



Teacher Competencies in Instructional Planning, Classroom Management, and Learning Evaluation

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Article Info	Abstract
<p>Article history: <i>Received: 2026-04-29</i></p> <p><i>Revised: 2026-04-29</i></p> <p><i>Accepted: 2026-05-07</i></p> <p>Keywords: <i>teacher skills, lesson planning, teaching process, learning evaluation</i></p> <p><small>This is an open-access article under the CC BY-SA license. Copyright © 2026 by Author. Published by Yayasan Mujtahidin Sajimah Selong (Musa Foundation), Indonesia.</small></p>	<p>This study aims to analyze teacher skills in planning, processing, and evaluating instruction as three key components in achieving effective learning. The method used was a qualitative approach, with data collection techniques through observation, interviews, and documentation. The results indicate that skills in instructional planning are reflected in teachers' ability to develop systematic learning tools, such as Lesson Plans (RPPs), select methods, and adapt materials to student characteristics. In the teaching process, teacher skills are demonstrated through their ability to manage the classroom, deliver material communicatively, and create an active and conducive learning environment. Meanwhile, in the evaluation stage, teachers are required to design valid and reliable assessment instruments and follow up based on the evaluation results. This study concludes that these three skill aspects are interrelated and contribute significantly to improving the quality of learning. Therefore, ongoing efforts are needed to develop teacher competencies to enable them to carry out <u>teaching professionally and effectively</u>.</p>

INTRODUCTION

Education is a key pillar in developing quality human resources. The success of an education system is inseparable from the role of teachers as the primary implementers of the learning process in the classroom. Teachers function not only as transmitters of material but also as planners, implementers, and evaluators of learning activities. Therefore, teachers' skills in managing these three aspects are crucial to achieving effective and efficient educational goals. In this context, skills in planning, processing, and evaluating teaching are interrelated and inseparable. Teaching planning is the initial



step that determines the direction and success of the learning process. At this stage, teachers are required to be able to design learning activities systematically and structured in accordance with the applicable curriculum. Good planning includes establishing learning objectives, selecting relevant materials, determining appropriate methods and strategies, and providing supporting media and learning resources. Furthermore, teachers must consider the characteristics of students, including their abilities, interests, and socio-cultural backgrounds. Without thorough planning, the learning process tends to be disorganized and the desired goals difficult to achieve.

Furthermore, the teaching process is the implementation of the developed plan. At this stage, teacher skills are crucial for the quality of classroom interactions. Teachers must be able to create a conducive, engaging, and participatory learning environment so that students can actively engage in learning activities. The use of varied methods, effective classroom management, and good communication skills are crucial factors in supporting a successful learning process. Furthermore, teachers are required to be responsive to classroom dynamics and adapt learning strategies to the situation at hand. Thus, the teaching process focuses not only on delivering material but also on developing students' potential and skills comprehensively. The next stage is teaching evaluation, which measures the level of achievement of learning objectives. Evaluation is not only conducted at the end of a lesson but can also be conducted continuously throughout the process. Through evaluation, teachers can determine the extent to which students have understood the material and identify any difficulties they face. The results of these evaluations are then used as a basis for making improvements and developments in subsequent learning processes. Therefore, the skill of designing and implementing appropriate evaluations is crucial for a teacher.

However, in practice, various problems remain related to teacher skills in planning, processing, and evaluating teaching. Some teachers still experience difficulties in developing plans that are appropriate to student needs, use learning methods that lack variety, and conduct evaluations that do not fully reflect student abilities comprehensively. This certainly impacts the quality of the learning produced. Therefore, efforts are needed to improve teacher competency through training, professional



development, and reflection on learning practices that have been carried out. Based on this description, it can be understood that skills in planning, processing, and evaluating teaching play a very important role in determining the success of learning. Teachers must master these three aspects in a balanced manner to create effective, efficient, and meaningful learning for students. Therefore, a study of teacher skills in these three aspects is relevant to conduct to provide an overview and solutions to improve the overall quality of education.

