

Implementation of Teacher Performance Improvement Management in Achieving Student Excellence: A Case Study at MI Al-Qur'an ABC El Rahma

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Abstract. This study investigates the implementation of teacher performance improvement management at MI Al-Qur'an ABC El Rahma as an effort to achieve student excellence. Using a qualitative approach with an intrinsic case study design, data were collected through participatory observation, in-depth interviews, and documentation involving 22 informants comprising the principal, teachers, students, and parents. Data analysis employed the interactive model of Miles and Huberman, encompassing data condensation, data display, and conclusion drawing. The results reveal that a structured management system comprising data-driven planning, clinical academic supervision, continuous professional development, a Professional Learning Community (PLC) culture, and PDCA-cycle evaluation via Management Review Meetings (RTM) produces positive impacts on three dimensions of student

excellence: academic achievement improvement, character and moral strengthening, and the development of 21st-century creativity and competencies (4C). However, the system remains person-dependent on the principal's leadership, requires institutional SOP strengthening, innovative pedagogy integration, and long-term outcome-based evaluation. This study contributes an integrative model of teacher performance management grounded in Qur'anic values.

Introduction

Education serves as a primary pillar of national development, strategically forming quality human resources. In the 21st century, educational quality is measured not only by content mastery but also by critical thinking, creativity, collaboration, and communication known as 4C competencies (Trilling & Fadel, 2009). Teacher performance becomes the most determinant variable in shaping learning process and outcomes. Professional teachers who are systematically managed create conducive learning environments, optimally facilitate students' cognitive development, and transmit values essential for character formation (López-Martín et al., 2023).

Globally, empirical evidence confirms the strategic position of teachers. A meta-analysis by Lynch (2025) across hundreds of international studies affirms that teacher professional development programs significantly correlate with improved student achievement. Morina et al. (2025) found that teacher training both online and face-to-face consistently improves instructional quality and learning outcomes. Nationally, Hulu et al. (2024) demonstrated that academic supervision and teacher professionalism in Indonesia directly and significantly affect student learning outcomes, while Yumnah et al. (2024) confirmed that teacher self-efficacy, instructional strategies, and teaching quality closely correlate with student academic achievement. Alza and Kurniawati (2025) also emphasized that factors influencing teacher effectiveness from competency to institutional support collectively shape learning quality.

In Indonesia, teacher quality issues remain a genuine challenge, especially in Islamic educational institutions such as madrasah ibtidaiyah (MI). Many madrasahs lack structured teacher performance management systems, resulting in professional development that is incidental and reactive rather than systematic and preventive (Musfah, 2015). Pamalungan (2024) found that teacher performance management was hindered by weak coordination and minimal continuous development programs. Wibowo (2022) identified that teacher performance evaluation lacked comprehensive data, making follow-up recommendations normative. Dahrina (2020) found that supervision-only approaches without needs-based training were ineffective in changing teaching practices. Abidin (2024) confirmed significant relationships between teacher performance and student achievement but did not explore the underlying management mechanisms.

From this research landscape, a significant gap exists: most studies examine only partial aspects supervision, training, or evaluation in isolation without examining an integrative teacher performance management system. Furthermore, studies on teacher performance management in tahfidz-based madrasah ibtidaiyah grounded in Qur'anic values are virtually absent from the literature. Preliminary field study at MI Al-Qur'an ABC El Rahma revealed that supervision had not fully adopted a clinical-reflective character, training was not always relevant to classroom needs, and student development was positive in tahfidz and character but not yet optimal in creativity and science literacy. This creates urgency to comprehensively study how the teacher performance management system is implemented and its impact on student excellence holistically.

This study aims to: (1) analyze planning and development of teacher performance improvement management; (2) describe the implementation of supervision, training, and collaborative culture programs; and (3) evaluate the management system's impact on student excellence across three dimensions academic, character, and creativity.

Method

This study employs a qualitative approach with an intrinsic case study design, as it seeks to understand the phenomenon of teacher performance management implementation in its natural context (Creswell, 2016; Moleong, 2014). The research site is MI Al-Qur'an ABC El Rahma, located in Semarang Regency, Central Java, purposively selected because it has structured performance management programs, a distinctive tahfidz-based identity, and observable student development trends.

Data were collected through three complementary techniques: (1) participatory observation over three months, covering academic supervision activities, In-House Training (IHT), teacher council meetings, classroom activities, religious habituation programs, and Management Review Meetings (RTM); (2) semi-structured in-depth interviews with 22 informants the principal, 6 teachers (3 classroom and 3 subject teachers), 10 students from grades IV-VI, and 5 parents; and (3) documentation study of annual work programs, supervision instruments, RTM reports,

academic report cards, character habituation journals, student portfolios, and teacher performance assessments. Data saturation was achieved after the 18th interview.

Data validity was ensured through four strategies: source triangulation (comparing data from the principal, teachers, students, and parents), technique triangulation (comparing observation, interview, and documentation data), member checking (confirming findings with key informants), and extended observation to avoid informant reactivity. Data analysis used the interactive model of Miles and Huberman (1994), encompassing data condensation (selection, focus, simplification), data display (narrative text, matrices, diagrams), and conclusion drawing/verification in a simultaneous and cyclical process. Thematic coding was conducted both deductively (from theoretical framework) and inductively (from field data).

