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TEACHER PERFORMANCE MANAGEMENT THROUGH PDCA-BASED TEACHING MODULE UTILIZATION TO ENHANCE LEARNING QUALITY IN SENIOR HIGH SCHOOLS: A CASE STUDY AT SMAN 1 NAGRAK AND SMAN 1 CIBADAK, SUKABUMI

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Kata Kunci:	ABSTRACT
Guru, Manajemen Kinerja, Modul Ajar, PDCA, Mutu Pembelajaran, Sekolah Menengah	Pengelolaan kinerja guru merupakan kunci peningkatan mutu pembelajaran, terutama di sekolah menengah yang terus beradaptasi dengan perubahan kurikulum dan tuntutan administratif. Modul ajar berfungsi sebagai perangkat utama dalam perencanaan, pelaksanaan, evaluasi, dan refleksi pembelajaran. Penelitian ini menelaah implementasi modul ajar sebagai bagian dari manajemen kinerja guru di SMA Negeri 1 Nagrak dan SMA Negeri 1 Cibadak, serta faktor pendukung dan penghambatnya. Kerangka teorinya merujuk pada manajemen kinerja Armstrong (2020), siklus PDCA Deming, dan pendekatan manajemen pendidikan yang menekankan peran strategis guru. Metode yang digunakan adalah kualitatif dengan studi kasus melalui wawancara, observasi, analisis dokumen, dan kuesioner, kemudian dianalisis secara tematik. Hasil menunjukkan bahwa meskipun guru memahami pentingnya modul ajar, implementasinya belum optimal. Monitoring sekolah, supervisi akademik, dan komitmen guru menguatkan praktik penggunaan modul. Sebaliknya, revisi kurikulum, keterbatasan waktu, dan orientasi administratif dalam penyusunan modul menjadi hambatan. Penyederhanaan format dan pendampingan berkelanjutan terbukti membantu perbaikan. Kesimpulannya, efektivitas manajemen kinerja guru melalui modul ajar bergantung pada kolaborasi antara guru, kepala sekolah, dan lingkungan sekolah. Modul ajar berpotensi besar meningkatkan profesionalisme guru dan mutu pembelajaran bila diterapkan secara adaptif dan konsisten.

Keywords:	ABSTRACTS
Teacher Performance Management, Teaching Module, PDCA, Learning Quality, Secondary Schools	<p>Teacher performance management is a key driver of improving instructional quality, particularly in secondary schools that must continually adapt to curriculum changes and administrative demands. The teaching module functions as a primary instrument for planning, implementation, evaluation, and reflection within the teaching-learning process. This study examines the implementation of teaching modules as part of teacher performance management at SMA Negeri 1 Nagrak and SMA Negeri 1 Cibadak, as well as the factors that facilitate or hinder their use. The theoretical framework draws on Armstrong's (2020) performance management theory, Deming's PDCA cycle of continuous improvement, and educational management approaches that emphasize the strategic role of teachers.</p> <p>This research employs a qualitative case study design using interviews, classroom observations, document analysis, and questionnaires, analyzed through descriptive thematic techniques. The findings indicate that although teachers acknowledge the importance of teaching modules, their implementation in practice remains suboptimal. School monitoring, academic supervision, and teachers' individual commitment strengthen module utilization, whereas curriculum revisions, limited preparation time, and administrative-driven module development pose significant challenges. Simplifying module formats and providing continuous support from the school have proven effective in improving implementation quality.</p> <p>In conclusion, the effectiveness of teacher performance management through teaching modules depends not solely on policy instruments but also on strong collaboration among teachers, school leaders, and the broader school environment. When implemented adaptively and consistently, teaching modules hold substantial potential to enhance teacher professionalism and improve instructional quality.</p>

A. INTRODUCTION

Education in Indonesia continues to experience intense dynamics, marked particularly by recurrent curriculum changes and adjustments. These policy shifts require teachers to rapidly modify their learning materials to ensure alignment with evolving student competency demands. One of the core instructional tools affected by these changes is the teaching module, which ideally serves as a contextual, practical instrument for the planning, implementation, and evaluation of instruction. However, field realities reveal a significant gap: teaching modules are often developed and utilized primarily to fulfill administrative requirements—such as supervision, accreditation, or documentation—rather than to function as genuine pedagogical instruments that support student learning outcomes. The continual changes in module formats following curriculum revisions further create technical burdens for teachers, ultimately diminishing their focus on instructional substance. This condition is reinforced by Hidayat (2021), who found that teacher professionalism is difficult to cultivate when performance management is oriented toward compliance rather than coaching and reflective practice. Preliminary observations and data from the two case-study schools also indicate this tendency: some teachers adopt externally sourced modules without substantial adaptation, while others produce modules solely for administrative purposes, resulting in a widening gap between policy expectations and classroom practice. This phenomenon requires a study that goes beyond describing technical obstacles and instead examines how teacher performance management can be

leveraged to ensure that teaching modules serve as instruments for sustainable instructional improvement.

