



Teacher Learning Management: A Key to Improving Student Academic Outcomes

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ABSTRACT

This study aimed to provide an overview of the implementation of teacher learning management in improving student academic achievement at Madrasah Tsanawiyah Darussalam Buriko. Data were collected through interviews, observations, and documentation using a qualitative descriptive method. The findings indicate that effective learning management at Madrasah Tsanawiyah Darussalam Buriko involves three key stages: (1) Learning Planning: Lesson plans and other administrative tools are prepared, although often only to meet administrative requirements. (2) Implementation: Teachers generally follow their lesson plans, except in certain subjects where they rely solely on student textbooks. (3) Evaluation: This involves formative and summative assessments and evaluations of students' spiritual and social attitudes. Improved student learning outcomes are evidenced by fewer remedial cases attributed to teachers' innovative methods. However, challenges include insufficient infrastructure, additional teacher assignments, inadequate knowledge of planning and implementation, limited study duration, and student-related issues such as afternoon drowsiness, lack of enthusiasm, and discipline problems.

INTRODUCTION

Education is essential for achieving balance and perfection in the development of individuals and society ([William K. Balzer, 2020](#)). Education emphasizes instruction and the formation of awareness and personality alongside the transfer of knowledge and skills. This process allows a nation to pass on religious values, cultural heritage, intellectual traditions, and expertise to the next generation, preparing them for the future ([Darling-Hammond et al., 2020](#)). Education aims to develop individuals comprehensively as humans and members of society ([Dewey, 2024](#)).

Educational institutions serve as platforms for transforming individuals from ignorance to knowledge and from inability to capability ([Martin, 2023](#)). This process requires seriousness, patience, and perseverance from human resources, particularly teachers. Teachers are crucial in enhancing the quality of education in schools or madrasahs ([Salim et al., 2021](#)). Without teachers, the educational process would stagnate. Teachers transfer knowledge and are the backbone of an institution's success in producing excellent graduates ([Bardach & Klassen, 2020](#)).

Teachers must possess management skills to ensure effective teaching. Effective management involves reaching educational targets and optimizing time, ensuring every moment is used for planned learning activities ([Connolly et al., 2019](#)). Learning management is a systematic process to achieve educational goals efficiently and effectively through clear planning, organization, direction, and control.

In learning, management involves integrating learning resources to achieve predetermined objectives ([Turnbull et al., 2020](#)). A school principal can act as an administrator, manager, and supervisor, integrating learning resources and guiding teachers in the teaching-learning process ([Haryati et al., 2021](#); [Hernández-de-Menéndez et al., 2019](#); [Honig & Rainey, 2019](#)). Effective learning management reflects teachers' understanding of their competencies as educators. According to Government Regulation No. 74 of 2008, teachers should possess four competencies: pedagogical, personal, social, and professional ([Nasional, 2008](#)).

Pedagogical competence involves managing learning, understanding educational foundations, understanding students, developing curricula, and designing learning plans ([Afalla & Fabelico, 2020](#)). Personal competence includes having a stable personality, noble character, wisdom, authority, and being a role model for students ([Sukenti et al., 2020](#)). Social competence involves effective communication and interaction with students, fellow educators, staff, parents, and the community ([Elfeky et al., 2023](#)). Professional competence includes mastering the knowledge of subjects, technology, or arts and culture being taught ([Antera, 2021](#)).

Management or administration is an integral and inseparable component of the overall educational process. Without management, achieving educational goals optimally, effectively, and efficiently is impossible. This concept is especially relevant in schools that require effective and efficient management ([Turnbull et al., 2020](#)). School management directly influences and determines the effectiveness of the curriculum, learning tools, teaching time, and the learning process. Therefore, improving the quality of education must begin with refining school management, enhancing teacher quality and developing educational resources ([Naidoo, 2019](#)). Effective management ensures that all elements involved in the learning process synergize, thus supporting quality education management ([Sunaengsih et al., 2019](#)).

