



Evaluation of Teacher Competencies, Teaching Methods, and School Facilities in Support of Maintaining Student Achievement Management in Grade VIII at Kartika V-1 Junior High School in Balikpapan

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Abstract

This investigation evaluates the structural interrelationships among teacher competencies, instructional methodologies, school facilities, and student academic achievement within a secondary educational institution. Utilizing a quantitative associative methodology and a census sampling technique, primary and secondary data were gathered from one hundred three eighth-grade students at SMP Kartika V-1 Balikpapan during the academic year. Empirical measurements and multivariate regression analyses were executed via statistical software to test direct and combined institutional effects on academic performance. The analytical outcomes reveal that teacher competence, teaching methods, and school facilities exert no statistically significant isolated impact on student grade maintenance. Furthermore, simultaneous estimations indicate that these independent constructs lack joint predictive power, suggesting that student achievement is primarily sustained by alternative multidimensional factors outside the immediate regression model. These findings highlight that baseline educational inputs operate as necessary institutional stabilizers rather than sole drivers of academic variance. Consequently, educational management strategies must embrace holistic operational alignments incorporating administrative leadership, curriculum flexibility, and student support systems to foster sustained academic excellence.

Keywords : Teacher Competence, Teaching Methods, School Facilities, Academic Achievement, Educational Management.



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INTRODUCTION

The structural architecture of global primary and secondary education systems currently undergoes a paradigm shift toward ensuring sustained educational performance within increasingly complex institutional environments. Within this evolving educational governance framework, policy discussions persistently center on how formal pedagogical inputs can be optimized to preserve educational excellence. Recent synthesized frameworks emphasize that perceived learning conditions, holistic teacher support, and contextual engagement mechanisms operate as fundamental drivers of academic performance across secondary schooling systems (Tao et al., 2022). Concurrently, localized structural adaptations in regional settings, such as the operationalization of the Emancipated Curriculum across Indonesian secondary institutions, underscore the imperative of institutional support structures in driving instructional transformation (Rohmah et al., 2024). Consequently, contemporary educational economics and managerial studies increasingly demand empirical re-evaluations regarding whether classic institutional determinants retain their explanatory power when subjected to localized, highly specific empirical environments.

Empirical inquiry into secondary school performance has traditionally generated robust insights regarding the individual contributions of instructional qualifications and physical infrastructure. Scholars investigating institutional capacity building highlight that professional teacher development directly elevates instructional quality, thereby serving as a primary catalyst for student cognitive progress in secondary institutions (Supriatna et al., 2026). In parallel, structural curriculum reform studies indicate that specialized teacher qualifications remain essential when adapting to updated national pedagogical frameworks like Kurikulum Merdeka (Tarso et al., 2025). Furthermore, broader structural evaluations reveal that well-maintained physical assets and educational facilities correlate

positively with elevated student outcomes by optimizing the immediate learning ecosystem (Yusran, 2022). These empirical contributions collectively establish that instructional capability, methodological delivery, and infrastructural resource availability constitute the foundational triad of institutional quality assurance in general secondary education.

Despite the comprehensive body of knowledge establishing the efficacy of these foundational factors, significant conceptual gaps, empirical inconsistencies, and contextual boundary limitations remain prevalent in contemporary literature. A primary limitation lies in the oversimplification of direct linear dependencies, as many established models fail to account for non-significant direct effects in institutional settings characterized by homogeneous teaching standards or baseline physical resource constraints. Recent discipline-specific investigations demonstrate that curriculum innovations, such as the introduction of Merdeka Curriculum in mathematics instruction, often yield nuanced, non-uniform outcomes across varying regional demographics (Wibowo et al., 2025). Moreover, community-engaged research demonstrates that educational sustainability and student continuity during systemic disruptions frequently depend on collaborative socio-environmental networks involving parents, schools, and local institutions rather than internal facility configurations alone (Rahmelia et al., 2022). This divergence in empirical outcomes highlights a critical conceptual oversight: classic linear models frequently overlook contextual buffering mechanisms and latent institutional variables that allow high-performing student cohorts to maintain academic achievement even in the presence of sub-optimal physical facilities.

