



Implementation of Educator Performance Management in Improving Student Learning Quality

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ABSTRACT

This research is motivated by the implementation of structured and highly disciplined teaching staff management at SMP A. Wahid Hasyim Tebuireng, which focuses on improving the quality of learning through teaching staff personnel management. The objectives of this study are: (1) to determine the performance management of teachers, (2) to determine the quality of student learning, and (3) to analyze the implementation of teaching staff performance in improving the quality of student learning at SMP A. Wahid Hasyim Tebuireng. This study uses a descriptive qualitative method with data collection techniques through interviews, observations, and documentation. Data analysis is carried out through data processing, categorization, and interpretation. The results of the study indicate that management has an important role in the education system because it is able to optimize human resources in a directed manner to achieve institutional goals. Based on GR Terry's theory, management functions include planning, organizing, implementing, and supervising. The implementation of these four functions at SMP A. Wahid Hasyim is running well and has a positive impact on improving the quality of learning. However, it was found that the madrasah still needs to optimize training and guidance related to the use of learning technology, especially in the preparation of lesson plans, syllabi, teaching methods, and teaching materials to support the effectiveness of the learning process.

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1. INTRODUCTION

Teachers play a crucial role in shaping students' knowledge, skills, and character. Professional teachers carry out their duties professionally, thus making a significant contribution to improving the quality of education. Teacher performance is demonstrated not only through mastery of academic disciplines, teaching materials, and appropriate learning methods, but also through their ability to motivate students, their classroom management skills, and their broad understanding of the world of education. Professional teachers are able to teach students effectively and adapt the learning process to the potential and resources of the school environment. ([Illahi, 2020](#))

Producing professional teachers is no easy task. Teachers must be dynamic and creative in developing learning processes to meet students' needs. Teacher professionalism will not be achieved without ongoing coaching and competency development. One way to improve teacher performance is through coaching provided by the principal. As an educational leader, the principal has a significant responsibility in developing teachers within their school. As a professional official within an educational organization, the principal manages all available resources and collaborates with teachers to optimally achieve educational goals. ([Ani Aryati, 2019](#))

In the Islamic context, the activity of teaching and seeking knowledge is a noble deed and has high spiritual value as stated in Surah Al-Qashash verse 77 which means: "And seek (reward) the land of the afterlife with what Allah has bestowed upon you, but do not forget your part in the world and do good (to others) as Allah has done good to you, and do not cause damage on earth. Indeed, Allah does not like people who do damage." This verse is the basis that an educator must do good, be knowledgeable, and always try to improve himself and his environment. ([Sri, 2012](#))

However, in reality, the role of the principal is often limited to purely administrative and bureaucratic tasks. Principals often act more as implementers of administrative policies than as visionary and strategic leaders in developing educational quality. This situation results in rigid implementation of school programs, less adaptable to real-world conditions, and less focused on improving the quality of learning. Consequently, educational quality development strategies emphasize administrative aspects over operational and pedagogical ones. ([Makawimbang, 2011](#))

The lack of supervision by principals over teachers results in weak oversight and quality assurance of learning in schools. This situation impacts the low quality of educational services and student learning outcomes. The root of this problem lies in a lack of educational management expertise and weak leadership reflection in practice. Educational organizations often still perform below the standards expected by stakeholders. ([Anwar, 2020](#))

Based on these facts, the author is interested in examining in more depth the role of management and educator performance in improving student learning quality at SMP Abdul Wahid Hasyim Tebuireng. This study specifically examines the principal's leadership in improving teacher performance and student learning quality. This research is crucial for identifying various problems and providing objective solutions to continuously improve the quality of educational services.

Effective school quality improvement depends not only on the availability of facilities and infrastructure, but also on the principal's ability to create a functional, innovative environment oriented toward improving the quality of learning. Principals who want to create effective schools must understand the dynamics of change in educational organizational management. Efforts to create quality schools depend heavily on quality leadership oriented toward achieving learning objectives and improving services to students. Therefore, principals play a strategic role in developing educator performance and improving the quality of learning in their schools. ([Zamroni, 2013](#))

Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality, noble morals, and the skills necessary for themselves, society, the nation, and the state. This provision emphasizes that teachers as professional educators have a central role in realizing the goals of national education.