In reality, Indonesia's overall educational quality is relatively low compared to other countries, attributed to poor educational management and the negligence of some teachers in implementing proper learning management. Only about 55.46% of teachers are considered qualified across primary to high school levels ([Cirocki & Farrell, 2019](#); [Julia et al., 2020](#); [Suharno et al., 2020](#); [Sumintono et al., 2019](#); [Taryana et al., 2023](#)). This situation requires immediate resolution to prevent further disruption to Indonesian society.

Madrasah Tsanawiyah Darussalam Buriko is an Islamic-based educational institution in Tellesang Village, Pitumpanua District, Wajo Regency, South Sulawesi Province. Established in 1998 and accredited in 2015, it employs thirteen educators and staff. However, the researcher and the principal identify several issues, including insufficient educators and the necessity for effective learning management. In the 2022/2023 academic year, the minimum competency criteria (KKM) values decreased, indicating a decline in student learning abilities and academic performance. The madrasah has not achieved any awards in the Science Madrasah Competition over the past three years. The pandemic may have contributed to suboptimal learning outcomes and impacted student achievements.

METHODS

Design

The research employed in this study is qualitative research utilizing a case study approach ([Hennink et al., 2020](#)). The researcher uses a qualitative method with a case study design, meaning the research focuses on a single phenomenon selected for in-depth understanding, disregarding other phenomena. Hence, the researcher employs a case study design. The case study design aims to explore specific and contextual issues in depth. The scope of the case study design is limited; therefore, the research scope is confined to implementing or applying educational resource management in enhancing student achievement at MTs Darussalam Buriko.

Research Instrument

The research instrument is a tool used to collect data to make the work easier, the results better, and the data processing simpler ([Hennink et al., 2020](#)). The researcher developed the study using simple instruments, including observation guidelines, interview guidelines, documentation, and validating the MTs Darussalam Buriko school environment.

Data Collection Procedure

The data collection techniques employed by the researcher in this study include observation, interviews, and documentation. Observation in this study involves passive participant observation, where the researcher attends the activity site of the observed individuals without engaging in the activities. The researcher is present at the location, directly observing the activities performed by the research informants. Interviews are another data collection technique in this study, involving direct face-to-face interaction with the interviewees. This method can also be conducted by providing a list of questions to be answered later. It is particularly useful for preliminary studies to identify deeper issues when the number of respondents is small. This technique relies on self-reports or, at the very least, on personal knowledge or beliefs. The steps for conducting interviews at MTs Darussalam Buriko include visually identifying the interviewees, obtaining consent from the sources (such as the vice principal for curriculum, educators, and students), determining the type of interview (one-on-one, focus group, telephone, e-mail, or open-ended questions), and recording the questions and responses. The researcher should also take brief notes during the interviews. Documentation involves recording past events through various forms, such as written records, images, or significant works by individuals. This technique helps provide a comprehensive understanding of the context and history related to the study.

Data Analysis

This qualitative research's descriptive data analysis technique involves analyzing, describing, and summarizing events or phenomena based on data obtained through interviews and direct field observations. Qualitative research emphasizes observing phenomena and requires the researcher's keen instincts. Data interpretation is the process of examining analyzed data to provide meaning. It allows for relevant and beneficial conclusions to be drawn. Data interpretation involves critiquing and determining the significance of the information obtained. Generally, data interpretation entails reviewing data through predetermined processes, which help attribute meaning or understanding to various data points to produce relevant conclusions. Data interpretation involves combining analytical results with specific statements, criteria, or standards to uncover the meaning of collected data. It aims to address the research problem under study. The purpose of data interpretation is to conclude the conducted research.

RESULTS

Teacher Learning Management at MTs. Darussalam Buriko

Learning Planning

Madrasah Tsanawiyah Darussalam Buriko employs a reference document in the teaching and learning process known as the school's single document or operational curriculum. This document guides teachers in developing their instructional programs, from planning to implementation and evaluation stages. Observations revealed that teachers often handle more than one subject, categorized into two types: main subjects aligned with their expertise or educational background and additional subjects taught despite lacking specific expertise but deemed manageable for their students. The school's principal has instructed each teacher to prepare their instructional materials. However, due to the considerable time and costs involved in creating these materials, a special policy allows teachers handling multiple subjects to focus on preparing instructional materials for their main subject only, aligning with their expertise or educational background. Additional subjects can rely on existing syllabi, covering only essential topics.

