective (AKBIR)

The AKBIR quality model that is valid and suitable for use is then implemented a large group with a total of 100 respondents, consisting of 8 sub-districts. Model implementation is carried out in 2 (two) stages, namely the workshop implementation stage and the post-workshop mentoring stage.

Tabel 5. Significance (2 tailed) Paired Sample T Test of Limited trial

		Paired Differences						df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t		
					Lower	Upper			
Pair 1	Pretest - Posttest	-42.933	17.473	3.190	-49.458	-36.409	-13.458	29	.000

Based on the output of table 4.5, it is known that the value of sig. (2-tailed) 0.000 0.05. So based on the decision-making guidelines in the paired sample t test according to [46], H0 is rejected and Ha is accepted. So it can be concluded that there is an average difference between the pretest and posttest results, which means that the application of the AKBIR Quality Model can improve the performance of public elementary school teachers in Medan City.

Tabel 6. Significance (2 tailed) Paired Sample T Test of Field trial

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	-36.314	11.495	1.374	-39.055	-33.573	-26.432	69	.000

From table 4.6 it is known that the value of Sig. (2 tailed) 0.000 0.05. So based on the decision making guidelines in the paired sample t test according to [47], then H0 is rejected and Ha is accepted. So it can be concluded that there is an average difference between the pretest and posttest results in the wide trial, which means that the application of the AKBIR quality model can improve the performance of public elementary school teachers in Medan City.

5- Discussion

5-1-   Analysis of the characteristics of the teacher's performance development model

Based on analysis and design findings, public elementary school teachers in Medan City need the AKBIR quality model to improve their performance. a) purposed: with the goal of increasing understanding of the teacher's mandate, then forming commitment, then increasing the attitude of sharing knowledge with developing learning innovations, and ending with reflective actions; b) result-analyzed: oriented to the priority needs of teacher quality based on SWOT analysis, material analysis, and objective analysis; c) holistic: emphasising holistic and integrative concepts and implementation (starting from the spiritual-somatic to the intellectual, and d) tools support: having input instruments: manuals, AKBIR quality SOP as a guide in implementation.

The findings of the model in this study are in line with the opinion of [48]. The characteristics of the model developed in a study are as follows: 1) developed based on relevant theoretical rationales from certain experts. 2) has a specific content or purpose. 3) have guidelines for carrying out certain activities. 4) has a work order or steps (syntax), and 5) has a measurable impact as a result of applying the model.

This study also supports the theory of [21] that there are four essential components of a model: (1) syntax, that is, a sequence or phase of learning activities or steps; (2) social system, that is, the role of the user and the rules required for sociocultural interactions. (4) support systems, or the conditions required for the model to be implemented efficiently and effectively. These conditions may include all facilities, materials, and instruments required to implement the model.

5-2-   The feasibility model of Trust, Commitment, Sharing Knowledge, Innovative, and Reflective (AKBIR)

Expert validation and user trials yielded data indicating that the AKBIR quality model is highly valid and usable. Self-instructional, self-contained, independent, self-evaluated, and user-friendly characteristics of expert validation are examined. The average material feasibility score for the five measured aspects was 92.2% in the "very feasible" category. The results of the model's user-perceived feasibility are examined from the following perspectives: workshop needs analysis, workshop objectives, workshop materials, workshop methods, and workshop evaluation. The "very feasible" category obtained an average score of 87.86% across the five measured aspects.

The results of this study test the learning model theory according to [22] and [23], which states that a model is considered good if it meets the following criteria: a) valid (valid), if the model developed based on a strong theoretical rationale and internal consistency; b) practical (practical), if experts and practitioners state that what has been developed can be applied and has been proven to be applicable; c) effective (effective), if experts and practitioners with their experience state that what has been developed

This study's feasibility test evaluated five (5) eligibility criteria for a model according to [50, 51], which were measured statistically based on the percentage of eligibility category achievement, namely: a) very feasible (81%), feasible (61% - 80%), quite feasible (41% - 60%), not feasible (21% - 40%), and very inappropriate (20%). The results of the expert feasibility test (expert judgement) in the study revealed an average expert feasibility score of 96% and an average user trial of the model score of 83.32%; therefore, the average of the two feasibility test results was 81%, with the category being extremely valuable.