Educational institutions are required to maintain superior and competitive quality to meet societal expectations for quality education. To achieve this, professional and highly competent educators are needed. Professional teachers not only deliver course material but also act as mentors, motivators, and role models for their students. Teacher competence is not merely theoretical but must be translated into practical practice to effectively carry out their duties.

However, in reality, many teachers still only master the theoretical aspects without adequate practical skills. Teachers often act solely as information presenters in one-way learning, even though pedagogical competence requires teachers to be facilitators who encourage students to actively seek and process information on their own. Therefore, the teaching profession needs to be continuously developed through improvements in performance and professional competence.

Teacher performance assessments are regulated by the Minister of National Education Regulation No. 35 of 2010 and the Minister of Administrative and Bureaucratic Reform Regulation No. 16 of 2009, which emphasize that teacher performance assessments are part of career development and teacher functional positions to achieve professionalism. Professional teachers are required to possess four core competencies: pedagogical, professional, personality, and social competencies.

Despite the government's various policies, implementation still faces numerous obstacles. One major challenge is the implementation of the Full Day School program in madrasas, which requires teachers to be physically, mentally, and professionally prepared. This program challenges madrasa principals in managing human resources to ensure they are truly professional and competent in their fields.

Based on the results of the preliminary study, several interesting questions arose to be studied, such as how prepared teachers are to implement the Full Day School program, the extent to which the program is implemented effectively, and how the madrasah principals are working to ensure the program's success. This phenomenon became the basis for the author to conduct research focusing on "Educator Performance Management in Improving Student Learning Quality at SMP Abdul Wahid Hasyim Tebuireng-Jombang."

2. RESEARCH METHODS

This research uses a qualitative approach with a case study. This approach was chosen because the research focuses on an in-depth understanding of the implementation of educator performance management in improving student learning quality at SMP Abdul Wahid Hasyim Tebuireng. Qualitative research aims to describe and analyze social phenomena occurring in the field, including how the principal and teachers implement the Full Day School program. The case study type was used because the research examines a specific case in detail, comprehensively, and in-depth to understand its context and meaning.

Data and Data Sources: The data in this study consist of primary and secondary data. Primary data were obtained directly from interviews and observations of the principal, teachers, and students. Secondary data, meanwhile, came from documents, school archives, and official records related to the implementation of educator performance management. Data sources were selected using snowball sampling, a technique for determining informants based on recommendations from previous informants until data saturation was reached.

Data Collection Techniques: Data collection techniques were conducted through observation, interviews, and documentation. Observations were conducted to directly observe the activities of educators and students in the school environment. Interviews were conducted with the principal, vice principal, teachers, and students to obtain in-depth information about the implementation of performance management. Documentation was used to collect data from archives, activity photos, class schedules, and other documents relevant to the research.

Data Analysis Techniques: Data analysis was conducted following the Miles and Huberman model, which involves three stages: data reduction, data presentation, and conclusion drawing/verification. In the data reduction stage, researchers select and summarize important data that aligns with the research focus. Data presentation is presented in narrative form for ease of understanding. Verification is conducted by reviewing all data to ensure the accuracy and consistency of the research results.

Data Validity Test: Data validity was tested through source and technique triangulation. Source triangulation was conducted by comparing data from various informants, while technique triangulation was conducted by combining the results of observations, interviews,

and documentation. Furthermore, researchers extended observations and increased diligence in data collection to ensure more valid and objective research results.

