



<https://doi.org/10.61650/ajis.v4i3.1378>

ORIGINAL RESEARCH ARTICLE

Teacher Performance Management through Continuous Professional Development in Madrasahs

Nahmudin^{1*}, Feri Riski Dinata¹, Muslih Qomarudin¹, Ali Kuswadi¹, Dwi Sugianik¹

¹*Institut Agama Islam Al Hikmah Lampung, Indonesia*

Correspondence: nahmudin68@gmail.com

Article History: 20 September 2026 • Revised: 05 October 2025 • Accepted: 10 October 2026 • Published: 20 October 2026 date pending

ABSTRACT

This narrative literature synthesis examines how madrasahs might connect teacher performance management with continuous professional development. The supplied manuscript proposes a four-part cycle: setting performance goals and mapping competency needs; providing sustained professional learning; observing instruction and offering developmental feedback; and revising practice in light of evidence and Islamic educational values. Research on effective teacher learning supports coherent content, active learning, collaboration, and repeated opportunities to apply new practices, while work on supervision highlights the role of feedback. A madrasah may use these insights to connect pedagogical and professional competencies with its Islamic educational mission. The source describes searches and thematic analysis but does not report databases, search dates, screening counts, a complete study set, appraisal, or a reproducible synthesis. The four dimensions are therefore a proposed conceptual framework, not a demonstrated effect of a particular program. Implementation should be assessed through observed instructional change, teacher feedback, and student evidence before claims of improved performance are made.

Keywords: Teacher Performance; Professional Development; Competency Mapping; Supervision; Madrasah



ABSTRAK

Sintesis literatur naratif ini mengkaji cara madrasah menghubungkan manajemen kinerja guru dengan pengembangan profesional berkelanjutan. Naskah sumber mengajukan siklus empat bagian: penetapan sasaran kinerja dan pemetaan kebutuhan kompetensi; pembelajaran profesional yang berkelanjutan; pengamatan pembelajaran dan umpan balik pengembangan; serta perbaikan praktik berdasarkan bukti dan nilai pendidikan Islam. Penelitian tentang pembelajaran guru yang efektif mendukung keselarasan materi, pembelajaran aktif, kolaborasi, dan kesempatan berulang untuk menerapkan praktik baru, sedangkan kajian supervisi menekankan peran umpan balik. Madrasah dapat memakai wawasan ini untuk menghubungkan kompetensi pedagogik dan profesional dengan misi pendidikan Islam. Naskah sumber menyebut penelusuran dan analisis tematik, tetapi tidak merinci basis data, tanggal pencarian, jumlah hasil seleksi, kumpulan studi lengkap, penilaian mutu, ataupun sintesis yang dapat direplikasi. Karena itu, keempat dimensi merupakan kerangka konseptual yang diajukan, bukan bukti dampak program tertentu. Penerapannya perlu dinilai melalui perubahan pembelajaran yang teramati, umpan balik guru, dan bukti belajar siswa sebelum dinyatakan meningkatkan kinerja.

Kata kunci: Kinerja Guru; Pengembangan Profesional; Pemetaan Kompetensi; Supervisi; Madrasah

How to cite: Nahmudin, Dinata, F. R., Qomarudin, M., Kuswadi, A., & Sugianik, D. (2026). Teacher Performance Management through Continuous Professional Development in Madrasahs. *Assyfa Journal of Islamic Studies*, 4(3), 8–14. Retrieved from <https://journal.assyfa.com/index.php/ajis/article/view/1378>

1. INTRODUCTION

Teacher performance depends on more than completion of administrative tasks. Planning lessons, responding to learners, using assessment, and adjusting instruction all require professional judgment that develops over time. Reviews of professional development show that the design and context of teacher learning matter for classroom practice and student outcomes (Desimone, 2009; Darling-Hammond et al., 2017). A performance system should therefore connect expectations with learning opportunities.

Madrasahs combine general educational responsibilities with an Islamic educational mission. This setting gives professional competence a pedagogical and ethical dimension, including how teachers model conduct and support student development. Research in madrasahs has examined assessment of teacher work and its links with institutional quality (Huriyah et al., 2025; Pahlepi, 2022). Those studies do not imply that one appraisal procedure will work in every institution.