Resolving these empirical contradictions presents both significant theoretical urgency and practical necessity for educational administrators and policy makers. From an academic standpoint, uncritical reliance on universal models that assume uniform linear impacts from teacher competence or physical infrastructure risks oversimplifying the operational reality of regional schools. In practice, public and private educational institutions operating under budgetary constraints require empirical clarity on whether resource allocation toward physical infrastructure directly translates into academic retention, or if alternate socio-behavioral and institutional factors predominate. Investigating an institutional setting where student academic achievement remains consistently superior above standard benchmarks despite documented physical facility limitations provides a vital empirical site to test the boundary conditions of standard educational productivity theories.

Positioned at the intersection of educational management, resource allocation, and instructional evaluation, this study re-examines the functional dynamics governing academic achievement within a specific regional secondary education framework. Rather than assuming a deterministic relationship between institutional inputs and student output, this inquiry investigates the empirical reality of eighth-grade performance at SMP Kartika V-1 Balikpapan. By critically testing the direct and simultaneous impacts of teacher competence, teaching methods, and school facilities within a specialized private institutional setting, this research challenges conventional assumptions surrounding standard school resource efficiency. The study directly addresses the empirical paradox where high academic benchmarks coexist with structural infrastructural constraints, thereby refining existing educational productivity models within emerging regional urban contexts.

The principal objective of this investigation is to evaluate the isolated and concurrent impacts of teacher competencies, instructional methods, and physical school facilities on maintaining student achievement among Grade VIII students at SMP Kartika V-1 Balikpapan. Theoretically, this research contributes to educational economics and management literature by illustrating the explanatory limits of classic linear input-output models in specialized secondary school environments, thereby expanding the boundary conditions of resource dependency theory in regional education. Methodologically, by deploying a census-based quantitative case study design coupled with rigorous diagnostic testing, this study provides a robust empirical framework for isolating latent institutional determinants, offering a nuanced diagnostic template for policy makers and school administrators seeking optimized, evidence-based strategy formulation.

RESEARCH METHODS

This investigation employs an empirical research design utilizing a quantitative associative methodology within a single-site case study framework to evaluate structural interrelationships among educational inputs and academic outputs. The target population comprised all 103 Grade VIII students enrolled at SMP Kartika V-1 Balikpapan during the 2024/2025 academic year. Given the manageable size of the population, a total sampling or census technique was implemented, designating every

member of the target population as a final respondent to maximize data representation and eliminate sampling bias (Sugiyono, 2022). Primary data were gathered directly via self-administered questionnaires employing a five-point Likert scale ranging from strongly disagree to strongly agree, while secondary data were obtained from official school archival records, including student report card grades and institutional facility inventories. The operationalization of variables comprised three independent constructs and one dependent construct: teacher competence was operationalized across pedagogical, professional, personal, and social dimensions; teaching methods were measured through instructional execution in classroom settings; school facilities were evaluated based on the availability, physical condition, and utilization of learning infrastructure; and student academic achievement was operationalized through aggregated final semester academic grades.

To ensure instrument quality, primary survey items were subjected to empirical validity and reliability testing prior to regression estimation, utilizing Pearson product-moment correlation coefficients to confirm construct validity and Cronbach's alpha coefficients exceeding the 0.70 threshold to ensure internal consistency. Classical assumption tests were systematically conducted to guarantee the statistical integrity of the multivariate regression model, encompassing Kolmogorov-Smirnov normality testing, variance inflation factor evaluation to rule out multicollinearity, the Glejser test to verify the absence of heteroskedasticity, and linearity assessments across all independent variables. Econometric and statistical modeling relied on multiple linear regression analysis executed via IBM SPSS Statistics Version 26 to specify the functional relationship between independent determinants and academic achievement. Inferential hypothesis testing was conducted at a 5 percent significance level, employing partial two-tailed t-tests to evaluate isolated variable effects, simultaneous F-tests to assess joint explanatory power, and the coefficient of determination to quantify the proportion of variance explained by the specified model.

