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TEACHER PERFORMANCE MANAGEMENT IN IMPROVING THE QUALITY OF LEARNING

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Abstract

This study aims to analyze the implementation of teacher performance management in improving the quality of learning at MAN 2 Gresik. The research employs a qualitative approach using a case study method, with data collected through interviews and observations. The findings indicate that teacher performance management is carried out systematically through the stages of planning, implementation, evaluation and professional development. In the planning stage, teachers prepare instructional documents based on Learning Outcomes (CP), Learning Objectives (TP) and the Learning Objectives Flow (ATP), which are verified through academic supervision. The implementation of learning is conducted using various methods such as discussions, presentations, Project-Based Learning and Problem-Based Learning, along with the utilization of digital media to enhance student engagement. Performance evaluation is conducted through classroom observations, administrative assessments and periodic supervision by the principal and the vice principal for curriculum affairs. In addition, tachers professional development is facilitated through workshop, internal Subject Teacher Deliberation Forums (MGMP) and training on curriculum implementation. The findings reveal that structured and continuous performance imanagement significantly contributes to improving the quality of the learning process, enhancing teacher professionalism and achieving better student learning outcomes. Therefore, teacher performance management

becomes a crucial strategy in maintaining and continuously improving the quality of education in madrasahs.

Keywords. *Teacher performance management; quality of learning; academic supervision; professional development; madrasah.*

Abstrak

Penelitian ini bertujuan untuk menganalisis pelaksanaan manajemen kinerja guru dalam meningkatkan mutu pembelajaran di MAN 2 Gresik. Penelitian menggunakan pendekatan kualitatif dengan jenis studi kasus melalui teknik wawancara dan observasi. Hasil penelitian ini menunjukkan bahwa manajemen kinerja guru dilaksanakan secara sistematis melalui tahapan perencanaan, pelaksanaan, evaluasi dan pengembangan profesional. Pada tahap perencanaan, guru menyusun perangkat pembelajaran berdasarkan Capaian Pembelajaran (CP), Tujuan Pembelajaran (TP) dan Alur Tujuan Pembelajaran (ATP) yang diverifikasi melalui supervisi akademik. Pelaksanaan pembelajaran dilakukan dengan metode variatif seperti diskusi, presentasi, Project Based Learning dan Problem Based Learning, serta pemanfaatan media digital untuk meningkatkan keterlibatan siswa. Evaluasi kinerja dilakukan melalui observasi kelas, penilaian administratif, serta supervisi berkala oleh kepala madrasah dan wakil kepala bidang kurikulum. Selain itu, pengembangan profesional guru dilaksanakan melalui workshop, Musyawarah Guru Mata Pelajaran (MGMP) internal dan pelatihan implementasi kurikulum. Temuan penelitian menunjukkan bahwa manajemen kinerja yang terstruktur dan berkelanjutan yang berkontribusi secara signifikan terhadap peningkatan kualitas proses pembelajaran, profesionalisme guru, serta pencapaian hasil belajar siswa. Dengan demikian, manajemen kinerja guru menjadi strategi penting dalam menjaga dan meningkatkan mutu pendidikan secara berkelanjutan di madrasah.

Kata kunci: *Manajemen kinerja guru; kualitas pembelajaran; supervisi akademik; pengembangan profesional; madrasah.*

INTRODUCTION

Education is a key pillar for national progress. Good education requires good teacher performance. Therefore, teacher professional development is crucial for improving the quality of teacher performance. Effective performance assessment serves as a measuring tool for teachers' professional achievement and serves as an important basis for designing and implementing professional development programs (Irvan Muzakky et al., 2025). Teacher performance management is a strategic endeavor encompassing various efforts, from planning and implementing innovative learning to integrated performance evaluation, aimed at increasing student learning interest and achievement (Rofiq & Fadhillah, 2024). Competency-based teacher performance assessment not only helps evaluate teacher performance holistically but can also contribute to professional development through feedback and follow-up coaching. This can strengthen the role of competency assessment as a strategic instrument in ensuring continuous improvement in the quality of education (Muslikhin, 2024). Comprehensive teacher performance assessment is designed to evaluate

various aspects of teacher competency, which is then used as a basis for planning coaching and training programs that are appropriate to needs, a performance evaluation system that is integrated with professional development is able to provide an objective picture so that it has an impact on improving the overall quality of education in the madrasah environment (Qurtubi et al., 2023). A strategy for coaching and developing continuous competency for teachers, which in turn is able to improve the quality of the learning process and improve the quality of educational services as a whole, thus the integration between competency-based performance assessment and professional development is a strategic step in effective performance management in educational institutions (Muflikhah & Faridah, 2024). Teachers are the spearhead of the educational process who play an important role in creating effective and quality learning, so that teacher performance is a key factor in determining the success of achieving educational standards (Setiawan, 2025).