METHOD

This study employed a qualitative approach with a descriptive approach, aiming to deeply understand and describe teachers' skills in planning, processing, and evaluating teaching. A qualitative approach was chosen because it provides a comprehensive overview of phenomena occurring in the field, particularly related to teaching practices. This research was conducted in a formal educational institution, with the subjects being teachers actively implementing classroom learning activities. Data sources consisted of primary and secondary data. Primary data were obtained directly through observation and interviews with teachers as key informants. Observations were conducted to directly observe how teachers plan lessons, implement the teaching process, and evaluate student learning outcomes. In-depth interviews were conducted to elicit information regarding teachers' understanding, experiences, and challenges in implementing these three aspects. Meanwhile, secondary data was obtained through documentation studies, such as learning materials (RPP), syllabi, assessment instruments, and other documents relevant to the study.

Data collection techniques used three main methods: observation, interviews, and documentation. Observations were conducted directly in the classroom, using observation sheets to record teachers' activities during the learning process. Interviews were conducted semi-structured to allow researchers to obtain more flexible and in-depth data. Documentation was used to supplement data obtained from observations and interviews, thereby increasing the validity of the research data. The data analysis technique in this study employed an interactive analysis model, which encompasses three stages: data reduction, data presentation, and conclusion drawing. Data reduction



was carried out by sorting and simplifying the obtained data to better focus on the research objectives. Data presentation was done in descriptive form to facilitate understanding of the research results. Next, conclusions were drawn based on the patterns and relationships found in the analyzed data.

To ensure data validity, this study employed triangulation techniques, both source triangulation and technical triangulation. Source triangulation was conducted by comparing information obtained from various informants, while technical triangulation was conducted by comparing data from observations, interviews, and documentation. Thus, the research results are expected to have a high level of reliability and provide an accurate picture of teacher skills in planning, processing, and evaluating teaching.

RESULTS AND DISCUSSION

The research results indicate that teacher skills in planning, processing, and evaluating teaching play a crucial role in determining the success of classroom learning. In terms of planning, most teachers were able to develop learning materials systematically and structured. This was evident in the completeness of documents such as the Lesson Implementation Plan (RPP), syllabus, and teaching materials, which were prepared in accordance with the applicable curriculum. Teachers also established clear and focused learning objectives and aligned the material to the competencies students needed to achieve. However, several weaknesses were identified, such as a lack of variety in the selection of learning methods and the suboptimal use of innovative learning media. Furthermore, not all teachers fully considered the differences in student characteristics in their lesson plans, resulting in strategies that tended to be general and less adaptive.

In terms of the teaching process, the research results indicated that teachers were generally able to implement learning activities according to the plans they had developed. Teachers demonstrated adequate skills in opening lessons, delivering material, and closing lessons with a summary. Interaction between teachers and students was quite active, although in some cases the teacher still dominated. While various learning methods, such as lectures, discussions, and Q&A sessions, have been



used, these methods have not yet fully encouraged the active involvement of all students. In terms of classroom management, most teachers are able to create a conducive learning environment, although challenges remain in addressing students who lack focus or participation. Furthermore, the use of learning media, such as digital technology, remains suboptimal, thus underutilizing the potential to improve learning quality. Regarding teaching evaluation, research shows that teachers have assessed student learning outcomes, both through tests and non-tests. Teachers use various forms of evaluation, such as daily tests, individual assignments, and attitude and skills assessments. However, implementation still faces several limitations, particularly in developing assessment instruments that truly measure competency comprehensively. Some teachers tend to focus more on cognitive aspects, while affective and psychomotor aspects have not been optimally assessed. Furthermore, follow-up on evaluation results has not been carried out systematically. Teachers have not maximized the use of evaluation results to improve learning strategies or provide special guidance to students experiencing learning difficulties.

A. Knowledge of Instructional Planning (Formulating Objectives, Format, and Content of Instruction)

Knowledge of lesson planning is one of the basic competencies a teacher must possess in carrying out their professional duties. Lesson planning is not simply compiling administrative documents, but rather a systematic thought process that determines the direction, objectives, and steps to be taken in learning activities. In this context, teachers are required to have a deep understanding of the formulation of objectives, format, and content of teaching so that learning can be carried out effectively and meaningfully for students. Formulating teaching objectives is a crucial aspect of lesson planning because they serve as both a direction and an indicator of learning success. Teaching objectives must be formulated clearly, specifically, and measurably to serve as a guideline for determining the materials, methods, and evaluations to be used.