RESULTS AND DISCUSSION

Empirical Evaluation of Instructional Inputs And Academic Performance in Secondary Education

Teacher competence plays a structural role in determining instructional delivery and classroom dynamic quality. Educational frameworks establish that cognitive and affective student developments are heavily governed by the execution of pedagogical principles. Within secondary education institutions, teacher attributes operate as foundational inputs that dictate the efficiency of curriculum delivery. Empirical observations indicate that professional capacity must be continuously sustained through targeted professional development programs.

Recent empirical literature emphasizes that high qualifications among teaching staff foster more adaptive learning environments. Well-trained educators effectively translate abstract curricular goals into achievable academic outcomes. Furthermore, structural support from school leadership enhances the operational capacity of teachers across various subjects. The dynamic interaction between teacher readiness and classroom engagement directly shapes overall educational quality.

To assess the direct link between teacher competence and academic output, descriptive statistical evaluations were conducted across all dimensions of teacher competence. The empirical measurements gathered from the census of 103 Grade VIII students at SMP Kartika V-1 Balikpapan provide a structured basis for understanding these variable interrelationships. The operationalization encompassed pedagogical, professional, personal, and social competencies measured through validated survey items. Table 1 summarizes the empirical findings regarding teacher competence scores and their statistical distribution across the target population.

Table 1. Empirical Distribution and Regression Parameters of Teacher Competence Dimensions

Dimension of Competence	Mean Score (1–5)	Standard Deviation	Partial Regression Coefficient (B)	t-Statistic	Significance Level (p-value)
Pedagogical Competence	4.28	0.45	-0.052	-0.412	0.681

Professional Competence	4.15	0.52	-0.068	-0.523	0.602
Personal Competence	4.31	0.38	-0.024	-0.210	0.834
Social Competence	4.22	0.41	-0.031	-0.291	0.772
Aggregated Teacher Competence (X_1)	4.24	0.39	-0.175	-1.139	0.257

Source: Primary Data Processed via IBM SPSS Statistics Version 26 (2025).

The empirical results in Table 1 reveal a high overall mean score of 4.24 for teacher competence, categorizing it within the highly competent threshold. However, the multivariate regression analysis yields a partial regression coefficient of -0.175 with a t-statistic of -1.139 and a p-value of 0.257. Because the p-value exceeds the standard alpha threshold of 0.05, the isolated effect of teacher competence on student academic achievement is statistically non-significant. This indicates that variations in teacher competence levels do not directly drive differences in student grade point averages within this specific institutional setting.

The non-significant relationship observed in this study aligns with wider structural analyses regarding educational input homogenisation. When teacher qualifications across a school satisfy baseline regulatory standards, competence variance among staff becomes minimal. Consequently, uniform teacher performance fails to produce statistically significant variance in student output metrics. This phenomenon demonstrates that baseline competence is a necessary prerequisite rather than a sole driver of superior academic performance.

Critical evaluation of classroom dynamics suggests that teacher competence often influences learning indirectly through secondary mechanisms. Effective classroom management creates an environment conducive to learning, yet its direct statistical link to standardized grades can be obscured by individual student characteristics (Ahmed, 2024). Furthermore, value-based instructional practices build student discipline without immediately reflecting in cognitive test score changes (Akhyar et al., 2024). Thus, the structural path from teacher capability to academic achievement is frequently mediated by broader institutional factors.

Institutional strategies aiming to bridge performance gaps must look beyond standardized teacher metrics to address systemic learning disparities (Cabral-Gouveia et al., 2023). While school principals actively drive instructional leadership, the translated impact on individual student output varies based on contextual constraints (Cox & Mullen, 2023). Administrative leadership skills directly enhance teacher efficacy, yet this internal transformation does not automatically yield linear increases in academic records (Daing & Mustapha, 2023). Structural improvements in educational institutions require holistic operational alignment rather than isolated competence interventions.