Effective teacher performance management is believed to improve the quality of the teaching and learning process, student engagement, and the achievement of learning objectives. Furthermore, MAN 2 Gresik has its own characteristics in managing teacher performance, both in terms of policy, academic supervision, and continuous professional development programs, making it interesting to examine as a case study. This research is expected to provide an empirical overview of teacher performance management practices in improving the quality of learning in madrasas, while also providing strategic recommendations for education administrators (Hafid et al., 2024). This study aims to analyze in-depth the implementation of teacher performance management at MAN 2 Gresik and its contribution to improving the quality of learning. To understand how the process of planning, implementing, assessing, and following up on teacher performance is carried out, along with the influencing factors and their impact on the quality of the learning process and outcomes. With this objective, this research is expected to provide an empirical contribution to the development of teacher performance management in Madrasah Aliyah and become a reference in efforts to continuously improve the quality of learning (Supardi, 2022).

Teacher performance improvement management is also a crucial focus for improving the quality of learning in various educational institutions, as optimal teacher performance will promote more effective learning processes and higher learning outcomes. This research demonstrates that systematic planning, sound organization, consistent implementation, and continuous evaluation in teacher performance management play a crucial role in producing quality learning. However, in practice, challenges remain, particularly in terms of resource support and follow-up in teacher development programs. This confirms that holistic teacher performance management, involving all managerial functions from planning to evaluation, can be a strategy for improving the quality of learning in secondary schools and other educational institutions (Zulaika et al., 2022).

According to Michael Armstrong, performance management is a strategic and ongoing process carried out by organizations to ensure that organizational goals are achieved through effective improvement and development of individual and team performance, which includes performance planning, monitoring, assessment, feedback, and follow-up in the form of competency development so that performance becomes more optimal. This concept is very relevant in the educational context

because the implementation of good teacher performance management will help madrasah principals in aligning learning objectives, feedback to teachers and professional development systematically so as to increase the effectiveness of learning and student achievement (Yuningsih & Tejawiani, 2026). In the perspective of Islamic science, Imam Al-Ghazali emphasized that education and self-development are not only on improving technical or cognitive skills, but must also include the formation of morals, sincere intentions, and purification of the soul *(tazkiyat al-nafs)* as the foundation for sustainable individual performance. According to his thinking, teachers must be moral and spiritual role models who lead students not only towards intellectual intelligence, but also towards closeness to God and moral maturity so that the teaching and learning process becomes a path to improving character and increasing the quality of performance in worldly life and the hereafter (Yahya et al., 2025).

In the context of Islamic educational institutions such as MAN 2 Gresik, the implementation of teacher performance management can help identify competency aspects that need to be developed and can provide direction for professional development programs (Murtafiah, 2022). In the context of madrasas, particularly those under the Ministry of Religious Affairs' ASN Performance Management Policy (Kemenag RI. 2022), various provisions regarding madrasah administration, teacher workloads, and performance appraisal rules have been stipulated in official regulations. This emphasizes that improving quality, including teacher performance, is an obligation that must be carried out by all educational units in madrasas. The Ministry of Religious Affairs has also provided guidelines related to employee performance management within the Ministry of Religious Affairs that can be used as a reference in implementing teacher performance assessments and development at MAN 2 Gresik. From a national legal perspective, Law No. 20 of 2003 concerning the National Education System affirms that the government is responsible for managing education and meeting education quality standards, including educator standards. This regulation provides the basis for implementing teacher performance management as a crucial step in realizing quality, effective, and accountable learning.