Teachers need to understand that learning objectives focus not only on cognitive aspects but also encompass affective and psychomotor aspects. Thus,



learning emphasizes not only knowledge mastery but also the development of student attitudes and skills. In formulating objectives, teachers must also consider the students' developmental level, learning needs, and the demands of the applicable curriculum, so that the objectives designed are truly relevant and achievable. In addition to formulating objectives, understanding the teaching method is also crucial in lesson planning. The teaching method relates to the method or strategy used by teachers to deliver material to students. The choice of teaching method must be tailored to the characteristics of the material, the students' conditions, and the learning situation. Teachers who have a good understanding of various teaching methods will be more flexible in determining the right strategy, thereby creating an active, creative, and enjoyable learning atmosphere. For example, the use of discussion methods can encourage active student participation, while demonstration methods are more effective for practical material.

By selecting the right teaching method, teachers can increase student engagement in the learning process and facilitate the achievement of predetermined objectives. On the other hand, teaching content is also an important component that must be carefully planned. Teaching content includes the material or teaching materials that will be presented to students. Teachers must be able to select and organize material systematically, ranging from simple to complex, so that it is easily understood by students. Furthermore, the material presented must be relevant to students' needs and in line with developments in science and technology. In this case, the teacher acts not only as a transmitter of information but also as a facilitator capable of connecting learning material to students' real-life situations. This makes learning more contextual and meaningful.

Furthermore, knowledge of lesson planning, which encompasses the formulation of objectives, format, and content, will assist teachers in creating focused and systematic learning. These three components are interrelated and must be structured harmoniously for optimal learning. Clear objectives will



facilitate teachers in determining appropriate instructional formats, while relevant content will support the achievement of those objectives. Therefore, teachers need to continuously develop their knowledge in lesson planning to be able to deliver high-quality, effective learning processes that are tailored to students' needs.

B. Knowledge of Teaching Skills

Knowledge of teaching skills is a crucial aspect a teacher must possess in carrying out their role as a professional educator. Teaching skills are not only related to the ability to convey subject matter but also encompass various other abilities that support the creation of an effective, interactive, and meaningful learning process. Teachers who possess a good knowledge of teaching skills will be able to manage learning optimally, so that learning objectives can be achieved. Essentially, teaching skills reflect a teacher's ability to organize, manage, and convey learning material to students in a way that is easy to understand. This knowledge includes understanding how to open a lesson in an engaging manner, deliver material systematically, and conclude with a clear conclusion. Teachers also need to understand the importance of using communicative language, appropriate intonation, and expressions that support the delivery of material so that students can more easily understand what is being conveyed. By mastering these skills, interactions between teachers and students can take place effectively.

Furthermore, knowledge of teaching skills also includes the ability to manage the classroom. Teachers must be able to create a conducive, orderly, and enjoyable learning environment. This involves the ability to arrange seating, manage learning time, and handle various student behaviors in the classroom. Teachers with good classroom management skills are able to maintain student attention and minimize distractions that could hinder the learning process. This allows learning activities to proceed smoothly and effectively. Teaching skills are also closely related to the teacher's ability to select and use appropriate learning methods and media. Knowledge of various learning methods, such as lectures,



discussions, demonstrations, and project-based learning, enables teachers to adapt learning strategies to the characteristics of the material and students. Furthermore, the use of learning media, both conventional and technology-based, can help clarify material and increase student interest in learning. Teachers who are able to use learning media creatively will more easily capture students' attention and create a learning atmosphere that is not boring.

Furthermore, knowledge of teaching skills also includes the ability to provide feedback and reinforcement to students. Appropriate feedback can help students understand their strengths and weaknesses in learning, allowing them to improve. Reinforcement, whether in the form of praise or awards, can increase student motivation. Teachers also need to have skills in asking questions that can stimulate critical thinking and encourage active participation of students in learning.