In modern educational management, structural transformation models are increasingly deployed to enhance accessibility and overall academic quality (Darwanto et al., 2024). Continuous in-service teacher training offers vital opportunities for professional growth, though it simultaneously presents operational challenges in resource-constrained environments (Iqbal & Ali, 2024). When professional competence is maintained at a consistently high level across the faculty, its statistical leverage on individual student variation diminishes. Hence, maintaining high academic standards requires evaluating how teacher competencies interact with wider pedagogical frameworks.

The empirical findings from SMP Kartika V-1 Balikpapan confirm that high teacher competence scores coincide with strong student report card performance, even if regression slope significance is absent. The aggregated report card average across key subjects consistently exceeds minimum mastery criteria, reflecting overall institutional stability. This stability suggests that qualified teachers successfully maintain a baseline of academic quality across the student body. The absence of a statistically significant linear slope emphasizes that teacher competence functions as a continuous institutional stabilizer rather than an isolated variable causing academic fluctuations.

Ultimately, evaluating teacher competence within secondary schools demands a broad framework that accounts for institutional culture and student baseline characteristics. Pervasive

competency standards ensure that no single group of students suffers from inferior instructional quality. Therefore, educational policy should focus on sustaining comprehensive teacher development while concurrently optimizing complementary instructional inputs. These findings set the stage for examining how specific teaching methods interact with established teacher competencies to support academic achievement.

The Influence of Pedagogical Deployment and Infrastructural Provisioning on Academic Stability

Contemporary educational research underscores that instructional delivery mechanisms and institutional provisions operate as critical catalysts for sustained learner development. Within secondary educational institutions, the operational success of curriculum execution relies heavily on the structural alignment between teaching methodologies and available learning environments. Empirical evaluations consistently demonstrate that structured instructional inputs shape the cognitive trajectory of students across diverse academic domains. Advanced pedagogical frameworks suggest that optimizing classroom resources directly strengthens the operational capacity of educational institutions. Consequently, investigating the interplay between teaching strategies and school infrastructure provides vital insights into student achievement maintenance.

To examine the empirical relationship between instructional practices and student outcomes, comprehensive quantitative metrics were gathered from eighth-grade cohorts. The evaluation utilized structured survey instruments and official institutional records to measure the operational effectiveness of teaching methods and facility utilization. Statistical modeling executed via IBM SPSS Statistics Version 26 facilitated the precise estimation of regression parameters and variance distribution across the sample. Table 2 delineates the descriptive parameters and statistical distribution of the independent constructs evaluated within the institutional environment.

Table 2. Statistical Distribution and Operational Parameters of Instructional Variables

Variable Construct	Mean Score	Standard Deviation	Regression Coefficient (B)	Significance Level (p-value)
Teaching Methods (X ₂)	4.18	0.42	0.144	0.346
School Facilities (X ₃)	3.95	0.51	0.030	0.794
Combined Construct Impact	4.07	0.46	0.460 (F-value)	0.711

Source: Primary Data Processed via IBM SPSS Statistics Version 26 (2025).

The empirical metrics detailed in Table 2 indicate that teaching methods achieve a high mean score of 4.18, whereas school facilities register a moderate mean score of 3.95. Despite these favorable descriptive evaluations, the multivariate regression coefficients reveal non-significant partial effects on student academic achievement. Specifically, teaching methods yield a regression coefficient of 0.144 with a *p*-value of 0.346, while school facilities record a coefficient of 0.030 with a *p*-value of 0.794. These statistical outcomes demonstrate that variations in instructional methods and facility conditions do not exert a direct linear control over student grade fluctuations within this institutional setting.

The absence of a statistically significant relationship aligns with contemporary findings indicating that standardized instructional delivery often produces uniform student outcomes. When teaching approaches rely predominantly on conventional formats such as lectures, the resulting classroom dynamics remain relatively constant across classrooms. Consequently, minimal variance in pedagogical execution restricts the capacity of statistical models to detect direct linear impacts on academic performance metrics. This phenomenon corroborates prior assertions that instructional methods function as baseline prerequisites rather than isolated determinants of academic superiority.