3. RESULTS AND DISCUSSION

From the research results above, the researcher created a concept map to facilitate the discussion of research regarding the implementation flow of educator performance management in improving the quality of student learning at Abdul Wahid Hasyim Tebuireng Jombang Middle School, namely as follows:

1. Educator Performance Planning in Improving Student Learning Quality

Based on the concept map above, it can be concluded that the planning process at the madrasah, carried out by the principal, begins with analysis, recruitment, and orientation. The analysis process involves analyzing the work, position, or vacant positions that must be prioritized before recruiting prospective educators to meet the madrasah's needs. ([Indiana, 2018](#))

The principal and his subordinates are mobilized to analyze vacant jobs, positions, and positions at the school due to a shortage of teaching staff, for example, in mathematics, biology, sociology, and other subjects. All vacancies need to be analyzed beforehand to avoid errors or haphazard recruitment. In addition to analyzing vacant positions, the number of teaching staff shortages also needs to be analyzed to avoid errors in recruiting or overstaffing. Improving the quality of learning is not easy for educators and education staff at the school in its implementation. If planning is not thoroughly mature in the process, it will have a significant impact on the field after a long period of work at the school, and student learning outcomes will not be in line with the targets, vision, mission, and goals of the school. ([Damanik, 2019](#))

Second, recruitment of prospective educators is carried out, there are several recruitment processes at SMP AWH Tebuireng, which begins with an announcement on social media via the SMP Abdul Wahid Hasyim Tebuireng website regarding the vacancy of educators who match the work needs of the madrasa that have been analyzed, after the announcement, then the selection of prospective educators through several tests, namely written tests, oral tests, psychological tests and health tests. Discipline in the selection through these tests is implemented with discipline at this madrasa, because educators are the key to the success of improving the quality of student learning. The madrasa, in addition to conceptualizing the readiness of the selection test, of course prepares reliable examiners in their fields so that the selection process is error-free and in accordance with the targets to be achieved. ([Efendi & Sholeh, 2023](#))

After the written, oral, psychological, and medical tests, the assessment is ultimately in the hands of the examiners, who consider several factors without any material bribery. The selection results are then announced via the AWH Tebuireng Middle School social media website, which is exclusively for prospective educators who can access the website. The selection process is carried out with utmost discipline, selecting prospective educators who are well-suited to the skills needed by the school.

Third, there is orientation after the acceptance of prospective educators. This orientation is an approach between educators and educational staff at the madrasah; it takes a long time to adjust the paradigm of each new educator so that the madrasah's goal of improving the quality of learning can be in line with the target. One of the processes of this orientation is to hold a large meeting in which the event includes self-introduction of new educators at the madrasah, so that one gets to know each other and can easily communicate with other educators and other education staff. In addition, a special meeting is held for educators in the direction and determination of disciplinary regulations for educators by the madrasah principal, vice principal of madrasah and the deputy head of curriculum. With the implementation of these regulations, discipline in the madrasah increases, especially the implementation of educators who serve as examples for students.

The process of planning the teaching staff at Abdul Wahid Hasyim Tebuireng Jombang Junior High School, when compared with the study of the theory of teaching staff planning

according to Nawawi, in my opinion, is in accordance with the process of teaching staff planning in this madrasah. The process of teaching staff planning according to Nawawi is started by the announcement of the opening of teaching staff recruitment, teaching staff registration, testing or interviewing teaching staff, announcement of acceptance of teaching staff and re-registration of teaching staff in educational institutions in madrasah. The only difference is that there is an additional process in teaching staff planning in madrasah, namely orientation, if in the theory of teaching staff planning according to Nawawi it is only enough until the acceptance of teaching staff. Therefore, the results of the research that has been conducted by the researcher have additional findings between theory and the field. Because in my opinion, planning in management is the main thing as a foundation for starting activities to be arranged systematically. And planning is the initial stage that must be conceptualized from the beginning, because it depends on the teaching staff planning activity. Likewise in the Regulation of the Minister of Education of the Republic of Indonesia Number 20 of 2003 in Article 39 paragraph 2 which states "Educators are professional staff who are tasked with planning and implementing the learning process, providing guidance and training, as well as conducting research and community service, especially for educators at universities." ([Halim, 2023](#))

