

Enhancing Management Effectiveness of the Teacher Educational Program through Job Cards and Activity Control

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A B S T R A C T

The Teacher Professional Education Program (PPG) at Universitas Negeri Malang faces several managerial challenges, particularly in terms of timely implementation and financial accountability. This study aims to explore the impact of implementing job cards and activity control systems on improving the effectiveness of PPG program management. A qualitative approach with a case study design was employed. Data were collected through semi-structured interviews, participatory observation, and document analysis related to the implementation of PPG activities. Informants included the director of the postgraduate school, the administrative sub-coordinator of the postgraduate school, and part-time financial staff. Data analysis was conducted thematically using source, technique, and time triangulation to enhance the validity of the findings. The results indicate that job cards provide clarity regarding roles and scheduling of activities, while activity control systems promote consistency in reporting and adherence to established timelines. Both instruments contribute to the development of a more disciplined, transparent, and accountable management system. Furthermore, active involvement of all implementing units fosters a collaborative work culture and accelerates the achievement of program targets. This study contributes for the development of participatory and accountable education management systems.

A B S T R A K

Program Pendidikan Profesi Guru (PPG) di Universitas Negeri Malang menghadapi beberapa tantangan manajerial, terutama dalam hal pelaksanaan tepat waktu dan akuntabilitas keuangan. Penelitian ini bertujuan untuk mengeksplorasi dampak penerapan kartu kerja dan sistem pengendalian kegiatan terhadap peningkatan efektivitas manajemen program PPG. Pendekatan kualitatif dengan desain studi kasus digunakan. Data dikumpulkan melalui wawancara semi-terstruktur, observasi partisipatif, dan analisis dokumen terkait pelaksanaan kegiatan PPG. Informan meliputi direktur sekolah pascasarjana, subkoordinator administrasi sekolah pascasarjana, dan staf keuangan paruh waktu. Analisis data dilakukan secara tematis dengan menggunakan triangulasi sumber, teknik, dan waktu untuk meningkatkan validitas temuan. Hasil penelitian menunjukkan bahwa kartu kerja memberikan kejelasan mengenai peran dan penjadwalan kegiatan, sementara sistem pengendalian kegiatan mendorong konsistensi dalam pelaporan dan kepatuhan terhadap jadwal yang ditetapkan. Kedua instrumen tersebut berkontribusi pada pengembangan sistem manajemen yang lebih disiplin, transparan, dan akuntabel. Lebih lanjut, keterlibatan aktif semua unit pelaksana menumbuhkan budaya kerja kolaboratif dan mempercepat pencapaian target program. Studi ini memberikan kontribusi bagi pengembangan sistem manajemen pendidikan yang partisipatif dan akuntabel.

1. Introduction

The Teacher Professional Education (PPG) program is a national strategic initiative aimed at producing professional and competent teachers across various educational levels [1], [2], [3]. This program is a vital component of Indonesia's broader education reform strategy, designed to enhance teaching quality and student learning outcomes nationwide [4], [5], [6]. Evaluation of teacher competence involves assessing teachers' knowledge, skills, and attitudes in carrying

out their duties [7], [8]. A study further explained that the professional competency standards of teachers can be developed through PPG [9]. Several studies have highlighted the significant role of the PPG program in improving the quality of education in Indonesia. Some research emphasize that in order to contribute meaningfully to education quality, teachers must be professionally trained, making PPG one of the key instruments [10], [11]. PPG program significantly improves teachers' pedagogical competencies [12].

However, the implementation of the PPG program still faces challenges, particularly in terms of input and process [10]. Other studies have likewise underlined the need for comprehensive evaluations to enhance the program's effectiveness [13], [14], [15].

In practice, the PPG program integrates several crucial components, including competency-based coursework, field experience practice (PPL), and complex administrative and financial procedures. As one of the implementing universities, Universitas Negeri Malang (UM) is expected to execute the program efficiently, effectively, and accountably. However, managing PPG activities requires addressing various aspects simultaneously, from scheduling and technical implementation to quality control and budget reporting. This complexity often results in delays and inaccuracies in financial reporting, ultimately affecting the overall quality of the program. Thus, management innovation is required to ensure that all stages of the PPG process proceed as planned. Such innovation should not only document activities in a structured manner but also allow for real-time monitoring of progress in the field.