Teacher learning can occur through mentoring, peer discussion, observation, lesson study, and practice-based feedback. Professional learning communities may help teachers examine evidence together, but collaboration has to be focused and sustained (Vescio et al., 2008; Stoll et al., 2006). The management problem is how to move from identifying a learning need to checking whether subsequent teaching changed.

This article revises the supplied literature review as a conceptual synthesis linking performance planning, competency mapping, professional learning, feedback, and renewed planning. It reports what the source can substantiate: a reasoned framework informed by scholarship. Because the source does not supply a reproducible search or full study appraisal, the synthesis cannot claim to represent all available evidence.

2. RESEARCH METHODS

The source identifies the study as a qualitative literature review of teacher performance management and continuous competency development in madrasahs. It describes searches using terms related to teacher performance, professional learning, competency mapping, and Islamic educational management. Database names, search strings, search dates, language limits, and the number of records at each stage are not reported.

Inclusion was described in broad terms as relevance to teacher performance, development, or educational human resource management. The source prefers recent literature while allowing established theory. It provides no full list of screened publications, exclusion reasons, quality appraisal, or evidence table. Consequently, this revision describes a narrative conceptual synthesis rather than a systematic review (Snyder, 2019).

The source groups arguments into planning and needs mapping, sustained learning, monitoring and feedback, and long-term improvement within the madrasah context. We use that four-part structure and compare it with published work on the features of effective development and supervision. No primary interviews, observations, or teacher-level measures were collected in the manuscript.

The proposed links between a needs assessment, development activity, teaching practice, and student evidence are analytic propositions. Causal effectiveness would require implementation data and an evaluation design. A transparent future review would provide its databases, full strings, dates, selection flow, and appraisal rules, as recommended for literature review methods (Snyder, 2019).

3. RESULTS AND FINDINGS

The first theme connects performance targets to a map of what teachers need to learn. Targets can specify evidence of lesson preparation, instruction, assessment, and professional conduct. A competency map then identifies development needs from observations, student work, and teacher reflection. The manuscript argues for alignment with madrasah goals, but no actual institutional rubric or teacher profile is supplied.

The second theme treats professional development as repeated learning and application rather than a one-off workshop. The source lists mentoring, workshops, collaboration, observation, and reflection as possibilities. Published syntheses suggest sustained, content-focused, practice-linked learning may support improvement (Desimone, 2009; Darling-Hammond et al., 2017). The source did not evaluate a specific program or report changes in instruction.

The third theme assigns monitoring and feedback a developmental purpose. Classroom observation, collegial dialogue, self-reflection, and supervision could identify whether a new approach is being used and where further support is needed. The source emphasizes constructive rather than punitive feedback. It does not present observation criteria, feedback transcripts, or data showing that evaluation informed a later learning plan.

The final theme connects revised practice to institutional support and Islamic educational values, including responsibility, justice, integrity, and exemplary conduct. In the proposed cycle, evidence of practice returns to the next stage of planning and needs identification. This is a conceptual relationship within the literature synthesis; no longitudinal evidence is reported to show the cycle operating in a madrasah.

4. DISCUSSION

Performance planning can be useful when teachers understand the purposes and evidence behind a goal. A checklist of compliance may miss the instructional reasoning a teacher needs to improve. Desimone (2009) argues for clearly specified outcomes and mechanisms when studying teacher learning. In the proposed madrasah cycle, lesson artifacts, student work, and a teacher's own account could make a needs assessment more concrete than a single score.

Competency mapping should distinguish pedagogical skill, subject knowledge, assessment, digital practice, and the ethical responsibilities relevant to Islamic education. The madrasah literature provides examples of performance assessment and targeted professional development (Huriyah et al., 2025; Pahlepi, 2022). The source does not provide a validated map or show how Islamic values were operationalized. Institutions should therefore co-design a rubric with teachers and test whether different reviewers interpret it consistently.

Sustained professional learning is more credible than assuming attendance at training changes classroom practice. Reviews identify content focus, active learning, coherence, duration, and collective participation as recurring features of effective programs (Darling-Hammond et al., 2017). These are design considerations, not guarantees of impact. The conceptual model can pair a teacher's learning activity with a planned classroom application and a later review of work samples.