Table 1. Data Triangulation Matrix

No	Research Focus	Data Source	Technique
1	Teacher performance management planning	Principal, annual work program documents	Interview, documentation
2	Academic supervision	Principal, teachers, observation records	Observation, interview
3	Training and PLC	Teachers, IHT schedules, meeting minutes	Interview, documentation
4	Evaluation and RTM	Principal, RTM reports	Interview, documentation
5	Impact on students	Teachers, students, parents, report cards, portfolios	Observation, interview, documentation

Results and Discussion

1. Data-Driven Planning of Teacher Performance Management

a. Needs Analysis Based on Evidence

Planning at MI Al-Qur'an ABC El Rahma begins with comprehensive needs analysis each academic year. The principal reviews previous semester supervision results, student academic achievements, and teacher competency gaps. The principal explained:

"We never start planning from assumptions. Every program this year was born from last year's evaluation data. If supervision shows a teacher is weak in classroom management, our IHT is designed to address that need."

This approach reflects data-driven strategic planning (Sagala, 2013; Suryadi, 2023), where managerial decisions are responsive to real field conditions rather than normative-generic. The needs analysis covers four dimensions: pedagogical competency, professional competency, quality of learning tools, and student learning achievements.

b. Participatory Planning Process

The annual work program is compiled participatively through teacher council meetings involving all educators. Teachers have space to convey development needs, classroom challenges, and relevant program proposals. Rahmawati (2022) proved that teacher participation in strategic planning significantly increases program implementation commitment. The results are formalized in annual work documents containing: measurable teacher performance indicators (TPI), academic supervision schedules, training calendars, monthly PLC forum agendas, and student achievement targets per semester.

2. Implementation of Teacher Performance Development Programs

a. *Clinical Academic Supervision*

Academic supervision follows a three-stage clinical mechanism: (1) pre-observation initial meeting between supervisor and teacher to agree on aspects to be observed; (2) classroom observation direct observation using standardized instruments; and (3) post-observation reflective conference dialogical discussion about findings and improvement plans. This aligns with clinical supervision by Cogan (1973) and Goldhammer (2018) emphasizing systematic observation and reflective dialogue as the core of professional coaching.

Field findings show supervision is not administrative control causing pressure, but dialogical coaching that builds trust. One teacher noted:

"Supervision here is different from what I imagined before. The principal enters the classroom not to find fault, but like a discussion partner wanting to help me teach better. After supervision, I am actually more motivated."

This reorientation from inspection to coaching produces measurable impact. Post-supervision classroom observations show increased variation in teaching methods, more interactive strategies, and growing student active participation. These findings are consistent with Lestari (2023) and Hidayat (2022) proving the effectiveness of clinical supervision on teacher pedagogical competency.

b. *Continuous Professional Development and Training*

Training programs include: thematic In-House Training (IHT), learning tool development workshops, national webinars, and tahsin-tahfidz coaching for teachers. Activities are designed actively and collaboratively teachers not only become passive participants but engage in discussions, direct practice, learning simulations, and development of teaching tools based on classroom needs. This approach meets Desimone's (2022) five characteristics of effective professional development: content relevance, active learning, school needs coherence, adequate duration, and collective participation.

Sumiati (2022) empirically proved that practice-based training is more significantly effective in improving competency. A teacher who attended IHT on project-based learning reported:

"After the PjBL IHT, I tried applying it in class. The results were surprising students were far more enthusiastic and their understanding was deeper because they built their own knowledge."

c. *Collaborative Culture and Professional Learning Community (PLC)*

Collaborative culture is realized through three structural mechanisms: new teacher mentoring programs (senior-junior pairing), monthly pedagogical discussion forums, and scheduled weekly learning reflections. This pattern reflects DuFour and Eaker's (2018) PLC concept emphasizing results-oriented ongoing collaboration. Unlike informal activities, the PLC here is structured, data-based, and has measurable achievement targets. Prasetyo (2023) proved that consistent PLC implementation increases professional cohesion while positively impacting learning quality.

d. *PDCA-Cycle Evaluation via Management Review Meeting (RTM)*

Program evaluation is conducted through Management Review Meetings (RTM) held every semester end, comprehensively analyzing teacher performance data: supervision observation results, learning tool quality, student literacy-numeracy development, tahfidz achievements, character indicators, and learning participation.

This reflects Deming's (2018) complete PDCA cycle: Plan (data-driven planning), Do (structured supervision and training), Check (multi-dimensional quality indicator evaluation), Act (measurable follow-up recommendations). Nurhayati (2023) proved that consistent quality cycle implementation increases effectiveness and consistency of teacher performance improvement program implementation.

3. Impact on Student Excellence

a. Academic Achievement Improvement

Academic achievement evaluation is conducted through analysis of literacy, numeracy, and thematic learning outcomes each semester, reflecting assessment-for-learning rather than merely assessment-of-learning. Documentation data shows consistent improvement trends over the last two semesters. The curriculum vice principal explained:

"In the last two semesters, the average literacy score rose from 72.4 to 79.1 and numeracy from 68.7 to 75.3. Students understand concepts more deeply, not just memorizing. This is the real impact of project-based learning training attended by teachers."