A major issue frequently encountered in the implementation of PPG activities at Universitas Negeri Malang is the suboptimal workflow system, which hinders process consistency and financial accountability. Many activities lack standardized documentation or guidelines, leading to inconsistent execution across implementing units. This results in inefficiency, delayed task completion, and misallocated budgets. Furthermore, the absence of an integrated activity monitoring system hampers timely evaluations, as essential data for assessing implementation is often scattered and poorly documented. When activities deviate from the schedule, the impact extends beyond technical concerns, also disrupting reporting and financial accountability. This is a serious concern, as financial accountability is a key performance indicator of program success. In the context of higher education management, PPG program execution must adopt a more structured, systematic, and data-driven approach. Therefore, an effective system is needed to support not only planning and implementation but also monitoring and evaluation at each stage of execution.

One proposed solution is the implementation of job cards and activity control systems as management tools. Job cards offer a clear and detailed breakdown of work dimensions and their components, along with clearly defined responsibilities, duties, and obligations, helping technical supervisors to effectively carry out their roles [16]. Meanwhile, activity control serves as a monitoring mechanism for ongoing operations in terms of timelines, resources, and budget usage. Together, these tools enable a more systematic, traceable, and well-documented management process for PPG activities. Implementing job cards and activity control

allows all stakeholders from operational committees and financial officers to university leadership to access consistent and synchronized information on program progress. This is essential for enhancing transparency and reinforcing internal oversight. Moreover, the system facilitates regular evaluation since every step is clearly recorded and measurable. This innovation is expected to cultivate a more disciplined, well-planned, and accountable work culture in managing PPG activities. Strengthening the management system through job cards and activity control also supports the application of good governance principles, such as transparency, accountability, effectiveness, and efficiency.

Accordingly, this study aims to explore how the implementation of job cards and an activity control system affects the management effectiveness of PPG program execution at Universitas Negeri Malang. The research focuses on five key aspects: accuracy of assignment letters and honoraria, correctness in catering procurement, consistency between budget realization and planning (RAB), efficiency in budget preparation, and cross-unit coordination. A qualitative approach is adopted to capture the perceptions and experiences of PPG implementers within the Faculty of Teacher Training and Education (LPTK). It is expected that the findings will contribute to the development of a more adaptive, transparent, and quality-oriented academic activity management system.

2. Research Method

2.1. Research Approach

This study adopts a qualitative approach with an intrinsic case study design, enabling exploration of organizational dynamics, program implementers' perceptions, and the managerial context that shapes the success or challenges of innovation [17], [18], [19]. This approach was selected because the primary aim of the research is to gain an in-depth understanding of the implementation process of job cards and activity control systems in the execution of the Teacher Professional Education (PPG) program at Universitas Negeri Malang. The case study design enables researchers to explore organizational dynamics, program implementers' perceptions, and the managerial context that shapes the success or challenges of innovation. It also allows the capture of social and managerial complexities that cannot be measured quantitatively but must be understood through narratives, experiences, and interactions among actors within real-world contexts.

2.2. Research Location and Subjects

The study was conducted within the Faculty of Education at Universitas Negeri Malang, specifically in the PPG implementation unit involved in the planning, execution, and reporting of program activities. Informants were selected purposively based on their

involvement in program management, including the Director of the Graduate School (Prof. Dr. Adi Atmoko, M.Si.), the Administrative Sub-Coordinator of the Graduate School (Awaludin Basuki, S.AB.), and part-time financial staff (Rizky Kharisma Sakti & Anna Indrawati). Informants were chosen for their strategic roles in decision-making, technical implementation, and oversight, as well as for the diversity of perspectives that could enrich the understanding of the phenomena under study.

2.3. Data Collection

Data were collected through three complementary techniques to obtain a comprehensive and in-depth understanding. The first technique was in-depth semi-structured interviews. This approach allowed researchers to explore informants' experiences, perceptions, and challenges in implementing the job card and activity control mechanisms flexibly. The second technique was participatory observation, during which researchers directly observed coordination dynamics, including internal meetings, job card completion processes, and control system implementation across various work units. Additionally, data were collected through document analysis, including job card templates, activity reports, financial reports, meeting minutes, and activity control instruments.

2.4. Research Stages

Preparation Stage:

- a. Initial coordination with the heads of PPG implementation units and the finance department.
- b. Designing job card instruments that include activity elements, implementation timelines, performance indicators, and responsible personnel.
- c. Developing a control system format based on progress monitoring logs and financial reports.
- d. Preparing presentation materials, job card completion guidelines, and simulations of control system use.
- e. Preparing digital or printed tools as needed by the implementation units.