Besides mandating the preparation of instructional materials, the principal also supports teachers by guiding their development. This support aims to facilitate the creation of effective instructional materials. One essential instructional tool every teacher must possess is the Lesson Implementation Plan (RPP), individually created and arranged for each lesson. However, challenges arise when teachers handle multiple subjects, especially those outside their academic expertise. The research conducted at Madrasah Tsanawiyah Darussalam Buriko indicated that nearly all teachers teach multiple subjects, leading to a common practice of not independently developing instructional plans for all subjects. Instead, many resort to copying and editing existing plans as needed. Several teachers, such as Hidayanti Andi Matto, S.Pd., acknowledged this practice and admitted, "No, just download (read: copy-paste) and make a few changes as needed."

Another teacher shared similar sentiments, Ibu Karyawati, S.Pd., who affirmed that all her subjects had RPPs prepared, albeit through a copy-paste method that allowed for subsequent adjustments. In contrast, Ibu Sri Rahmawati mentioned that only her main subjects had RPPs prepared, while additional subjects followed the sequence of the textbook chapters. She stated, "Not all subjects, teaching refers to the textbook directly." These interviews show that teachers handling multiple subjects adopt two approaches: detailed planning for main subjects following school procedures and reliance on textbook sequences for additional subjects. Despite this, some teachers still prepare instructional materials for all subjects by copying and editing existing plans to suit instructional needs.

Implementation of Learning

After teachers at Madrasah Tsanawiyah Darussalam Buriko prepare their Lesson Implementation Plans (RPP), most conduct lessons according to the plans. However, some teachers occasionally do not fully adhere to the RPPs they have created. Factors influencing this include the conditions during the lesson, the imbalance between the density of the material and available time, and varying student absorption levels. It was articulated by Ms. Sri Rahmawati, S.Pd. and Ms. Hidayanti Andi Matto, S.Pd., who stated, "Sometimes, depending on the situation. Yes, not always. Sometimes, there is a bit of improvisation. Especially due to the dense material that doesn't fit the lesson time, and the different levels of student absorption." Nevertheless, the researcher's observations indicate that teaching at Madrasah Tsanawiyah Darussalam Buriko involves three essential components: introduction, core, and closing activities.

Learning Evaluation

After the implementation phase, the next step is the evaluation phase of learning. Based on the observations and interviews conducted by the researcher, it was found that all teachers conduct learning evaluations. The evaluations carried out by the teachers at Madrasah Tsanawiyah Darussalam Buriko encompass three types of assessments: attitude assessment, knowledge assessment, and skills assessment. The timing of these assessments is generally consistent, conducted both during the learning process and at specific times outside of it. It includes observations to assess students' attitudes, daily assignments, daily tests, and end-of-semester exams to measure the extent of students' acquired knowledge. Additionally, project assignments are given to assess the skills possessed by the students. The evaluation results, which include attitude assessments, knowledge assessments, and skills assessments, are meticulously organized by the teachers and homeroom teachers into ledgers and report cards that can be accessed by students, parents, and other relevant parties.

Student Academic Achievement at MTs Darussalam Buriko

Madrasah Tsanawiyah Darussalam Buriko has implemented a structured program to measure student learning outcomes. The research findings indicate several key components in evaluating student performance. One crucial aspect is formulating and establishing the Minimum Completeness Criteria (Kriteria Ketuntasan Minimal, KKM), which are documented for teachers and the school. Teachers maintain attendance records and detailed student performance lists. At the end of each semester, teachers and homeroom teachers input student grades into the digital report card application. Students scoring below the KKM participate in remedial activities teachers conduct to achieve the desired outcomes.

The study identified three types of tests conducted by the teachers: diagnostic tests to determine students' initial abilities, formative tests during the learning process to monitor progress in mastering specific materials or competencies, and summative tests to evaluate overall learning outcomes. The research found that teachers at Madrasah Tsanawiyah Darussalam Buriko generally implement all three types of assessments.