Previous studies provide insights into aspects related to teaching module utilization and the challenges of adapting them. Research by Nurhidayah & Susanto (2020) and Lestari (2022) suggests that well-designed modules have the potential to enhance student engagement, yet successful implementation hinges on teachers' comprehension of module structure. Studies by Handayani et al. (2023) and Azizah & Rahman (2022) highlight technical issues—particularly teachers' confusion regarding new formats and the lack of practical support—as major barriers. Hidayat (2020) emphasizes that educational leadership plays a crucial role in optimizing teacher performance, although supervision tends to emphasize document inspection rather than developmental support. Managerial literature such as Armstrong (2020) and applications of the PDCA cycle in education (Santos et al., 2019) indicate that cyclical performance management (plan–do–check–act) can provide a foundation for transforming teaching modules from static documents into instruments for continuous improvement. Nonetheless, despite the relatively rich literature describing teacher perceptions and technical challenges, several research gaps remain: (1) few studies adopt a comprehensive performance management perspective to examine how supervision, monitoring, and managerial support enable or hinder module utilization; (2) limited research offers practical recommendations for simplifying module formats accompanied by mentoring-oriented monitoring mechanisms; and (3) a lack of studies applies the PDCA framework in practice to improve module usage cycles at the school level. This review indicates the need for a shift in research focus from merely identifying barriers to developing concrete managerial strategies to bridge the policy–practice gap.

The urgency of this research is evident: the implementation of the Merdeka Curriculum and ongoing changes in educational regulations demand a teacher performance management mechanism capable of ensuring that teaching modules function as adaptive and sustainable pedagogical guides rather than administrative artifacts. Without effective managerial strategies—including supportive supervision, monitoring focused on instructional quality, and operational module formats—there is a risk of declining instructional quality and diminished teacher professionalism in daily practice. Based on these conditions, this study formulates three research problems: (1) how teachers utilize teaching modules within the context of performance management in senior high schools; (2) what enabling and inhibiting factors influence module implementation; and (3) what performance management strategies can be optimized to improve instructional quality through effective module utilization. Corresponding to these research problems, the study aims to: (1) describe teachers' practices in using teaching modules in the case-study schools; (2) identify supporting and constraining factors in module utilization; and (3) formulate practical and applicable teacher performance–management strategies to optimize teaching modules as tools for improving instructional quality.

The novelty of this study lies in integrating the perspective of teacher performance management with the PDCA cycle to manage teaching modules as instruments for instructional quality improvement. It also emphasizes practical solutions that have received limited attention in previous research—namely, recommendations for simplifying module formats coupled with mentoring-based

monitoring and supervision mechanisms, simple performance indicators for module quality, and school-level PDCA procedures. The conceptual contribution is expected to enrich the literature on educational performance management by positioning teaching modules as dynamic managerial objects. The practical contribution is expected to produce an implementation guideline (policy brief) for school leaders and education policymakers to strengthen teacher professionalism and instructional effectiveness in the context of curriculum adaptation. Hence, this study not only describes well-known problems but also proposes a theoretical-practical framework that can be tested and adopted for systematic improvement in teaching module utilization.

Teacher performance management from the perspective of Islamic education is an integrated process of planning, implementation, and evaluation grounded in the values of *amanah* (trustworthiness), *ihsan* (excellence), and *musyawarah* (consultative decision-making). *Amanah* frames the teaching profession as a moral and spiritual responsibility that requires integrity, discipline, and accountability in instructional and assessment practices. *Ihsan* encourages teachers to continuously improve their competence and deliver high-quality, innovative, and meaningful learning. Meanwhile, *musyawarah* emphasizes collaborative management and performance evaluation through dialogue, openness, and stakeholder participation. Thus, Islamic-based teacher performance management goes beyond administrative achievement and aims to develop professional teachers who are ethical, excellent in performance, and view their work as an act of worship.