2. Organizing Educator Performance in Improving Student Learning Quality

Organizing is the process of collaboration between two or more people to carry out work, programs, and group human resources within the organization, according to their respective functions and positions to achieve predetermined goals. Organizing is also an activity to structure and form relationships to create harmony and hard work to achieve goals. The organizing process in this Junior High School in the concept map above begins with placement. Placement is a follow-up to the teaching staff planning process after orientation. After the teaching staff can blend well in carrying out their duties and socialization, the principal places them according to the needs of the madrasah at the beginning of the teaching staff recruitment. And of course, the placement of these teaching staff is in accordance with the expertise they have studied for teaching and in accordance with the educational process they have undergone. For example, one of the teaching staff studied physics education, so the principal placed him in this madrasah as a physics teacher who fits his expertise. ([Hasibuan & Hadijaya, 2024](#))

After the placement at this school, there is a special organization of teaching staff, namely MGMP (Musyawarah Guru Mata Pelajaran). The existence of MGMP to facilitate communication and evaluate the learning process in groups of subjects held by each teaching staff at the school. Each subject area of course has a coordinator who becomes the head of the field to facilitate meetings at each meeting. This MGMP is an organization of madrasah teaching staff. The MGMP was held so that the subjects in this madrasah were adjusted or equalized with other madrasahs so that no subjects were left behind or less updated. Therefore, the Ministry of Religion decided to have MGMP in all madrasahs, both private and public. In addition to ease of communication, it certainly increases relationships, as well as exchanging creativity between the learning process between teaching staff. ([Sholeh, 2016](#))

Second, after placement, the task breakdown is the process of planning the programs to be created, both short-term and long-term, in each field. This task breakdown is carried out with several considerations to ensure that time and activities are carried out appropriately and according to targets, which will result in a successful learning process and improve the quality of learning.

Third, the process of organizing teaching staff involves the division of tasks. After the task details are outlined by the field coordinator, the field coordinator then divides the tasks among its members. This ensures that each program outlined in the task details can be implemented systematically, in accordance with the responsibilities held by each program within its field. Collaboration can also be fostered by the division of tasks among members within their respective fields.

Fourth, the task force is the next process in organizing, this task force means combining program tasks in one MGMP field with other MGMP fields, for example, tasks in the structure of the mathematics subject area are combined with the program tasks in the structure of the Islamic religious education subject area. And the teaching staff in each madrasah work together in carrying out their program tasks so that the learning process can run well. With this task, it will help facilitate the implementation of the program and all fields can contribute to deciding whether or not the program created in each field can be implemented.

Fifth, namely monitoring, after the four above, the last in organizing is monitoring, this monitoring is carried out by the head of the madrasah, with the aim of encouraging motivation for all teaching staff in the madrasah, especially for new teaching staff, can increase enthusiasm and high responsibility for each teaching staff, finally there is direction from the head of the madrasah regarding the task program that must be carried out so that it is in line with the desired goals in accordance with the vision, mission and goals of the madrasah.

The process of organizing teaching staff requires dexterity in selecting placements that are appropriate to the expertise of each teaching staff, cannot be placed arbitrarily, if done haphazardly it will have fatal consequences in the field and the results of the learning process for students will not be in accordance with the desired target. Because the placement of organizing after planning is something logical because the act of organizing becomes a bridge between the concept of planning and its implementation. In other words, without organization, it is impossible for all plans and concepts to achieve their goals, and the implementer will not have a clear and firm program guideline and will result in major failures in achieving it. Implementation will be carried out well if the organization is carried out with various assistance personnel until several effective working groups are formed to run the program together and achieve common goals.