Student academic achievement is assessed through their learning outcomes. The study revealed a modest improvement in student performance, although not yet significant. Various factors influence this improvement. When asked about significant changes in student achievement following effective learning management, Mrs. Hidayanti noted that while there are positive changes, calling them significant might be premature. She suggested that continuous rigorous testing and innovative teaching methods could foster sustained student interest and, ultimately, academic success. The effort invested

in teaching is proportional to the outcomes achieved, implying that effective learning management can enhance student motivation and performance.

Mrs. Anti, a teacher, emphasized that effective learning management positively impacts student achievement. Mrs. Sri Rahmawati, a science and crafts teacher, also observed improvements in student performance, although these changes often depend on the student's internal factors, such as motivation and discipline. Despite the teachers' efforts in learning management, low student motivation can hinder success. In contrast, Mrs. Karyawati reported significant improvements in student achievement, attributed to increased student interest and innovative teaching methods. Her approach has invigorated students' enthusiasm for learning. In conclusion, while effective learning management at Madrasah Tsanawiyah Darussalam Buriko has led to noticeable improvements in student performance, ongoing student motivation and discipline challenges must be addressed to achieve more substantial progress.

Supporting and Inhibiting Factors in the Implementation of Teacher Learning Management at MTs. Darussalam Buriko

The research identified several supporting factors in the planning phase of learning at Madrasah Tsanawiyah Darussalam Buriko. These include the availability of internet facilities, enabling teachers to access examples of learning tools, the availability of textbooks despite their limited quantity, and the ability of some teachers to prepare learning materials. During the implementation phase, teachers benefit from the available infrastructure, including adequate classroom spaces, teaching aids such as projectors and laptops, and internet access that allows teachers to present educational videos to students. These resources facilitate the ease of conducting classroom instruction. Teacher learning management at Madrasah Tsanawiyah Darussalam Buriko is further supported by existing infrastructure and the interactive dynamics between students and teachers, which aids in assessment through question-and-answer sessions and discussions. Mrs. Sri Rahmawati, a teacher at the madrasah, highlighted this.

However, several inhibiting factors were identified in the planning phase. These include insufficient training activities for developing learning plans, the burden of extra assignments delaying the preparation of learning tools and plans, and limited motivation among some teachers to develop learning plans. During the implementation phase, challenges include a lack of discipline among students attending classes, some students being slow to absorb lessons and requiring repeated material coverage, a lack of enthusiasm for learning among some students, afternoon drowsiness, and frequent requests to leave the classroom during lessons. Additionally, there are insufficient textbooks for students, and some teachers struggle to manage the diverse characteristics of their students. In the assessment phase, some students are reluctant to complete assigned tasks, and insufficient time is allocated for learning activities.

DISCUSSION

Teacher Learning Management at MTs. Darussalam Buriko

The instructional planning at Madrasah Tsanawiyah (MTs) Darussalam Buriko is grounded in a singular reference document known as the school's operational curriculum. This document serves as a comprehensive guide for teachers, outlining the framework for developing their instructional programs from planning to evaluation. The institution has observed a unique dynamic where teachers often manage multiple subjects. These subjects fall into two categories: main subjects, which align with the teacher's expertise or educational background, and additional subjects, managed despite the teacher's lack of specific knowledge.

The principal's directive requiring each teacher to prepare their instructional materials highlights the emphasis on personalized and effective teaching. However, due to the significant time and financial investments required, a special policy allows teachers handling multiple subjects to focus primarily on their main subjects ([Gunawan et al., 2019](#); [Rostini et al., 2022](#)). The additional subjects are addressed using existing syllabi, covering only the essential topics. This policy ensures that teachers can deliver quality education without being overwhelmed by the demands of creating numerous instructional materials ([Wahyu et al., 2021](#)).

Moreover, the principal's support in guiding teachers through the development of instructional materials underlines a collaborative approach to enhancing educational quality. Every teacher must

have a Lesson Implementation Plan (RPP) for each lesson, although the challenge of managing multiple subjects often leads teachers to adopt pragmatic solutions ([Gutierrez, 2021](#); [Hatch & Clark, 2021](#)). The research indicates a prevalent practice of downloading and modifying existing lesson plans, a strategy employed to cope with the demands of teaching multiple subjects. Teachers like Hidayanti Andi Matto and Karyawati have acknowledged this approach, emphasizing practicality over the ideal of independently developing new plans for each subject.