Teacher performance management in improving the quality of learning at MAN 2 Gresik is based on the need to continuously improve the quality of learning in facing the demands of increasingly complex educational developments. As a secondary education institution oriented towards the formation of academic competencies and character of students, MAN 2 Gresik greatly influences student learning interests and achievements, where the quality of teaching methods, classroom management, guidance and the use of diverse learning media are directly linked to the achievement of student learning outcomes. Therefore, teacher performance management becomes a strategic need to regulate, monitor, evaluate and develop teacher professional performance through systematic planning, continuous training, academic supervision and constructive feedback so as to create innovative learning, relevant to the needs of students and in line with the vision and mission of the madrasah. With the implementation of effective teacher performance management, MAN 2 Gresik hopes to strengthen a learning system that is responsive to change, improve learning outcomes and student character and maintain high standards of educational quality in the midst of an era of global challenges. This is in line with the principle that improving the quality of learning requires not only a good curriculum, but also professional and

motivated teachers to continue to develop for the advancement of Islamic education in the madrasa environment (Alfaiz et al., 2024).

Various previous studies have discussed teacher performance and learning quality. Research by Wawan, Hermawan, and Mardiana (2025) shows that school quality management can significantly improve teacher performance through strategic planning and continuous evaluation (Fatimah et al., 2023). Research by Alfaiz, Mudofir, and Suppriyadi (2024) found that teacher performance assessment management influences the quality of madrasah learning. Other studies also emphasize that teacher performance can increase student learning interest and achievement through innovative learning methods and effective classroom management. However, most of these studies still focus on teacher performance in general or on aspects of teacher performance assessment, without specifically examining comprehensive teacher performance management, which includes planning, implementation, supervision, evaluation, and follow-up of teacher professional development in the madrasah context. Furthermore, previous research has been mostly conducted in the context of public schools, so studies specifically examining teacher performance management in the madrasah context are still relatively limited (Alfaiz et al., 2024). Thus, teacher performance management not only focuses on increasing the efficiency of teachers' tasks, but can also ensure quality learning through continuous professional development and a productive work culture (Rizki et al., 2023).

Based on this phenomenon, there is a research gap in the form of a lack of in-depth studies on how learning is planned at MAN 2 Gresik, how learning is implemented by teachers at MAN 2 Gresik, how learning is evaluated by teachers at MAN 2 Gresik, and what the quality of learning at MAN 2 Gresik is like.

RESEARCH METHODS

This research used a qualitative approach and a case study, focusing on learning planning at MAN 2 Gresik, teacher implementation of learning at MAN 2 Gresik, teacher evaluation of learning at MAN 2 Gresik, and the quality of learning at MAN 2 Gresik.

Table 1.

No	Primary Data Source	Secondary Data Sources	Data Collection Technique
1.	Principal of Madrasah MAN 2 Gresik	School Profile Data	Interview and Observation
2.	Deputy Head of Madrasah for Curriculum MAN 2 Gresik	Lesson Plan Documents, Teaching Modules	Interview and Observation
3.	Teacher Representatives of MAN 2 Gresik	Relevant literature on teacher performance and learning quality	Interviews, Observations and Literature Studies

Interviews were used to gather information about teacher performance management and teacher experiences in learning. Data analysis was conducted using the interactive analysis model by Milles and Hubermann, which includes three stages: Data Reduction, to simplify and categorize interview and observation results. Data Display, to illustrate the relationship between teacher performance management practices and learning quality indicators through narratives and tables. Conclusion Drawing or Verification, to evaluate the relationship between management strategies and improvements in learning quality at the school. Thus, Milles and Hubermann's approach helps provide a systematic understanding of the role of teacher performance management in a real-life learning context (Wasliman, 2025).

RESULTS AND DISCUSSION

MAN 2 Gresik is a State Islamic Senior High School in Gresik Regency that strives to improve the quality of learning through systematic and sustainable teacher performance management. Teacher performance at this school is the main focus in efforts to improve the quality of education, which includes innovative teaching strategies, interactive learning, effective classroom management, and improving the professional and pedagogical competencies of educators (Rofiq & Fadhillah, 2024). The results show that teachers at MAN 2 Gresik can implement performance management with various strategies such as the use of diverse learning media and providing constructive feedback that can encourage student engagement in the learning process, thereby contributing significantly to better learning quality at the school (Rofiq & Fadhillah, 2024). Research shows that structured managerial coaching can improve the quality of the teaching and learning process, enhance teachers' teaching skills, and strengthen a conducive learning atmosphere, thus positively impacting the quality of learning (Soro et al., 2024).

In addition, the implementation of teacher performance assessments through observation, control and administrative evaluation has been proven to contribute significantly to improving the quality of learning in the classroom through improving teaching performance (Fitriyana et al., 2024).