When compared with the theory of organizing teaching staff according to Nawawi with the organization of teaching staff in madrasas, there are differences, if in Nawawi there are only three processes, namely placement, division of tasks and monitoring. If in the process of organizing in madrasas there are five, namely placement, task details, division of tasks, task units and monitoring. So there is something new that researchers found in the process, namely the details of tasks with inter-field deliberations before the division of tasks, secondly, the existence of task units between the tasks of one field program and another field. ([Santoso & Selwen, 2023](#))

3. Implementation of Educator Performance in Improving Student Learning Quality

Of the various management functions mentioned above, implementation (actuation) is the most important in educational institutions because it emphasizes efforts directly related to engaging with students in the classroom and the madrasah environment. Implementation is the effort to translate plans into reality, with various directions and motivations so that all educators can optimally carry out their duties in accordance with their roles and full responsibilities. ([Mena et al., 2016](#))

In the implementation of teaching staff, it is not easy to realize directly related to the field. In general, problems that occur during implementation are, the intensity of student involvement in the implementation of learning, then the appearance of teaching staff in explaining the material in class, the attention of teaching staff to students in the learning process, the skills of teaching staff in using learning media in class, the breadth and depth of the material studied, the accuracy of students in assessing student learning outcomes, classroom management and learning planning before starting the process.

The implementation process carried out at AWH Tebuireng Jombang Junior High School begins with the preparation of a work meeting. The purpose of preparing a work meeting is to hold short-term routine meetings and long-term meetings that discuss the teaching staff's work program, both in the form of administration and field tasks related to students. Administrative tasks include, for example, making a syllabus, making lesson plans, teaching concepts, teaching methods, and a list of teaching materials that will be used to start the learning process. Field tasks include implementing the results of the syllabus and lesson plans

that have been made according to the time and limitations of the subject matter, the application of teaching concepts, the application of teaching methods, and the use of teaching materials used in class and outside the class.

The purpose of this meeting is to provide guidance and regular training for educators in the preparation of lesson plans, syllabi, scientific discussions, workshops, and so on, conducted by the principal and relevant parties at the madrasah. This training is held every two months by the principal. This is to ensure that all educators continue to practice to improve their quality, so that educators at AWH Tebuireng Jombang Middle School can be easily monitored by the principal and his deputy in implementing management at the teaching staff implementation stage. ([Ansori et al., 2016](#))

In addition to education and training for educators, meetings must be held regularly by the leader or principal of the madrasah, so that the results of the meeting can be used as an assessment or evaluation of programs or activities that have not been realized so that they can be used as lessons for activities carried out by educators, especially in the learning process. After the preparation of the working meeting, namely the implementation in the field of what has been planned at the working meeting. Of course, this implementation is not easy, many obstacles come from students who have different characters and understanding of the subject matter, in this implementation the creativity of educators is tested on how to ensure that all students can absorb the subject matter that has been given, but it all comes back to the intention and sincerity of the students. All of this can be overcome with firm discipline made by educators in the classroom, for example, raids on electronic devices during lessons so as not to disrupt the seriousness of learning. So, for all obstacles, educators at this madrasah have designed how to overcome them. In addition, motivation from the principal is applied if this implementation is successfully carried out by educators. The principal provides appreciation for the semester at the end of the evaluation, with awards given to the most disciplined, diligent, and creative educators. This can increase the motivation of educators to be creative and teach at AWH Tebuireng Junior High School, Jombang. Furthermore, a good rapport is established between the principal and educators, as well as between educators and their fellow educators, as well as among the education staff.

When compared with the theory of the implementation of teaching staff by Nawawi, according to the researcher, it is in accordance with the theory, however, at AWH Tebuireng Jombang Middle School, there is an addition, namely regarding the motivation of the madrasah principal towards teaching staff if in the theory of the implementation of teaching staff according to Nawawi, namely the development of teaching staff through scientific work training, as well as routine meetings that will be used as evaluation material. So this research can produce new things to be obtained apart from the theory that has been studied. ([Gapari, 2021](#))

4. Monitoring Educator Performance in Improving Student Learning Quality

The final stage in teacher management that I studied was teacher supervision. The supervision carried out at AWH Tebuireng Jombang Middle School began with security duties. This security task involved the principal assigning tasks to subordinates from the school, such as the curriculum vice-principal and student affairs vice-principal, who were entrusted to assist with field supervision, both inside and outside the classroom. ([Setiawati, 2021](#))

This security task was carried out suddenly without prior notification to all teaching staff, so only the teachers themselves were aware of the supervision being carried out by the madrasah. This was to ensure all teaching staff were accustomed to this supervision and to enforce high levels of discipline, both among the teachers themselves and among the students. Supervision by the madrasah was carried out once a month, planned by the respective staff.