As proposed by educational theorists like Piaget and Vygotsky, constructivist learning theory emphasizes the importance of active engagement in learning. This theory supports the idea that teachers should tailor their instructional materials to the unique needs of their students, encouraging the construction of knowledge through meaningful activities ([Huang, 2021](#); [Margolis, 2020](#)). Modifying existing lesson plans to suit specific classroom contexts aligns with the constructivist approach, which values adaptability and responsiveness to learners' needs.

In the implementation phase, teachers at MTs Darussalam Buriko generally adhere to their Lesson Implementation Plans (RPP). However, real-time classroom dynamics often necessitate deviations from the plan. Factors such as lesson conditions, material density, and varying student absorption levels influence how teachers stick to their plans. Teachers like Ms Sri Rahmawati and Ms Hidayanti Andi Matto have admitted to occasional improvisation during lessons to suit better the students' needs and the constraints of the classroom environment.

Despite these adjustments, the core teaching structure at MTs Darussalam Buriko remains consistent, comprising introductory, core, and closing activities. This structured approach ensures that lessons are delivered coherently and organized, even when deviations from the RPP are necessary.

Differentiated instruction, described by educational theorist Carol Ann Tomlinson, supports modifying instructional strategies to meet diverse student needs. This approach advocates for flexible teaching methods and materials, allowing teachers to adjust their plans based on student's abilities and interests. The improvisation and adaptability observed in MTs Darussalam Buriko's teaching practices reflect the principles of differentiated instruction, ensuring that all students have access to effective and personalized learning experiences.

The evaluation phase at MTs Darussalam Buriko is comprehensive and multifaceted, involving assessments of attitudes, knowledge, and skills. Teachers conduct evaluations during and outside classroom sessions, employing various methods such as observations, daily assignments, periodic tests, and end-of-semester exams. These assessments are designed to measure students' understanding and mastery of the material and their practical skills through project-based tasks.

The results of these evaluations are meticulously documented by teachers and class guardians in ledgers and report books, providing a clear and accessible record of student progress. This systematic approach to evaluation ensures transparency and allows students, parents, and other stakeholders to track academic performance and development comprehensively.

Bloom's Taxonomy, developed by Benjamin Bloom and his colleagues, provides a hierarchical classification of cognitive skills that supports comprehensive evaluation practices. The taxonomy's levels—from basic knowledge recall to higher-order thinking skills like analysis and evaluation—offer a framework for designing varied assessment methods. The practice at MTs Darussalam Buriko of using multiple assessment types (e.g., attitude, knowledge, skills) aligns with Bloom's Taxonomy, ensuring that evaluations capture a broad spectrum of student learning outcomes.

The teacher learning management at MTs Darussalam Buriko demonstrates a balanced approach to instructional planning, implementation, and evaluation. By allowing flexibility in planning for additional subjects and supporting teachers through guidance and pragmatic policies, the school fosters an environment conducive to effective teaching and learning. The structured yet adaptable implementation of lessons, coupled with a thorough evaluation system, ensures that the educational needs of students are met while maintaining high standards of teaching quality. Applying theories such as constructivist learning, differentiated instruction, and Bloom's Taxonomy provides a theoretical foundation that supports and enhances the school's educational practices.

Student Academic Achievement at MTs Darussalam Buriko

Implementing effective learning management practices at MTs Darussalam Buriko has positively influenced student academic achievement. Central to these practices is a structured program for

evaluating student performance, including diagnostic, formative, and summative assessments. These assessments provide a comprehensive understanding of students' learning progress and areas needing improvement. By setting clear benchmarks such as the Minimum Completeness Criteria (KKM) and utilizing a digital report card system, the school ensures a systematic approach to tracking and enhancing student performance ([Chen & Yang, 2019](#); [Jamalia et al., 2022](#)).