Learning Planning as a Performance Indicator

Based on an interview with Drs. H. Samari, MM, the Principal of Madrasah MAN 2 Gresik, the madrasah's policy regarding teacher performance management is implemented systematically and in an integrated manner through a structured planning, implementation, and evaluation process based on leadership deliberations, in accordance with applicable regulations under the auspices of the Ministry of Religious Affairs. The distribution of teaching duties is carried out through internal meetings involving the Madrasah Principal, Deputy Principal, and Head of Administration, taking into account competency, experience, and institutional needs. The assignment of additional duties, such as homeroom teacher, student council (OSIS) advisor, extracurricular activities advisor, and other structural positions, is also based

on teacher professionalism and loyalty. The madrasah also provides guidance regarding teacher performance standards, which include discipline, administrative completeness, and innovative learning implementation. To meet the workload, State Civil Apparatus (ASN) teachers are required to meet a minimum of 24 hours of face-to-face instruction per week. If this requirement is not met, it can be accumulated through equivalent additional tasks in accordance with Ministry of Religious Affairs regulations. (Accessed February 13, 2026). Based on an interview with Mr. Akhmad Saiku, S.Pd., Deputy Principal of Curriculum at MAN 2 Gresik, teacher performance management at MAN 2 Gresik has been systematically implemented through the planning of learning materials that refer to the curriculum and academic calendar, and are compiled through internal work meetings and coordination with the Subject Teachers' Consultation (MGMP). Teachers can develop learning materials by beginning with an analysis of Learning Outcomes (CP), Learning Objectives (TP), and Learning Objective Flow (ATP). They then develop teaching modules and prepare assessments before the beginning of the semester as a form of professional responsibility. Learning quality indicators include the completeness of materials, the effectiveness of the learning process, improvements in student learning outcomes, and academic and non-academic achievements. The preparation of materials can be verified by the Deputy Principal of Curriculum, who then follows up through academic supervision to ensure alignment between planning and classroom practice. Thus, teacher performance management at MAN 2 Gresik demonstrates a systematic, collaborative pattern that is oriented towards continuous improvement in educational quality. (Accessed February 13, 2026). This is in line with the results of studies which confirm that good learning planning can strengthen teachers' abilities in planning, implementing and evaluating learning consistently so that it can have a positive impact on the overall quality of education (Ihwani et al., 2023).

Classroom Learning Implementation

According to an interview with Ms. Khoiro Umroh, S.Sn., a Fine Arts teacher at MAN 2 Gresik, the learning methods used include group discussions, Q&A sessions, presentations, and project-based learning. Furthermore, digital media such as PowerPoint presentations and instructional videos are utilized to increase student learning interest, demonstrating a more varied approach and fostering more active learning. (Accessed February 12, 2026). Meanwhile, according to Ms. Nur Diana Maulida, S.Pd., a Biology teacher at MAN 2 Gresik, the varied learning methods utilize available technology, including interactive lectures combined with Q&A sessions, group discussions, problem-based learning, laboratory experiments, and presentations of observation results. Efforts to improve the quality of learning are carried out through regular evaluations, teacher competency development, and the use of digital technology in the learning process. In general, the teacher performance system is considered to be operating quite well and adaptively, even though the majority of educators are relatively young. This situation is considered to have its own advantages, as young teachers tend to be adaptable to changing times and technological developments in the current digital era. (Accessed February 12, 2026).

Based on the results of an interview with Mr. M. Heri Prianto, S.Pd., a professional teacher at MAN 2 Gresik, regarding teacher coaching and training at MAN 2 Gresik, it was discovered that the madrasah regularly holds coaching and training or workshops for teachers. The forms of coaching and training or workshops include training on the implementation of the independent curriculum, the preparation of learning tools such as (ATP and Teaching Modules), and training on the use of digital-based learning media. Teacher performance management at MAN 2 Gresik has been implemented systematically through planning learning tools that refer to the curriculum and educational calendar, and are compiled through work meetings and internal coordination of the MGMP (Subject Teachers' Conference). The madrasah provides direction regarding teacher performance standards that include discipline, administrative completeness, implementation of innovative learning, and evaluation of learning outcomes that are strengthened through regular academic supervision. In addition, internal MGMP (Subject Teachers' Conference) activities and academic supervision carried out by the Principal and Deputy Principal for curriculum stated that the coaching is very helpful in improving the pedagogical and professional competence of teachers, especially in the preparation of learning tools and innovation of teaching methods. The teacher performance appraisal system at MAN 2 Gresik demonstrates a structured approach, including opportunities for training from external sources such as the Ministry of Religious Affairs. (Accessed February 13, 2026).