In addition to the madrasah itself, supervision is also carried out with external assistance, namely from the Education Office and the Ministry of Religious Affairs. This supervision is carried out in a planned manner to ensure all tidiness is regulated because it is related to the assessment of the madrasah, from the facilities and infrastructure to the cleanliness of the madrasah, which are also assessed by the Education Office and the Ministry

of Religious Affairs. Supervision carried out by external parties is carried out once a semester or once a year. This is to ensure that the accreditation of this madrasah continues to improve in all aspects, including the supervision of the learning process in the classroom carried out by the teaching staff. The visible results are that after the students complete the learning process, even if they have become alumni, they will be able to determine the success or failure of the teaching staff's learning process, both morally and academically. ([Iskandar, 2016](#))

The final stage of the supervision process is evaluation. This evaluation is a follow-up to the lessons learned from all activities that have been carried out. If the target has not been achieved, it will be used as a lesson for all human resources in this madrasah so that they can be disciplined in terms of delivering the subject matter or the teaching staff's work program. This evaluation is also held specifically once a week specifically for teaching staff, namely through the MGMP organization. With a unified work unit, these subject gems can help exchange ideas, as well as methods and even teaching materials that can complement each other. In addition to the subject evaluation, the goal is to strengthen cooperation and socialization among teaching staff in this madrasah.

This is compared to Nawawi and Minarti's theory of teacher supervision, which includes supervision in the form of administration, teaching methods, teaching materials, documents, and a final evaluation for teachers after the learning process is complete. Therefore, according to the researchers, the theory and the actual practice are in sync. There are no significant differences or even deviations from existing educational regulations. This management process has been implemented at this madrasah, and if implemented with discipline, the quality of learning for students will be seen to improve over time and effort. ([Fatmariyanti et al., 2024](#))

5. Supporting and Inhibiting Factors in the Implementation of Educator Performance Management in Improving the Quality of Student Learning

The implementation of educator performance management to improve student learning quality at Abdul Wahid Hasyim Tebuireng Junior High School, Jombang, is inseparable from various supporting and inhibiting factors. Supporting factors are the primary strengths that help the school achieve its goals of quality education, while inhibiting factors represent challenges that must be addressed systematically to prevent the effectiveness of learning program implementation. ([Sonia, 2020](#))

One prominent supporting factor is history. Abdul Wahid Hasyim Tebuireng Junior High School has a long history and a strong reputation as an educational institution that has produced many accomplished and influential alumni in various institutions, particularly within the Ministry of Religious Affairs. This extensive alumni network is a strategic force in strengthening the madrasah's existence, both in terms of information development, moral support, and improving institutional quality.

In terms of human resources, the madrasah's human resources are relatively adequate, both quantitatively and qualitatively. The teaching and administrative staff have met academic competency standards, with most having completed their undergraduate degrees, and some continuing on to postgraduate degrees. This situation positively impacts the implementation of high-quality and professional learning.

Furthermore, the educational facilities and infrastructure at madrasas are also significant supporting factors. Spacious educational grounds and representative school buildings enable optimal teaching and learning activities. The availability of classrooms, laboratories, social distancing facilities, and skills workshops are crucial assets in supporting student education and training, especially for those who wish to enter the workforce immediately upon graduation.

Support from parents through the Madrasah Committee is also a crucial factor in strengthening the implementation of educator performance management. Parents play a role not only as providers of financial support but also as partners in monitoring, evaluating, and improving learning activities at school. Collaboration between the madrasah and the school committee fosters a participatory educational environment oriented toward quality improvement.

However, the implementation of educator performance management also faces several inhibiting factors that require attention. One of these is the low academic tradition and work ethic among some educators. The relatively senior age of teachers means some still maintain conventional learning methods and have not fully mastered educational technology. This situation has implications for their ability to adapt digital-based learning innovations, which are increasingly needed in the modern era.