Remedial activities are crucial in supporting students who score below the KKM, helping bridge learning gaps and ensuring all students can achieve the desired academic standards. This commitment to providing additional support underscores the school's dedication to inclusive education and fostering an environment where every student can succeed ([Aziiza & Herman, 2020](#); [DeMatthews et al., 2021](#)). Despite the positive impact of effective learning management, challenges related to student motivation and discipline remain significant barriers to substantial academic progress. Teachers have observed that internal factors, such as low motivation and lack of discipline, can hinder student performance, regardless of the quality of instruction and assessment. Addressing these challenges requires a multifaceted approach that fosters a positive school culture, enhances student engagement, and promotes self-regulation skills ([DeMatthews et al., 2021](#); [Fasya et al., 2023](#)).

Innovative teaching methods are essential in maintaining student interest and motivation. Teachers at MTs Darussalam Buriko have reported that incorporating creative and engaging instructional strategies has led to noticeable improvements in student enthusiasm and performance. Continuously exploring new pedagogical approaches and integrating technology into the classroom can create a dynamic learning environment that stimulates curiosity and supports active learning.

Ongoing professional development for teachers is crucial in sustaining effective learning management practices. By providing opportunities for teachers to enhance their skills and stay updated with the latest educational trends, the school can ensure its educators are well-equipped to meet the diverse needs of their students. Professional development programs can also foster collaboration among teachers, allowing them to share best practices and collectively work towards improving student outcomes ([Sancar et al., 2021](#); [Turnbull et al., 2021](#)).

Several educational theories support the findings and practices observed at MTs Darussalam Buriko. Constructivist Learning Theory emphasizes the importance of active engagement and meaningful learning experiences, aligning with formative assessments and innovative teaching methods to promote deeper understanding and retention of knowledge ([Chuang, 2021](#)). Bloom's Taxonomy provides a hierarchical classification of cognitive skills that supports diverse assessment methods, ensuring a holistic approach to assessing and improving academic achievement ([Sobral, 2021](#)). Self-determination theory (SDT) highlights the significance of intrinsic motivation in achieving academic success, suggesting that fostering student motivation and engagement aligns with creating a supportive and autonomous learning environment ([Ryan & Deci, 2023](#)).

In conclusion, the research on student academic achievement at MTs Darussalam Buriko underscores the positive impact of effective learning management practices. While there are noticeable improvements in student performance, ongoing motivation and discipline challenges must be addressed to achieve more substantial progress. By focusing on innovative teaching methods, providing remedial support, and ensuring continuous professional development for teachers, the school can create a conducive learning environment that promotes academic excellence. Bloom's Taxonomy and self-determination theory provide a robust theoretical foundation for these practices by applying constructivist learning theory, further enhancing their effectiveness in improving student outcomes.

Supporting and Inhibiting Factors in the Implementation of Teacher Learning Management at MTs Darussalam Buriko

The implementation of teacher learning management at MTs Darussalam Buriko is influenced by a combination of supporting and inhibiting factors that shape the overall effectiveness of the educational process. Among the supporting factors, the availability of technological resources such as internet facilities, projectors, and laptops stands out. These tools enable teachers to access and utilize various educational resources and multimedia content, enhancing the teaching and learning experience ([Turnbull et al., 2021](#)). The infrastructure, including adequate classroom spaces, also provides a conducive environment for effective learning. The ability of some teachers to independently prepare learning materials demonstrates a high level of competence and commitment, which positively impacts

the quality of education delivered ([Marmoah et al., 2019](#)). Furthermore, the interactive dynamics between teachers and students, particularly through question-and-answer sessions and discussions, enrich the learning process. These interactions facilitate better comprehension and make learning more engaging and participatory, encouraging students to be active participants in their learning journey and fostering a deeper understanding of the material ([Reid, 2019](#)).