Peer learning can help teachers make instructional choices visible and refine them through discussion. Reviews of professional learning communities report potential benefits for teaching practice but also variation in implementation (Vescio et al., 2008; Stoll et al., 2006). A madrasah would need protected time, a focused question, and norms for discussing evidence respectfully. The source does not document an operating learning community at a named institution.

Supervision has greater developmental value when observation is followed by specific feedback and a chance to act on it. Feedback research shows that its effect depends on content and the learner's interpretation rather than its mere delivery (Hattie & Timperley, 2007). Supervisors can jointly select one instructional priority, examine an example, and revisit the lesson after support. The present source proposes this cycle but does not evaluate whether teachers experienced supervision as helpful.

An improvement loop should also consider student learning and teacher workload. A recent synthesis of professional development interventions finds heterogeneous impacts on student achievement, underscoring the need to specify context and goals (Sims et al., 2025). A program might change a teacher's planned activity without improving pupils' understanding. Repeated

observation and carefully selected student evidence are required before describing an outcome as sustained improvement.

Islamic educational values can shape the purpose and manner of performance conversations. Responsibility and fairness imply that expectations are clear, evidence is interpreted with care, and teachers have access to development support. Work on teacher performance in madrasahs emphasizes institutional support as well as individual effort (Pahlepi, 2022; Ma'arif et al., 2023). The source provides a normative connection, while actual staff experiences and local practice still need study.

The synthesis contributes a practical sequence—plan, identify needs, learn, apply, observe, provide feedback, and revise. Its limitation is methodological: the literature set, selection process, and quality assessment are not reported, and no primary implementation data test the framework. A future review should be reproducible, and a madrasah pilot should follow teachers across cycles with documented feedback, observed lessons, and pupil work (Snyder, 2019). Until then, the sequence is a proposal for evaluation rather than an established management effect.

5. CONCLUSION AND SUGGESTIONS

The revised literature synthesis proposes that teacher performance management in madrasahs can connect performance planning, competency needs mapping, sustained learning, developmental feedback, and renewed planning. Islamic educational values can guide how goals and feedback are interpreted. The manuscript does not present a systematic search or empirical test showing that this cycle improves teacher performance.

Madrasah leaders can pilot the proposed sequence with clear rubrics and voluntary professional dialogue, then document changes in teaching and student work. For publication, the authors should disclose database searches, study selection and appraisal, and a table linking each proposed dimension to the literature from which it was derived.

REFERENCES

- Avalos, B. (2011). Teacher professional development in teaching and teacher education over ten years. *Teaching and Teacher Education*, 27(1), 10–20. <https://doi.org/10.1016/j.tate.2010.08.007>
- Borko, H. (2004). Professional development and teacher learning: Mapping the terrain. *Educational Researcher*, 33(8), 3–15. <https://doi.org/10.3102/0013189X033008003>
- Busahdiar, B., Karimah, U., & Tamin, S. (2023). Total quality management and basic education: Its application to Islamic education in Muhammadiyah elementary schools. *Jurnal Pendidikan Agama Islam*, 20(2), 215–232. <https://doi.org/10.14421/jpai.v20i2.8015>
- Cochran-Smith, M., & Lytle, S. L. (1999). Relationships of knowledge and practice: Teacher learning in communities. *Review of Research in Education*, 24, 249–305. <https://doi.org/10.2307/1167272>
- Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). *Effective teacher professional development*. Learning Policy Institute. <https://doi.org/10.54300/122.311>