The study of teacher performance management is based on the assumption that the quality of education is significantly influenced by how teachers manage, plan, and implement the learning process. Armstrong (2020) emphasizes that performance management is a systematic approach aimed at enhancing organizational effectiveness through the continuous improvement of individual contributions. This perspective indicates that the quality of learning does not solely depend on the curriculum or learning resources but also on the teacher's ability to manage their performance professionally.

Hidayat (2020) further notes that the role of school leadership is crucial in establishing a work climate that encourages teachers to contribute optimally. Supportive leadership enables teachers to feel motivated and provides them with space for innovation, thereby allowing learning management to be carried out more effectively and adaptively according to students' needs. Consequently, teacher performance management can be regarded as a fundamental basis for understanding the relationship between individual performance management and the improvement of learning quality.

In educational practice, teachers are not only implementers of the curriculum but also performance managers capable of designing learning tools, including teaching modules, in a planned and reflective manner. This process encompasses planning, implementation, evaluation, and reflection, all of which are oriented toward achieving learning objectives that are relevant to contemporary developments. Therefore, teacher performance management is not merely an administrative evaluation but an integral strategy to ensure high-quality and sustainable learning.

Teaching modules, as mandated in the Merdeka Curriculum (Kemendikbudristek, 2021), outline learning objectives, content, methods, and assessments. Designed to be flexible and contextual, they are intended to guide teachers

in delivering structured and responsive instruction. However, empirical evidence indicates that many teachers develop modules primarily to meet administrative requirements, resulting in diminished pedagogical value.

Previous studies consistently highlight these challenges. Sari and Nugroho (2021) note that teaching modules are often treated as supervisory documents rather than instructional guides. Hidayat (2021) argues that improving teacher professionalism requires performance management oriented toward competency development rather than procedural compliance. Wulandari (2022) reports that frequent revisions to module formats burden teachers and limit their instructional creativity. Handayani et al. (2023) underscore the need for academic supervision and mentoring to help teachers utilize modules effectively. These findings suggest that module implementation faces both technical and managerial obstacles.

Despite these insights, existing research is largely descriptive and seldom examines the direct link between teacher performance management and optimal module utilization. This gap is critical, as the effectiveness of teaching modules depends not only on technical proficiency but also on systematic performance management.

The PDCA (Plan–Do–Check–Act) cycle, introduced by Deming and adapted in educational contexts (Santos et al., 2019), offers a relevant framework for continuous improvement. Applied to teaching modules, PDCA involves designing the module (Plan), implementing instruction (Do), evaluating effectiveness (Check), and refining the module based on evaluation results (Act). This cycle promotes sustained improvement in both module quality and instructional practice.

Integrating performance management, teaching modules, and the PDCA framework addresses the existing research gap. This study therefore proposes a theoretical model that positions teaching modules as dynamic managerial instruments governed through systematic performance management and continuous improvement. The study contributes theoretically by linking teacher performance management with the use of teaching modules through the PDCA cycle. Practically, it offers managerial recommendations to help school leaders and teachers optimize module utilization and enhance instructional quality. This integration forms the basis of the study's novelty and its relevance to the evolving curriculum landscape.

B. METHOD

This study employs a qualitative approach with a case study design to gain an in-depth understanding of the use of teaching modules within the framework of teacher performance management in senior high schools. The case study approach enables a comprehensive exploration of the phenomenon by collecting detailed information from multiple sources.

The research sites were purposively selected, namely SMA Negeri 1 Nagrak and SMA Negeri 1 Cibadak in Sukabumi Regency. These schools were chosen because they share comparable characteristics in terms of teacher numbers, administrative workload, and the presence of routine monitoring, making them representative contexts for examining the use of teaching modules in teacher performance management.

The research subjects consist of core subject teachers, school principals, and vice principals for curriculum affairs. Participants were selected through purposive sampling based on their direct involvement in the development and use of teaching

modules. The study involved 10 teachers, 2 vice principals, and 2 principals, totaling 14 participants.

Data were collected through two primary techniques: in-depth interviews and document analysis. In-depth interviews were conducted to explore teachers' and school leaders' understanding, experiences, and perceptions regarding teaching modules. Document analysis included examining teacher-developed modules, academic supervision reports, and school monitoring records related to module utilization.