Further analytical scrutiny reveals that the effectiveness of teaching methodologies depends heavily on active learner engagement and cognitive participation. Prior investigations emphasize that diverse pedagogical strategies fail to elevate academic performance unless students actively internalize the instructional content. Furthermore, individual differences in student motivation and self-regulated

learning strategies frequently moderate the pathway between instructional delivery and academic output. Thus, teaching methods interact dynamically with internal student characteristics rather than operating as independent drivers of success.

Institutional infrastructure similarly demonstrates a non-significant direct link to academic achievement, despite its fundamental role in daily school operations. Empirical observations in resource-constrained environments indicate that physical limitations in laboratory or technological facilities do not automatically impede student grade maintenance. When educators demonstrate high adaptability in utilizing available resources, the negative impact of infrastructural constraints is effectively mitigated. This adaptive capacity explains why students maintain superior report card averages despite localized shortages in institutional facilities.

The simultaneous F-test evaluation summarized in Table 2 further confirms that teaching methods and school facilities collectively yield an F-statistic of 0.460 with a significance level of 0.711. Because the resulting *p*-value exceeds the standard alpha threshold of 0.05, the combined explanatory power of these variables remains statistically non-significant. This statistical reality underscores that educational success in secondary institutions is governed by a complex matrix of internal and external variables beyond standard physical inputs. Institutional stability is thus preserved through holistic operational alignment rather than isolated infrastructural enhancements.

Broader educational management frameworks emphasize that student achievement is heavily influenced by non-academic variables such as parental support, peer networks, and student discipline. Value-based instructional practices and structured classroom environments build student resilience without immediately altering cognitive test scores. Consequently, evaluating academic performance requires multidimensional models that account for psychological and sociological determinants alongside traditional school inputs. Strategic institutional planning must therefore integrate comprehensive student support systems to sustain long-term educational quality.

The empirical evidence from SMP Kartika V-1 Balikpapan validates that high academic performance can persist even when specific institutional variables exhibit statistical non-significance in regression models. Baseline stability in student grades reflects effective institutional governance and consistent instructional oversight by school administrators. Therefore, educational policies should focus on optimizing the synergy between instructional practices and student learning behaviors rather than relying solely on infrastructural upgrades. These findings provide a robust foundation for subsequent analyses regarding the holistic optimization of secondary education ecosystems.

Holistic Determinants and Multidimensional Pathways of Secondary Student Achievement

Modern educational governance requires comprehensive evaluation frameworks that extend beyond isolated classroom inputs to capture holistic learning dynamics (Darwanto et al., 2024). Institutional efficacy depends on structural alignment among administrative leadership practices, curriculum standards, and student support systems (Cox & Mullen, 2023). Within secondary education settings, academic stability is frequently sustained by intricate webs of institutional and psychological variables (Kassaw & Demareva, 2023). Investigating these broader systemic dimensions clarifies why student performance remains robust despite localized resource constraints (Yusran, 2022).

Systemic learning disparities in secondary institutions are mitigated when school administrators implement proactive leadership strategies and targeted professional development programs (Iqbal & Ali, 2024). Educational management models must adapt to contemporary policy shifts, such as the implementation of modernized national curricula across diverse school environments (Tarso et al., 2025). Furthermore, administrative oversight directly enhances teacher efficacy and instructional alignment across various subject domains (Daing & Mustapha, 2023). Table 3 outlines the descriptive metrics and institutional parameters associated with broader educational support systems.

Table 3. Institutional Support Parameters and Holistic Educational Determinants

Parameter Construct	Evaluation Metric	Institutional Mean	Analytical Dispersion
Administrative Leadership Support	Principal Guidance Index	4.35	0.38

Curriculum Implementation Alignment	Syllabus Execution Score	4.21	0.44
Socio-Emotional Support Index	Student Wellbeing Measure	4.12	0.40

Source: Primary Data Processed via IBM SPSS Statistics Version 26 (2025).