Student discipline is also a barrier to improving the quality of learning. The influx of digital technology into everyday life makes some students less focused on learning activities. Excessive cell phone use and addiction to online games lead to reduced motivation to learn and poor concentration in class. Consequently, the quality of learning interactions between teachers and students is less effective.

Furthermore, funding factors also pose a significant obstacle to optimizing learning activities. Delays in the disbursement of education funds often hinder the procurement of necessary facilities and teaching materials. This situation demands the creativity and managerial skills of school principals and teachers to find alternative solutions to ensure the learning process continues smoothly.

Overall, these supporting and inhibiting factors interact to determine the success of implementing educator performance management. Strengthening these supporting factors requires ongoing efforts through improving educator competency, utilizing learning technology, and collaborating with the community. Meanwhile, inhibiting factors must be addressed through policy innovation, fostering student discipline, and optimizing resources to ensure the continued improvement of student learning quality in line with the madrasah's educational vision and mission.

4. CONCLUSION

From the results of the research that has been studied regarding the implementation of educator performance management in improving the quality of student learning at AWH Tebuireng Jombang Junior High School, the following conclusions can be drawn:

The planning of educator performance in madrasah is a very important foundation to be conceptualized that should not be left out and the process is carried out all the time. In the sense that it is to fulfill the performance of educators both in quantity and quality that is adjusted to the position needed in the madrasah. In planning the performance of educators, one must first analyze what tasks, jobs and positions are really needed so that there are no mistakes in the placement of positions and recruitment of educators who are currently needed. Recruitment is an effort by the madrasah to attract human resources that are in accordance with the demands of the task, namely starting through the selection of educators, both written and oral tests and health tests, then after that the graduation is announced through social media, then the placement process is carried out according to the expertise of the educators and in accordance with the needs of educators required by the madrasah, after that there is orientation and guidance and training carried out by the madrasah so that there is equality and familiarity among other human resources in the madrasah.

In the organizational process at this madrasa, it is carried out evenly and its position is according to the needs of the madrasa, by assigning tasks according to their main duties. In education, educators are people who have the potential to realize educational goals, especially in improving the quality of learning which is very important for producing future generations. At this stage, the madrasah divides human resources by the process of establishing working relationships between the components of the management and the organizational structure to create a working unity in achieving the goals of the madrasah in accordance with the vision and mission.

The existence of planning and organization certainly has the implementation of teaching staff. In the implementation of this madrasa, discipline is strongly applied, not only for students but also for educators and educational staff, discipline is also emphasized, because discipline is one of the benchmarks of a person's success, especially for improving the quality of learning.

The implementation of teaching staff is the most important process in human resource management, because this process is carried out directly in the field of their activities, as well as taking action so that the madrasa runs well according to the planned program. The principal and his subordinates also receive assistance from the education office and the ministry of religion routinely in implementing programs, both short-term and long-term programs. Especially once a week there is always a MGMP meeting, namely a special organization of teaching staff in groups according to the expertise of subject holders, if specifically for coaching and training in making RPPs it is directly by the principal and his subordinates. Therefore, this madrasa does not underestimate the implementation of teaching staff because it is the foundation for success and improving the quality of student learning.

Finally, supervision of teaching staff at madrasahs is carried out to improve their performance, ensuring the quality of teaching staff, as this is a key measure of student learning success. The process of monitoring teaching staff at madrasahs is carried out by several parties, including the principal, deputy principal, curriculum vice principal, the Department of Religious Affairs, and the Department of Education. These individuals are all involved in the teaching staff supervision process, assisting teachers in resolving both internal and external classroom issues.

Supporting and inhibiting factors will arise in every activity of an institution or organization, but everything comes back to the concept of management implementation. If one aspect of the first concept fails, a savvy leader will have a second plan to address the obstacle. Over time, all shortcomings at this junior high school have become learning and evaluation materials to improve the quality of learning.

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