- Desimone, L. M. (2009). Improving impact studies of teachers' professional development: Toward better conceptualizations and measures. *Educational Researcher*, 38(3), 181–199. <https://doi.org/10.3102/0013189X08331140>
- Fullan, M. (2013). *Stratosphere: Integrating technology, pedagogy, and change knowledge*. Pearson.
- Garet, M. S., Porter, A. C., Desimone, L., Birman, B. F., & Yoon, K. S. (2001). What makes professional development effective? Results from a national sample of teachers. *American Educational Research Journal*, 38(4), 915–945. <https://doi.org/10.3102/00028312038004915>
- Guskey, T. R. (2002). Professional development and teacher change. *Teachers and Teaching*, 8(3), 381–391. <https://doi.org/10.1080/135406002100000512>
- Hargreaves, A., & Fullan, M. (2012). *Professional capital: Transforming teaching in every school*. Teachers College Press.
- Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 77(1), 81–112. <https://doi.org/10.3102/003465430298487>
- Huriyah, L., Mudlofir, A., Aziz, M. A., Ma'arif, M. A., Amaliati, S., & Yusrianingsih. (2025). The importance of Islamic education teachers' performance assessment in realising high quality of madrasah. *Jurnal Pendidikan Agama Islam*, 22(2), 317–338. <https://doi.org/10.14421/jpai.v22i2.11412>
- Kennedy, M. M. (2016). How does professional development improve teaching? *Review of Educational Research*, 86(4), 945–980. <https://doi.org/10.3102/0034654315626800>
- López-Martín, E., Gutiérrez-de-Rozas, B., González-Benito, A. M., & Expósito-Casas, E. (2023). Why do teachers matter? A meta-analytic review of how teacher characteristics and competencies affect students' academic achievement. *International Journal of Educational Research*, 120, Article 102199. <https://doi.org/10.1016/j.ijer.2023.102199>
- Ma'arif, M. A., Mumtahana, L., Sunarno, S., Mansyuri, A., & Nasith, A. (2023). Developing pesantren educator resources through optimizing the learning organization. *Nazhruna: Jurnal Pendidikan Islam*, 6(3), 475–489. <https://doi.org/10.31538/nzh.v6i3.4415>
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2019). *Qualitative data analysis: A methods sourcebook* (4th ed.). SAGE.
- Opfer, V. D., & Pedder, D. (2011). Conceptualizing teacher professional learning. *Review of Educational Research*, 81(3), 376–407. <https://doi.org/10.3102/0034654311413609>
- Pahlepi, N. (2022). The effect of professional development on teacher performance in the Ibtidaiyah madrasah in Bandarlampung City. *Al-Idarah: Jurnal Kependidikan Islam*, 12(1). <https://doi.org/10.24042/alidarrah.v12i1.11725>
- Patton, M. Q. (2015). *Qualitative research and evaluation methods* (4th ed.). SAGE.
- Rogers, E. M. (2003). *Diffusion of innovations* (5th ed.). Free Press.
- Sallis, E. (2002). *Total quality management in education* (3rd ed.). Kogan Page.
- Senge, P. M. (1990). *The fifth discipline: The art and practice of the learning organization*. Doubleday.

- Shirrell, M., Hopkins, M., & Spillane, J. P. (2019). Educational infrastructure, professional learning, and changes in teachers' instructional practices and beliefs. *Professional Development in Education*, 45(4), 599–613. <https://doi.org/10.1080/19415257.2018.1452784>
- Sims, S., Fletcher-Wood, H., O'Mara-Eves, A., Cottingham, S., Stansfield, C., Goodrich, J., Van Herwegen, J., & Anders, J. (2025). Effective teacher professional development: New theory and a meta-analytic test. *Review of Educational Research*, 95(2). <https://doi.org/10.3102/00346543231217480>
- Snyder, H. (2019). Literature review as a research methodology: An overview and guidelines. *Journal of Business Research*, 104, 333–339. <https://doi.org/10.1016/j.jbusres.2019.07.039>
- Stoll, L., Bolam, R., McMahon, A., Wallace, M., & Thomas, S. (2006). Professional learning communities: A review of the literature. *Journal of Educational Change*, 7, 221–258. <https://doi.org/10.1007/s10833-006-0001-8>
- Timperley, H. (2011). *Realizing the power of professional learning*. Open University Press.
- Vescio, V., Ross, D., & Adams, A. (2008). A review of research on the impact of professional learning communities on teaching practice and student learning. *Teaching and Teacher Education*, 24(1), 80–91. <https://doi.org/10.1016/j.tate.2007.01.004>
- Wenger, E. (1998). *Communities of practice: Learning, meaning, and identity*. Cambridge University Press.
- Yin, R. K. (2018). *Case study research and applications: Design and methods* (6th ed.). SAGE.