Implementation Stage:

- a. Conducting socialization and training on the use of job cards and activity control systems for all PPG implementers, lecturers, and administrative staff.
- b. Active implementation of job cards by each unit during the ongoing PPG activities.
- c. Regular monitoring and assistance regarding activity implementation and the alignment of financial and time reporting with the job card.

- d. Weekly activity control reporting by the evaluation team, consolidated into monthly reports.

Evaluation Stage:

- a. Structured Evaluation: Assessing the timeliness of activity implementation and the accuracy of financial reports based on the designed job cards.
- b. Process Evaluation: Direct observation of job card and control system usage by PPG implementers.
- c. Outcome Evaluation: Assessing improvements in activity efficiency based on indicators such as time, workload, and budget reports.

Evaluation instruments included questionnaires, semi-structured interviews, and analysis of job cards and activity reports.

2.5. Analysis Technique

Data were analyzed using descriptive qualitative methods. Data from interviews and field notes were analyzed to identify obstacles, successes, and user responses to the implemented system. To ensure the credibility and validity of the findings, the study applied three systematic triangulation strategies: (1) Source triangulation, by comparing data from different informants to avoid subjective bias; (2) Method triangulation, by using multiple data collection techniques including observation, interviews, and document analysis; and (3) Time triangulation, by collecting data at different times to capture the dynamics of events and ensure the consistency of findings. These steps are crucial in ensuring that the data obtained are accurate, trustworthy, and able to holistically portray reality, thereby supporting the targeted implementation of the job card and activity control system.

3. Result and Discussion

3.1. Enhancing Task Structure and Clarity

The implementation of the job card system in the Teacher Professional Education (PPG) Program has significantly contributed to establishing a more organized work structure and clarifying the distribution of responsibilities among implementation units. Prior to its implementation, personnel often encountered ambiguity in authority boundaries, resulting in role overlaps, miscommunication between departments, and delays in technical decision-making. This situation highlighted the weak internal coordination mechanism due to the absence of standardized and written operational guidelines. With the introduction of job cards, each stage of activity was explicitly detailed, including responsibilities, timelines, performance indicators, and inter-unit workflows, and documented systematically. The Director of the Graduate School, Prof. Adi Atmoko, stated that the job card serves as a critical instrument for ensuring that all individuals

understand their respective roles and functions, thereby facilitating real-time and structured monitoring by leadership.

Furthermore, the Administrative Sub-Coordinator, Mr. Awaludin Basuki, emphasized that the job card functions not only as a technical reference but also as a managerial tool that enables synchronization between planning and execution. According to him, the job card serves as a "blueprint" that assists administrative teams in accurately adjusting schedules, logistical needs, and human resource management. These findings reinforce the importance of informational clarity in management systems, as well-structured job descriptions not only clarify organizational expectations but also provide supervisors with clear guidance to perform effective oversight [16]. Beyond structural improvements, role clarity also positively affects employee emotional stability. When roles and responsibilities are explicitly documented, role conflict and job uncertainty are minimized, thereby improving job satisfaction and organizational commitment.

From an organizational perspective, this system establishes a micro-management structure aligned with the principle of decentralized responsibility, where each unit is granted autonomy within measurable accountability boundaries. This is essential for complex programs such as PPG that involve numerous actors and cross-functional interactions. Job descriptions formalized through the job card create a "single source of truth," a common reference document that aligns perceptions and resolves interpretive discrepancies during program execution. Therefore, the job card not only improves operational management but also fosters a more professional, transparent, and accountable organizational culture.

Conceptually, these findings support the performance-based management approach, in which task structure clarity is a prerequisite for achieving efficiency and effectiveness. In public sector management, tools like job cards have long been used to measure performance, align roles across units, and facilitate process tracking. The successful implementation of the job card system in the PPG program at Universitas Negeri Malang offers the best practice model that can be replicated in other academic programs with complex inter-unit coordination and budgetary responsibilities. Thus, the job card is not merely an administrative document but a systemic foundation that supports comprehensive program implementation quality.

3.2. Strengthening Monitoring and Evaluation Mechanisms

The implementation of the activity control system has significantly strengthened the monitoring and evaluation (M&E) functions in PPG execution. Previously, activity reporting was retrospective,

submitted after the completion of activities, leading to delayed decision-making and the lack of real-time corrective measures. With the activity control system in place, supervision is now conducted regularly and based on concrete data. Weekly progress reports are prepared based on field realization and are directly linked to the job card documents developed in advance. This allows for evaluation not only of outcomes but also of the implementation process, enabling mid-course corrections when deviations are identified.