C. Knowledge of Selection Skills, Using MI Subject Teaching Methods

Knowledge of the skills to select and use teaching methods in elementary school (MI) subjects is a crucial aspect in supporting the success of the learning process at the elementary level. At this level, students are at a developmental stage that still requires concrete, engaging, and age-appropriate learning approaches. Therefore, teachers are required to have a good understanding of various learning methods and the ability to adapt them to student needs and the desired learning objectives. In the MI context, the selection of teaching methods cannot be done haphazardly but must consider various factors such as learning objectives, the material being taught, classroom conditions, and student characteristics. MI students generally have relatively short attention spans and tend to be more attracted to interactive and fun activities. Therefore, the methods used should actively engage students in the learning process, such as play-while-learning methods, simple group discussions, demonstrations, and the use of stories or visual media. Teachers' knowledge of these skills will significantly assist in creating a learning environment that is not boring and easier for students to understand.



Beyond method selection, skill in using these methods is equally important. Teachers are not only required to understand various learning methods but also to be able to implement them effectively in the classroom. For example, when using the demonstration method, teachers must be able to clearly and systematically demonstrate the steps so that students can follow along. Similarly, when using the discussion method, teachers need to direct the discussion to maintain focus on the learning objectives and provide equal opportunities for student participation. Thus, the use of appropriate and skillful methods will help improve student understanding and engagement in learning. Furthermore, in MI (Islamic elementary school) learning, which often encompasses various subjects such as Islamic Religious Education, Indonesian Language, Mathematics, and Science, teachers need flexibility in choosing methods appropriate to the characteristics of each subject. For example, in Islamic Religious Education learning, storytelling and role models can be used to instill moral values, while in Mathematics learning, exercises and educational games are more effective to facilitate understanding of the concepts being taught. Meanwhile, in Natural Sciences learning, simple experiments can be used to provide students with hands-on experience. Knowledge of these varied methods will help teachers avoid monotony and improve the quality of the teaching and learning process.

In addition, teachers also need to understand the importance of using learning media to support the methods used. Learning media such as images, videos, visual aids, and digital technology can clarify material delivery and increase student learning interest. The combination of appropriate methods and media will result in more effective and meaningful learning. Teachers who are skilled at integrating learning methods and media will be better able to create engaging and relevant learning experiences for students.

D. Knowledge and skills in using teaching aids for MI subjects

Knowledge and skills in using teaching aids for Madrasah Ibtidaiyah (MI) subjects are an important component in supporting the success of the learning



process at the elementary school level. At the MI level, students are still at the concrete operational development stage, so they more easily understand learning materials through real objects, visualizations, and direct experiences. Therefore, the use of teaching aids is very relevant to help teachers bridge abstract concepts into more concrete and easily understood by students. Knowledge of teaching aids includes teachers' understanding of the types, functions, and how to choose teaching aids that are appropriate to the learning material. Teachers need to understand that teaching aids are not only limited to physical objects such as pictures, maps, globes, or models, but can also be technology-based media such as learning videos, animations, and digital presentations. In the MI context, the selection of teaching aids must be adjusted to the developmental level of students, learning objectives, and the characteristics of the material being taught. For example, in Natural Science learning, the use of simple models or experimental equipment can help students understand concepts more deeply. Meanwhile, in mathematics learning, teaching aids such as concrete objects or manipulative media can be used to facilitate understanding of number concepts and arithmetic operations.

In addition to knowledge, skills in using teaching aids are also crucial. Teachers are not only required to know the types of teaching aids but also to be able to use them effectively in the learning process. These skills include the ability to prepare teaching aids before teaching, integrate them into learning activities, and use them appropriately during material delivery. Teachers must be able to explain the function of teaching aids to students and relate them to the concepts being studied. With appropriate use, teaching aids can increase students' attention, interest, and motivation, making learning more active and enjoyable. Furthermore, the use of teaching aids in MI learning can also help develop various aspects of student abilities, including cognitive, affective, and psychomotor skills. Through teaching aids, students not only passively receive information but also can be directly involved in learning activities. They can observe, manipulate, and experiment with the teaching aids used, making the learning process more meaningful. Furthermore, the use of teaching aids can



encourage students to think critically and creatively, and to solve problems encountered in learning.