Data analysis followed the interactive model of Miles, Huberman, and Saldaña (2014), which consists of data reduction, data display, and conclusion drawing. A thematic analysis was conducted to identify patterns and categories relevant to the research focus, particularly the use of teaching modules, enabling and constraining factors, and performance management strategies.

To ensure data trustworthiness, the study employed source triangulation, methodological triangulation, and member checking. Source triangulation involved comparing information from teachers, vice principals, and principals; methodological triangulation combined interviews and document analysis; and member checking entailed validating the findings with participants. These procedures strengthen the study's credibility, dependability, confirmability, and transferability.

C. RESULT AND DISCUSSION

Findings

The findings of this study are presented thematically according to the research focus: teachers' use of teaching modules, enabling and inhibiting factors, and performance management strategies related to module utilization. Data were obtained through in-depth interviews, questionnaires, and document analysis involving teachers, vice principals for curriculum affairs, and principals at SMA Negeri 1 Nagrak and SMA Negeri 1 Cibadak in Sukabumi Regency.

First, the analysis shows variations in teachers' implementation of teaching modules. Some teachers use the module to guide the preparation of instructional steps, yet it is not consistently employed as the primary reference during classroom instruction. As one teacher from SMA Negeri 1 Nagrak stated, "*We prepare the teaching module, but during instruction I often adjust to students' needs, so not all parts of the module are used*" (Interview, 22 September 2025). Document analysis corroborates this pattern: modules are generally aligned with curriculum guidelines but lack enriched, contextual learning activities.

Second, supporting factors include routine school monitoring, academic supervision, and teachers' personal commitment. The Vice Principal for Curriculum Affairs at SMA Negeri 1 Cibadak explained, "*We regularly request module submissions and conduct checks through the curriculum team. This encourages teachers to prepare modules, even if they mostly follow the required format*" (Interview, 22 September 2025). Some teachers also take the initiative to simplify module content to make it more accessible to students.

Third, curriculum socialization efforts further support module utilization. The Vice Principal for Curriculum Affairs at SMA Negeri 1 Nagrak noted, "*We regularly brief teachers on curriculum changes and updated module formats. For example, the shift toward deep learning is communicated widely so teachers can adjust their modules*

accordingly" (Interview, 22 September 2025). These efforts help teachers align modules with evolving policy directions.

Fourth, teachers face several obstacles in utilizing teaching modules, including administrative workload, time constraints, and frequent changes in module formats. A teacher from SMA Negeri 1 Nagrak remarked, "*To be honest, modules are sometimes prepared merely to fulfill administrative requirements because teaching and other duties already take much of our time*" (Interview, 22 September 2025). Curriculum revisions requiring updated module formats further add to this burden. School supervision records also indicate that many modules submitted by teachers remain formalistic in nature.

Fifth, emerging performance management strategies involve shifting supervision efforts from document inspection toward developmental support. The principal of SMA Negeri 1 Nagrak stated, "*We aim not only to request module documents but also to discuss how the modules are used in instruction*" (Interview, 22 September 2025). Some teachers demonstrate reflective efforts by revising modules after use, although improvements largely focus on technical aspects such as language and material sequencing.

Overall, the findings indicate that although teachers prepare teaching modules in accordance with curriculum requirements, the modules have not functioned fully as dynamic instructional tools. Supporting factors—such as regular monitoring, curriculum socialization, and teacher commitment—have not sufficiently addressed core obstacles related to administrative demands and format changes. These results underscore the need for performance management strategies that emphasize mentoring, reflective practice, and continuous improvement cycles to ensure that teaching modules contribute meaningfully to instructional quality.

Analysis/Discussion

Based on in-depth interviews conducted between 15 and 22 September, the planning of teaching module use at SMAN 1 Nagrak and SMAN 1 Cibadak is generally carried out through teacher meetings at the beginning of the academic year. Teachers stated that the modules are prepared following the school's prescribed format and then consulted with the vice principal for curriculum affairs. One teacher noted, "The module is mandatory, but we often struggle to incorporate new concepts such as deep learning into the teaching content. Sometimes we simply adapt examples provided by the education office or MGMP." This illustrates a gap between the completed module documents and their classroom implementation. Although the schools conduct regular dissemination sessions, many teachers felt that planning remains focused on administrative completeness rather than pedagogical strategy.