This improvement aligns with Sari and Nugroho (2023) who proved that Project-Based Learning implementation in elementary schools significantly improves literacy scores compared to conventional methods. Classroom observations confirm increased student active participation in group discussions and presentations. This is consistent with Hidayat (2024) who asserts that collaborative learning significantly increases active engagement and student academic achievement.

b. Character and Moral Strengthening

Character evaluation is conducted through daily habituation journals, attitude observation sheets, and religious activity documentation. Documentation data shows measurable character development: (1) 34% decrease in disciplinary violations compared to the previous semester; (2) consistency of dhuha and dhuhur congregational prayers reaching 94%; (3) increase in on-time arrival discipline from 81% to 93%; and (4) increased participation in Friday charity activities. Parents confirmed these changes:

"My child is now far more disciplined and independent at home. He himself reminds about prayer times and helps his younger sibling study."

These findings align with Lickona's (1991) character education theory emphasizing habituation as the main strategy for value internalization. Rahmawati (2022) proved that daily religious habituation programs significantly improve discipline and responsibility in elementary students. In the perspective of values-based management (Zamroni, 2022), teacher exemplariness as a concrete model of consistent Qur'anic values becomes the main mechanism for transforming student character.

c. Creativity and 21st-Century Competency Development

Creativity evaluation through exhibitions, cross-subject mini projects, and extracurricular activities shows significant development. Documentation shows diverse student creative products: literacy posters, hydroponic science projects, project presentation videos, outdoor learning reports, and cultural arts. The principal explained:

"Teachers must present learning that makes students experience directly. From there, their creativity emerges. We see extraordinary development students who were previously quiet now dare to present and debate ideas."

Pratama and Lestari (2024) proved that cross-subject mini project integration increases student creativity and problem-solving ability. This development reflects the growth of 4C competencies Critical Thinking, Creativity, Collaboration,

Communication as 21st-century skills emphasized by Van Laar et al. (2020). In Kolb's (2015) experiential learning perspective, creativity develops through experience-based learning that encourages reflection and innovation.

4. Integrative Analysis: The Four-Layer Teacher Performance Management Model

Analysis of overall findings reveals an integrative teacher performance management model operating through four interconnected layers: (1) structural layer formal systems comprising planning documents, supervision instruments, training schedules, and RTM mechanisms; (2) processual layer dynamic processes of clinical supervision, active IHT, PLC discussions, and PDCA-cycle evaluation; (3) cultural layer professional culture encompassing collective commitment, critical reflection, exemplariness, and quality orientation; and (4) value layer Qur'anic values as the foundation of the entire system, differentiating this madrasah from conventional schools.

Table 2. Impact of Teacher Performance Management on Student Excellence

Management Component	Working Mechanism	Impact on Students
Data-Driven Planning	Needs analysis, measurable TPI, participatory programs	Program relevance to real classroom needs
Clinical Academic Supervision	Observation-reflective conference, dialogical coaching	Improved literacy, numeracy, learning participation
Training & IHT	Active practice, simulation, collaborative	Method innovation, PjBL, contextual learning
PLC Culture	Mentoring, monthly discussion, reflection	Student confidence, creativity, collaboration
PDCA Evaluation & RTM	Multi-dimensional data-based Check-Act cycle	Improved character, discipline, student tahfidz

Critical Findings: Strengths and Limitations

Although the teacher performance management system at MI Al-Qur'an ABC El Rahma is internally proven effective, critical analysis identifies three structural limitations. First, the system still shows strong dependence on the principal's leadership figure (person-dependent); institutionalization based on written SOPs has not fully secured program continuity in the event of leadership changes. Second, supervision is still more oriented toward administrative compliance than innovative pedagogical transformation strengthening coaching approaches and technology-based learning innovation becomes a strategic future need. Third, the evaluation system emphasizes short-term output more than long-term outcome; comprehensive longitudinal data-based impact measurement has not been conducted.

Conclusion

This study produces three main findings. First, teacher performance improvement management is designed systematically through data-driven planning, participatory annual work programs, and integration of Qur'anic values as the cultural foundation of the entire system. Second, program implementation runs through four integrated mechanisms: clinical academic supervision, continuous practice-based training, Professional Learning Community (PLC) culture, and PDCA-cycle evaluation via RTM forming a professional ecosystem conducive to sustainable learning quality improvement. Third, positive impacts on student excellence are evident across three mutually reinforcing dimensions: academic achievement improvement, character and moral

strengthening, and development of 21st-century creativity and 4C competencies. These three dimensions are the integrative product of planned quality management and visionary leadership. However, three limitations require attention: person-dependent leadership dependence, administratively-oriented supervision, and short-term output-focused evaluation. This study recommends SOP-based institutionalization strengthening, technology-based coaching supervision model development, and further mixed-methods research to quantitatively measure the relationship between teacher performance management and long-term student outcomes.

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