5-3- Effectiveness of model of Trust, Commitment, Sharing Knowledge, Innovative, and Reflective (AKBIR)

The AKBIR quality model improves teacher performance very effectively. The performance increase was derived from the results of the paired sample t test. Pretest scores are lower than posttest scores based on two trials. Therefore, it can be concluded that using the AKBIR quality model to improve the performance of public elementary school teachers in Medan City is highly effective.

The findings of this study contradict the findings of [42] study, which asserts that the prevailing paradigm is that lecturers already have high academic abilities in certain fields of science so that being able to enter the profession as a teacher is regarded as having fulfilled the capacity to perform their duties properly; teachers are regarded as not requiring special preparation perform their professional duties as teachers in schools; teachers do not require special preparation to perform their professional duties as teachers in schools.

The research findings of [42] cannot be proven empirically. While the findings of this study indicate that every teacher, whether in his capacity as a new (young) or senior teacher, teacher with bachelor's or master's education, in achieving his teaching assignments must have a strong commitment, a commitment to continue to make continuous improvements to the competencies he has, through sharing knowledge, finding innovation (finding new ideas), by carrying out a reflective approach with colleagues or parties who can contribute to improving the quality of individual teachers, other individuals, and organisations through the use of advances in information and communication technology.

4- Implication of Finding

The results of this study demonstrate that the AKBIR quality model is capable of enhancing the performance of elementary school teachers in Medan. As educating, teaching, directing, guiding, assessing, training, and evaluating students is the teacher's primary responsibility, they can be considered professional educators. The AKBIR quality model can significantly enhance teacher performance, which includes: a) planning the teaching and learning process; b) implementing and leading or managing the learning process; and c) evaluating the progress of the teaching and learning process. The AKBIR concept will increase teacher performance and teacher quality by first understanding the teacher's trust, then forming a commitment to share knowledge by developing learning innovations, and concluding with reflective actions.

6- Conclussion

The characteristics of the AKBIR model developed in improving the performance of elementary school teachers are: a) purposed: having the aim of increasing understanding of teacher mandates, then forming commitments, then increasing the attitude of sharing knowledge by developing learning innovations that

end with reflective actions; b) result-analyzed: oriented to the priority needs of teacher quality based on SWOT analysis, material analysis, and objective analysis; c) holistic: emphasising holistic and integrative concepts and implementation (starting from the spiritual-social-emotional, cognitive, and psychomotor aspects); and d) tools support: having input instruments: manuals, AKBIR quality SOP as a guide in implementation.

The feasibility of the AKBIR quality model in improving the performance of elementary school teachers in Medan City is very valid and feasible to use. Feasibility results were obtained through expert validation and user trials. The feasibility of the model in terms of expert validation is 92.2% (very feasible). The results of the feasibility assessment of the model by the user are 87.86% (very feasible).

The effectiveness of the AKBIR quality model in improving the performance of elementary school teachers in Medan City is very effective. These results were obtained from the results of limited trials, and the field showed that the posttest value was greater than the pretest value. This means that there is a difference between the average scores before and after the implementation of the AKBIR quality model.

7- Declaration

7-1- Author Contributions
The following statements should be used:

Conceptualization, W; methodology, R; software, W; validation, RD; R; formal analysis, W; investigation W; resources W; data curation R.; writing—original draft preparation W, and R; writing—review and editing W, R, and RD; visualization W; supervision RD; project administration W; funding acquisition, W. All authors have read and agreed to the published version of the manuscript.

7-2- Data Availability Statement
Information used in this study is available from the authors if requested.

7-3- Funding
No funding was provided to the authors at any stage of the article's development, from research to writing to publication.

7-4- Informed Consent Statement
Participants in this study consented to the use of their anonymous data. Teachers over the age of 27 who participated in the study voluntarily and were not compensated for their time.

7-5- Conflicts of Interest
The author confirms there are no competing interests that would prevent the publication of this manuscript. In addition, the authors have fully complied with all relevant ethical requirements, such as those pertaining to plagiarism, informed consent, misconduct, data fabrication/falsification, concurrent submissions, and redundancies.

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