This phenomenon indicates that the planning stage within the teacher performance management cycle has not yet been optimized. According to Armstrong (2020), planning is the most critical stage, as it determines the direction and quality of subsequent cycles. In the PDCA framework (Plan-Do-Check-Act), when the Plan component is oriented merely toward document preparation, the implementation stage inevitably becomes weak. Consequently, module planning in the two schools has not fully served as a bridge between curriculum policy and students' learning needs.

These findings align with Wulandari (2022), who reports that changes in module formats often lead teachers to focus more on administrative tasks than pedagogical substance. Hidayat (2021) likewise asserts that without continuous training, teachers

struggle to internalize new curriculum values. In contrast, Anggrayni, Asmaryadi, and Susilawati (2025) found that well-designed modules based on deep learning can enhance students' critical thinking skills. The present study, however, shows that teachers in both schools continue to find it difficult to integrate such concepts.

The identified gap lies in the fact that module planning has been administratively executed but has yet to address substantive instructional dimensions. Thus, this study suggests that teacher performance management strategies must strengthen the planning stage through intensive training, collaborative reflection forums, and the provision of contextual deep learning-based module examples to ensure that modules function as genuine pedagogical guides.

Implementation in the Classroom

The implementation of teaching modules at SMAN 1 Nagrak and SMAN 1 Cibadak typically involves adapting the prepared documents into classroom activities, although teachers do not consistently use the modules in full. Interviews revealed that modules are often treated as administrative requirements. One teacher explained, "During supervision, we must show the module, but in class we often use more practical materials. The module is rarely used in full—mostly just as a reference if there is an inspection." This indicates a disconnection between the modules and actual teaching practices. Despite regular dissemination of module guidelines, teachers reported that they are not accustomed to using modules as the primary instrument for student-centered learning.

This condition suggests that the Do stage of the PDCA cycle has not been effectively implemented. Creswell (2018) stresses that instructional implementation should reflect the planned design to achieve optimal learning outcomes. Armstrong (2020) similarly highlights that performance management must emphasize substantive instructional practice rather than administrative output. In practice, however, teachers face time constraints, heavy workloads, and limited training on effective module utilization.

These findings echo Wulandari (2022), who notes that shifts in module policy make consistent module use difficult, and Yuliana and Pratama (2021), who argue that effective implementation requires supervision that supports coaching rather than mere inspection. Conversely, Anggrayni et al. (2025) demonstrate that deep learning-based modules can promote critical thinking when properly executed. This contrast indicates that the problem lies not in the module concept itself but in the way teachers enact it in the classroom.

The implementation gap thus stems from the misalignment between planned modules and their actual pedagogical use. This study therefore recommends performance management strategies that promote practical coaching and MGMP-based collaboration to strengthen teachers' implementation skills.

Monitoring and Supervision

Monitoring of module use in both schools is conducted through routine academic supervision by the vice principal for curriculum affairs. Interviews indicate that supervision generally takes the form of document checks conducted at the start of each semester or when required by external monitoring. One teacher stated, "During supervision, we are asked to show the module, and the format is checked. But there is

rarely a discussion on how the module is actually used in class.” Another noted that feedback after supervision is often limited to technical corrections rather than substantive improvement.

In the PDCA cycle, the Check stage should assess alignment between planning and implementation and serve as the basis for improvement (Armstrong, 2020). Miles, Huberman, and Saldaña (2019) emphasize that educational evaluation must promote reflection rather than serve as administrative control. In practice, however, module supervision in both schools has become largely administrative, limiting its contribution to instructional quality enhancement.

This finding is consistent with Handayani, Nurcahyono, and Sari (2023), who argue that academic supervision in many schools remains focused on documentation. Hidayat (2020) similarly asserts that documentation-based management cannot effectively improve quality. Conversely, international research by Van Waeyenberg, Decramer, and Audenaert (2022) highlights that constructive monitoring can improve teachers’ well-being and motivation.

The gap identified here is that module supervision functions primarily as administrative control rather than professional learning. As a result, the study underscores the need for collaborative and reflective supervision designs that support teachers in understanding and using modules contextually.

Follow-Up Actions

Follow-up actions at both schools remain limited to administrative corrections. Teachers are typically asked to adjust module formats or complete missing sections. As one teacher noted, “If something is missing, we are usually told to fix the format. There is never a discussion on how the content can be improved to meet students’ needs.” This reflects a lack of substantive follow-up or pedagogical feedback.