Prof. Adi Atmoko noted that the control system provides leaders with access to monitor activities remotely, as all necessary data are documented and synchronized with field activities. Mr. Awaludin Basuki added that the system enables implementers to report problems promptly and receive more responsive feedback from management. This reflects the principle of adaptive monitoring in project management, which emphasizes the need for flexibility while adhering to the original plan. The structured data also facilitate quarterly evaluations and final activity reports, reducing administrative burdens and speeding up financial and internal audit validations.

At the institutional level, the control system promotes an evidence-based work culture. Implementers no longer rely on memory or informal notes but instead use validated daily records to compile reports. This enhances decision-making transparency and process accountability. Moreover, the system contributes to organizational learning, as documented control data can be reanalyzed for future strategy formulation. Hence, the activity control system functions not only as a monitoring tool but also as an organizational learning instrument that supports continuous evaluation.

3.3. Promoting Financial Transparency and Accountability

In terms of financial management, the implementation of job cards and the activity control system has had a significantly positive impact on transparency and accountability. Before the system was introduced, financial documentation for PPG activities was sporadic and not systematically recorded from the planning stage, resulting in financial reports that were often subject to revision due to mismatches between realization and supporting documents. Activity coordinators frequently struggled with financial reporting due to poorly structured expenditure data. Once job cards were integrated into planning, all budget components, such as honoraria, meals, transportation, and logistics were detailed in a single document even before the activity began. Temporary finance staff stated that they no longer needed to guess or repeatedly clarify expenses, as all data were available from the outset.

This system has also proven effective during internal audits and disbursement processes. Finance officer

Rizky Kharisma Sakti reported that the control system serves as an accurate comparator between plans and field realizations. The control documents allow for objective verification based on documented data, rather than narrative reports. This not only accelerates disbursement and reporting processes but also boosts financial staff confidence in preparing reports. They noted that all supporting documents are now readily available and accessible, making the reporting process smoother, more accurate, and more efficient. This indicates that a systematically documented work system can reduce administrative burdens, strengthen report validity, and support traceability in program implementation.

Conceptually, this practice aligns with the principles of good financial governance, particularly in ensuring budget accountability and transparency. A robust financial reporting system must start with documented planning, controlled execution, and data-based evaluation. The combination of job cards and control systems creates a structured audit trail, essential for safeguarding the integrity of program fund management. This also supports performance-based budgeting, wherein every expenditure is linked to pre-established activity outputs. Within higher education institutions, this success can serve as a model for similar academic programs funded by public budgets, contributing to broader institutional transparency.

3.4. Supporting Management Effectiveness and Efficiency

The job card and activity control system not only improved administrative functions but also directly enhanced the effectiveness and efficiency of program implementation. Effectiveness was achieved when activities were carried out according to plan, on time, and produced the intended outcomes. Efficiency was reflected in the optimal use of resources, such as time, costs, and labor without waste. In PPG implementation, effectiveness was evident through timely activity execution, reduced budget revisions, and fewer errors in ordering catering or sending invitations. Staff reported that prior to the job card, delays were common due to the absence of working schedules and technical documentation. With the job card in place, they now have a complete reference document ready to execute without waiting for further instructions.

The system also improved efficiency by expediting coordination across units. Each unit has access to the same document, reducing the need for repeated clarifications. Previously fragmented information is now centralized. This is especially beneficial in a program like PPG, which involves multiple stakeholders such as faculties, graduate schools, finance units, and partner schools. Meeting durations have decreased because all parties now share the same information. Furthermore, the system fosters greater discipline among implementers, who understand that

their progress will be evaluated based on data rather than perceptions. This success demonstrates that simple innovations, such as job cards and control systems can lead to transformative changes in organizational workflows. As a result, effectiveness and efficiency are no longer mere performance targets but have become embedded as part of everyday practice.

4. Conclusion

This study demonstrates that the implementation of job cards and activity control systems has had a significant impact on the effectiveness of management in executing the Teacher Professional Education (PPG) Program at Universitas Negeri Malang. Four key aspects showed consistent improvement: (1) enhanced clarity of work structure and task distribution among implementation units, (2) the establishment of a more systematic and responsive monitoring and evaluation mechanism, (3) improved financial transparency and accountability, and (4) increased effectiveness and efficiency in activity implementation in accordance with timelines and budgets. These findings support theoretical perspectives asserting that integrating planning and supervision within a structured work system can foster a more disciplined, accountable, and data-driven managerial culture.

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