Supervision and Evaluation System

Periodic teacher performance assessments, through learning evaluations and official reports, demonstrate the accountability of State Civil Apparatus (ASN). The Madrasah Principal also plays a crucial role as an evaluator and motivator for all teaching and non-teaching staff, encouraging continuous improvement in the quality of learning. Teacher development is carried out through regular service meetings, classroom supervision, motivation and appreciation, and training facilities to enhance teacher competency. The applied teacher performance standards require all learning activities to be conducted professionally in the classroom and other activities, while adhering to the vision, mission, and regulations of the educational institution. This ensures that teacher performance truly reflects the quality standards expected by the madrasah. This system encourages teachers to be more disciplined and improve the quality of learning. However, it can be added that follow-up on evaluation results still needs to be maximized to have a more significant impact on improving the quality of learning, and evaluation of learning outcomes is reinforced through regular academic supervision. Madrasahs also provide routine coaching and reinforcement through weekly evaluation meetings, monthly coaching, and effective learning supervision. (Accessed February 13, 2026). In improving the quality of learning in madrasas, the implementation of a teacher performance supervision and evaluation system is designed as an integral part of teacher performance management and includes academic supervision planning, monitoring the implementation of learning and evaluation of teaching results to provide useful feedback for improving teacher professionalism, namely through consistent supervision and systematic performance evaluation, madrasa principals can also identify the strengths and weaknesses of learning, motivate teachers, and support the improvement of the quality of education

in madrasas (Murtado & Kurniawan, 2025). Then according to Sutrisna and Rohmadi, they found that optimizing teacher performance management that can integrate competency-based performance assessment and professional development will be a key factor in creating quality educational services in Islamic educational environments (Kartini et al., 2024).

Table 2. General Institutional and Resource Data at MAN 2 Gresik

No	Component	Quantity
1.	MAN 2 Gresik Students	1,203 Students
2.	State Civil Servant Teachers	73 Civil Servant Teachers
3.	Non-State Civil Servant Teachers	24 Non-Civil Servant Teachers
4.	Grade 10 Classroom	12 Classrooms
5.	Grade 11 Classroom	12 Classrooms
6.	Grade 12 Classroom	12 Classrooms

Table 3. Student-Teacher Ratio and Class Distribution Data

No	Component	Quantity	Calculation	Ratio/Average
1.	MAN 2 Gresik Students	1.203	-	-
2.	State Civil Servant Teachers	73	1.203 ÷ 73	1 : 16
3.	Non-State Civil Servant Teachers	24	1.203 ÷ 24	1 : 50
4.	Total Classroom X-XII	36 Classroom	1.203 ÷ 36	± 33 student/classroom

Table 4. Teacher Workload Analysis Data

No	Component	Quantity	Calculation	Description
1.	Number of Teachers	97	-	Total Teaching Staff
2.	Teaching Load Standards	24 JP/week	-	In accordance with minimum requirements
3.	Total Tuition Needs	2.328 JP	97 x 24 JP	Total accumulated teaching hours
4.	Number of Classes	36	-	Grades X, XI, XII

5.	Average Tuition per Class	± 64 JP	2.328 ÷ 36	Estimated workload distribution

Table 5. Teacher Performance Effectiveness Analysis Data in Improving Learning Quality

No	Performance Indicators	Implementation Description	Impact on Learning Quality	Category
1.	Learning Planning	Teachers systematically prepare lesson plans/teaching modules and evaluation tools.	Learning is more focused and aligned with the applicable curriculum	Good
2.	Learning Implementation	Teachers apply a variety of methods (discussions, PBL, digital media).	Students are more active and participatory	Good
3.	Learning Evaluation	Daily assessments, PTS, PAS, and learning outcome analysis are conducted.	Student learning outcomes improve	Good
4.	Professional Development	Teachers participate in training/workshops, MGMP, and academic supervision.	Teachers' pedagogical and professional competencies improve	Good
5.	Discipline and Administration	Timeliness and completeness of learning administration.	Effective and orderly learning management	Good