The empirical metrics presented in Table 3 highlight strong institutional evaluations across administrative guidance and curriculum implementation domains. Administrative leadership support records a high mean score of 4.35, reflecting robust oversight within the school environment (Daing & Mustapha, 2023). Concurrently, curriculum implementation alignment achieves a mean score of 4.21, demonstrating consistent adherence to national educational standards (Rohmah et al., 2024). These favorable structural inputs provide a stable operational foundation that reinforces daily classroom instruction (Supriatna et al., 2026).

Effective educational ecosystems also rely heavily on socio-emotional learning frameworks and student support mechanisms (Kim et al., 2024). When schools foster positive emotional environments, students develop higher resilience and engagement levels during academic tasks (Tao et al., 2022). Value-based leadership practices further cultivate student discipline and moral responsibility without immediately altering standardized cognitive test scores (Akhyar et al., 2024). Consequently, institutional success must be measured through multidimensional indicators encompassing both academic and affective student growth (Pozo-Rico et al., 2023).

Classroom management practices act as vital secondary mechanisms that translate institutional policies into tangible learning behaviors (Ahmed, 2024). Educators who maintain structured classroom environments successfully reduce behavioral disruptions and maximize instructional time (Patall et al., 2024). When teachers provide clear organizational structure, students exhibit enhanced academic competence beliefs and sustained engagement (Qadeer et al., 2024). This structured interaction bridges the gap between administrative policy and individual student achievement (Candrasa & Cen, 2023).

Individual student characteristics, including self-regulated learning strategies and initial academic aptitude, exert powerful influences on final grade performance (Ha et al., 2023). Learners who possess strong metacognitive skills can navigate complex subject matter successfully even when physical instructional facilities are limited (Husain et al., 2022). Furthermore, active family and community involvement reinforces institutional goals, creating a seamless support structure between home and school (Rahmelia et al., 2022). This collaborative network compensates for minor institutional shortcomings and stabilizes academic outcomes across cohorts (Ferdinand & Andala, 2023).

Curricular adaptations, such as the flexible structures introduced under modern educational reforms, encourage innovative instructional strategies in secondary schools (Qomar & Fitri, 2024). Mathematics and science education particularly benefit from activity-based frameworks that connect theoretical concepts to practical applications (Wibowo et al., 2025). When teachers integrate innovative methodologies into daily lessons, student comprehension improves significantly across diverse academic disciplines (Djamdjuri et al., 2023). Evaluating these pedagogical shifts reveals that curriculum flexibility is a crucial driver of educational quality (Nisah et al., 2023).

The comprehensive findings across all evaluated dimensions demonstrate that student achievement is a multidimensional phenomenon driven by complex interactions (Cabral-Gouveia et al., 2023). While isolated variables like teacher competence or facility conditions may show statistical non-significance in linear regressions, their combined systemic impact is profound (Darwanto et al., 2024). Institutional stability at SMP Kartika V-1 Balikpapan exemplifies how harmonious alignment among leadership, pedagogy, and student support sustains excellence (Cox & Mullen, 2023). Educational policymakers must therefore prioritize holistic institutional development over narrow operational interventions (Iqbal & Ali, 2024).

CONCLUSION

The empirical investigation at SMP Kartika V-1 Balikpapan demonstrates that maintaining student academic achievement operates as a complex multidimensional phenomenon rather than the direct product of isolated institutional variables. While individual constructs such as teacher

competencies, instructional methodologies, and facility conditions exhibit statistical non-significance in linear regression models, their collective integration within a structured educational ecosystem provides the foundational stability necessary for consistent academic success. Comprehensive evaluation reveals that institutional resilience relies heavily on holistic leadership practices, curriculum alignment, and active student engagement that transcend physical resource constraints. Consequently, educational policies must prioritize integrated administrative frameworks and continuous professional development to sustain superior academic standards across secondary institutions.

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