However, several inhibiting factors challenge the effectiveness of teacher learning management. One significant issue is the lack of sufficient training for teachers in developing comprehensive learning plans, leading to less effective instructional strategies and a lack of innovation in teaching methods. The additional workload placed on teachers, which delays the preparation of learning tools and plans, further exacerbates this problem. Limited motivation among some teachers to develop learning plans also impacts the overall quality of instruction ([Jemadi et al., 2023](#)). Student-related challenges include a lack of discipline, slow absorption of lessons, and low enthusiasm for learning, which hinder the teaching process and require teachers to spend additional time on repeated material coverage, reducing the efficiency of classroom instruction. Afternoon drowsiness and frequent requests to leave the classroom further disrupt the learning environment, diminishing students' ability to engage fully with the material ([Masry-Herzallah, 2023](#); [Poon et al., 2019](#)). Resource limitations, such as insufficient textbooks, also pose significant challenges by restricting students' access to necessary learning materials and impeding their ability to grasp the curriculum fully ([Alalwan et al., 2020](#)). Additionally, the diverse characteristics of students make classroom management challenging, requiring teachers to adopt varied instructional strategies to meet individual learning needs effectively ([Fasya et al., 2023](#)).

Several strategies can be implemented to address these challenges. Enhancing professional development opportunities can provide teachers with the necessary skills and knowledge to develop effective learning plans and adopt innovative teaching methods ([Yurtseven Avci et al., 2020](#)). Reducing the additional workload can allow teachers to focus more on instructional preparation and delivery ([Ujir et al., 2020](#)). Creating a motivating environment for teachers through recognition and incentives can increase their commitment to developing high-quality learning materials ([Chakraborty & Biswas, 2020](#)). Improving student engagement and discipline requires a holistic approach, including implementing clear classroom expectations, engaging teaching methods, and additional support for students who struggle with lesson absorption ([Bowden et al., 2021](#)). Increasing the availability of textbooks through resource sharing or digital alternatives can also alleviate the limitations faced by students ([Haleem et al., 2022](#)). Providing targeted training for teachers on managing diverse student characteristics can enhance classroom management and instructional effectiveness ([Gaias et al., 2019](#)).

While various positive factors support the implementation of teacher learning management at MTs Darussalam Buriko, several challenges must be addressed to maximize its effectiveness. By implementing targeted strategies to enhance teacher training, reduce additional workloads, improve student engagement, and increase resource availability, the school can create a more conducive learning environment that supports teachers and students in achieving better educational outcomes.

CONCLUSION

The study on teacher learning management at Madrasah Tsanawiyah Darussalam Buriko reveals a multifaceted approach to enhancing educational outcomes. The school utilizes an operational curriculum to guide instructional programs, enabling teachers to systematically plan, implement, and evaluate their lessons. Despite the challenges of handling multiple subjects, teachers are supported by the principal through policies and guidance that facilitate the creation of effective instructional materials. However, this support is mitigated by practical issues such as time and resource constraints, leading to a reliance on pre-existing plans for additional subjects.

The implementation phase shows that while teachers generally adhere to their Lesson Implementation Plans (RPP), real-time classroom dynamics often necessitate improvisation. This flexibility is essential in addressing students' varied absorption levels and material density within limited lesson times. Consistent with standard teaching practices, the instructional process at the school comprises introduction, core, and closing activities, providing a structured learning environment. School evaluation practices include comprehensive assessments of student attitudes, knowledge, and skills. These evaluations, conducted through various forms such as daily tasks, periodic tests, and project

assignments, are systematically recorded and communicated to stakeholders. This thorough assessment process supports a clear understanding of student progress and areas needing improvement.

The study on student academic achievement highlights the implementation of structured evaluation programs, including establishing Minimum Completeness Criteria (KKM) and using diagnostic, formative, and summative tests. While improvements in student performance are noted, they remain modest. The effectiveness of learning management is positively influenced by rigorous testing and innovative teaching methods, which help sustain student interest and motivation. Supporting factors in implementing teacher learning management include the availability of technological resources, adequate infrastructure, and a conducive learning environment facilitated by interactive teacher-student dynamics. However, several inhibiting factors, such as insufficient training, additional workloads, student discipline issues, and limited resources, pose significant challenges. Addressing these barriers through targeted strategies such as enhanced professional development, workload management, improved student engagement, and resource allocation can further optimize educational outcomes. While Madrasah Tsanawiyah Darussalam Buriko has made significant strides in improving teacher learning management and student academic achievement, ongoing efforts are required to address the existing challenges. By leveraging supporting factors and implementing strategic interventions, the school can create a more effective and motivating learning environment for teachers and students.

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