The results of the study indicate that teacher performance management at MAN 2 Gresik has been implemented in a structured manner through the stages of planning, implementation, evaluation, and professional development. The relatively proportional student-to-teacher ratio supports the effectiveness of the learning process, despite the relatively dense number of students per class, requiring innovative management strategies. Arranging the workload according to the standard of 24 Lesson Hours (JP) per week will be an important part in maintaining the balance of teacher professional responsibilities. Organized distribution of teaching hours allows teachers to have sufficient time for lesson preparation and evaluation of student learning outcomes. Thus, teacher performance management at MAN 2 Gresik can contribute significantly to improving the quality of learning. The implementation of academic supervision, data-based evaluation, and teacher competency development

will be key supporting factors in maintaining the quality of education on an ongoing basis. This study also shows that teacher performance management can play a significant role in supporting the continuous improvement of learning quality through various strategies to improve teacher professionalism.

Learning Quality at MAN 2 Gresik

The quality of learning at MAN 2 Gresik can be seen from the madrasah's efforts to manage the learning process in a planned, systematic manner, and oriented towards improving student competency. At MAN 2 Gresik, the learning process is directed at creating an interactive, effective, and student-centered learning environment, thereby improving student understanding, skills, and character (Sariman et al., 2021). Learning quality is also influenced by the implementation of planned and continuous academic supervision. Academic supervision serves to help teachers improve their abilities in designing learning tools, implementing effective learning processes, and conducting appropriate evaluations (Amiwati & Al-Fatih, 2025). Planned academic supervision can help teachers improve the learning process, thereby increasing the quality of learning in the school (Selian & Bahri, 2025). Teachers with strong pedagogical and professional competencies are able to design innovative learning and adapt modern learning methods to student characteristics (Rahmawati et al., 2024). In addition, teachers play a role in developing learning strategies that encourage teacher involvement, but also emphasize student participation in understanding the material in depth (Januari, 2026).

Teacher performance management is one of the most important factors in improving the quality of learning in educational institutions (Rizki et al., 2023). Teacher performance management at MAN 2 Gresik plays a crucial role in improving learning quality through systematic and targeted learning planning. Teachers are required to develop learning tools such as lesson plans, teaching materials, and learning strategies that are appropriate to student characteristics. Good planning will help teachers manage the learning process effectively so that learning objectives can be optimally achieved (Muhsin et al., 2023). Teacher management is also realized through academic supervision activities carried out by the madrasah principal as a form of teacher professional development. At MAN 2 Gresik, academic supervision activities can serve as a means of evaluation and reflection for teachers in improving the quality of classroom learning (Setiawan, 2025). In addition to academic supervision, improving learning quality is also influenced by teacher professional development through training, workshops, and ongoing coaching. Teachers will continuously develop their competencies and be able to adapt learning methods to curriculum developments and student needs. In the context of MAN 2 Gresik, teacher professional development is one strategy for continuously improving the quality of learning (Lelatobur & Waruwu, 2024). These development efforts will have a positive impact on improving the quality of learning in madrasas (Parozak & Rosita, 2025). Therefore, good teacher performance management can encourage the creation of an effective, innovative, and high-quality learning process, thereby improving the quality of learning (Kusumaningrum, H., Chaerany, C., Kholisah, T. A., & Cahyani, 2025).

CONCLUSION

Based on research findings, teacher performance management at MAN 2 Gresik has been implemented systematically, structured, and sustainably, encompassing planning, implementation, evaluation, and professional development. Learning planning is conducted collaboratively through work meetings and internal Subject Teacher Consultations (MGMP), referring to the curriculum and academic calendar, and verified through academic supervision. In implementing learning, teachers employ varied and innovative methods such as discussions, presentations, Project-Based Learning, Problem-Based Learning, and the use of digital media to increase student engagement. Regular supervision and evaluation, conducted through classroom observations, administrative monitoring, and regular evaluation meetings, have been proven to improve discipline, professionalism, and the quality of the learning process. Furthermore, teacher coaching and training conducted at MAN 2 Gresik, both internally and in collaboration with the Ministry of Religious Affairs of the Republic of Indonesia, strengthens teachers' pedagogical and professional competencies. Workload management adheres to the standard 24 Lesson Hours (JP) per week, and assignment distribution considers teacher competence and loyalty to support effective educator performance. Thus, teacher performance management at MAN 2 Gresik can contribute significantly to improving the quality of learning, creating a conducive learning atmosphere, and encouraging continuous improvement in the quality of education in the madrasa environment.

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