In the PDCA framework, the Act stage should determine the quality of the subsequent cycle and facilitate innovation (Armstrong, 2020). When follow-up focuses solely on format compliance, opportunities for pedagogical improvement are lost. The findings show that the follow-up mechanism has not evolved into a process of reflection and refinement.

These findings align with Hidayat and Wulandari (2023), who emphasize that follow-up must include sustained mentoring to be effective. Van Waeyenberg et al. (2022) similarly argue that performance management follow-up should support teacher competence development. Without reflective follow-up, as noted by Wibowo et al. (2025), instructional tools remain stagnant.

The gap suggests the absence of a systematic mechanism to enhance module content based on evaluation results. This study therefore recommends reflective, collaborative follow-up strategies through teacher discussion forums and MGMP mentoring to ensure modules evolve as dynamic learning instruments.

Addressing Challenges in Teacher Performance Management

Teachers at both schools encounter challenges in utilizing modules, particularly time constraints, administrative burden, and limited ongoing training. Interviews revealed that teachers frequently perceive modules as an additional workload. One teacher remarked, “We already have many administrative tasks, so the module is often completed merely to fulfill requirements, not to be used in class.” Rapid curriculum

changes further complicate module alignment, especially regarding unfamiliar deep learning concepts. Teachers also cited minimal parental involvement, which restricts the continuity of learning outside school.

Theoretically, Mutua and Mwangi (2020) explain that performance management constraints often emerge from misaligned system demands and human resource capacity. Armstrong (2020) similarly argues that performance systems only work effectively when teachers receive adequate time, support, and training. The challenges identified in this study thus reflect weak structural support for optimal module use.

These findings support Sari and Nugroho (2021), who note that teachers often perceive modules as burdensome and ineffective, and Abdullah and Ilham (2023), who highlight the role of parental involvement in educational success. In contrast, Anggrayni et al. (2025) assert that modules can enhance student outcomes when designed collaboratively with parents and the community.

The resulting gap is the absence of performance management strategies that systematically address administrative, pedagogical, and collaborative barriers. The study therefore advocates for simplified module formats, practical teacher training, and strengthened school-parent partnerships to ensure modules function as effective and sustainable instructional tools.

D. CONCLUSION

The study on teacher performance management in the utilization of teaching modules at SMAN 1 Nagrak and SMAN 1 Cibadak produced several key findings. In the planning stage, both schools have established structured mechanisms for module development through teacher meetings and coordination with the vice principal for curriculum affairs. However, their primary focus differs: teachers at SMAN 1 Nagrak tend to emphasize module preparation as an administrative requirement, while those at SMAN 1 Cibadak have begun integrating new curriculum principles such as deep learning, albeit not yet optimally.

In terms of implementation, teachers in both schools use the teaching modules as general guidelines, but their classroom application remains limited. Teachers frequently rely on their teaching experience and alternative instructional materials, resulting in modules functioning more as documents for administrative supervision. Nevertheless, efforts to integrate modules into instruction are ongoing, particularly through MGMP forums and routine dissemination programs organized by the schools.

The monitoring system is carried out periodically through document-based supervision. SMAN 1 Nagrak focuses primarily on administrative format checks, while SMAN 1 Cibadak has begun developing multilayered monitoring procedures, though these remain largely administrative. Both schools attempt to align modules with new curriculum directives through supervision activities, but this has yet to be accompanied by substantive reflection on module content.

Follow-up actions in both schools continue to center on administrative corrections, such as format adjustments and document completion. Teachers rarely receive substantive feedback regarding how modules can be used more effectively in

the classroom. Although teacher discussion forums have been initiated as a form of follow-up, these efforts are not yet conducted consistently.

Challenges in module utilization include heavy administrative workload, limited teacher time, insufficient practical training, and difficulties integrating new curriculum principles. External factors, such as limited parental involvement, also affect the effectiveness of module use.

As part of their improvement efforts, SMAN 1 Nagrak emphasizes simplifying module formats and enhancing teacher competencies through training, while SMAN 1 Cibadak seeks to strengthen collaboration through MGMP forums and expand external support. Both schools are attempting to increase parental engagement to support the effective use of teaching modules.

Overall, the findings indicate that both schools have implemented module utilization efforts systematically, although gaps persist between administrative documentation and actual instructional practice. The schools demonstrate commitment through supervision, dissemination, and training activities; however, these efforts need further strengthening to ensure that teaching modules function as effective pedagogical instruments for improving learning quality.

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