In practice, teachers still face several obstacles in using teaching aids, such as limited facilities and infrastructure, a lack of creativity in utilizing simple materials, and minimal training in the use of learning media. However, teachers can overcome these limitations by utilizing materials available in their environment as simple teaching aids. Teacher creativity in creating and utilizing teaching aids is essential for effective learning, despite existing limitations. Furthermore, technological developments also provide significant opportunities for teachers to use digital-based teaching aids in learning. The use of media such as animated videos, learning applications, and interactive presentations can be effective alternatives to capture student attention. However, in using these tools, teachers must consider their suitability for learning objectives and students' ability to access and understand the media. Therefore, the use of teaching aids, both conventional and digital, must be carried out wisely and in a planned manner.

E. Knowledge and skills in developing teaching evaluation tools for MI subjects

Knowledge and skills in developing teaching evaluation tools for elementary school (MI) subjects are a crucial part of teachers' professional competence in ensuring the success of the learning process. Evaluation serves not only as a tool for measuring student learning outcomes but also as a means of determining the effectiveness of the methods, strategies, and media used in learning. Therefore, teachers need a comprehensive understanding of evaluation principles and the skills to design assessment instruments that are appropriate, valid, and appropriate to the characteristics of students at the MI level. Knowledge of teaching evaluation includes teachers' understanding of the purpose, function, and types of assessments that can be used in learning. Teachers need to understand that evaluation is not only conducted at the end of a lesson (summative) but also throughout the learning process (formative). Formative



evaluation aims to continuously monitor student learning progress, allowing teachers to provide prompt feedback and make improvements to learning. Meanwhile, summative evaluation is used to assess learning outcomes after a material or learning period has concluded. Furthermore, teachers need to understand that assessment must encompass three main aspects: cognitive, affective, and psychomotor, so that evaluation results can provide a comprehensive picture of student abilities.

Skills in developing evaluation tools are crucial to ensure that assessments accurately measure expected competencies. Teachers must be able to formulate assessment indicators aligned with learning objectives and select appropriate instruments, such as written tests, oral tests, assignments, observations, and practical assessments. When developing questions, teachers must consider the level of difficulty, clarity of language, and relevance to the material being taught. Good questions should be able to measure students' thinking skills in stages, from comprehension to simple analytical skills, consistent with the developmental level of MI students. Furthermore, in the MI context, evaluation tools must be tailored to the characteristics of students who are still in the early stages of development. Assessment instruments should be written in simple, clear, and easy-to-understand language. The use of images or illustrations can also help students understand the questions. Teachers should also consider varying assessment formats to avoid boredom and provide opportunities for students to demonstrate their abilities in various ways. Thus, evaluation becomes not only a measuring tool but also an enjoyable part of the learning process.

Furthermore, skills in processing and utilizing evaluation results are also a crucial part of the assessment process. Teachers must be able to analyze evaluation results to determine students' achievement levels and identify any difficulties they face. These analysis results are then used as a basis for follow-up actions, such as providing remedial classes for students who have not yet achieved mastery and enrichment programs for those who have achieved or exceeded learning targets. Thus, evaluation does not stop at assigning grades but



also serves as a basis for improving the quality of learning. In practice, teachers still face several challenges in developing evaluation tools, such as time constraints, a lack of understanding of good assessment techniques, and a tendency to rely solely on written tests. Therefore, efforts are needed to improve teacher competency through training, workshops, and ongoing professional development. Teachers can also reflect on the evaluation instruments they have used to identify their strengths and weaknesses.

CONCLUSION

Based on the overall discussion, it can be concluded that teacher skills in planning, processing, and evaluating teaching are interrelated and crucial for successful learning, particularly at the Madrasah Ibtidaiyah (MI) level. Knowledge of formulating objectives, selecting teaching formats and content, and effective teaching skills are the primary foundation for creating focused and meaningful learning. Furthermore, teachers' ability to select appropriate methods, use teaching aids creatively, and adapt strategies to the characteristics of MI students plays a significant role in increasing student interest, participation, and understanding in the learning process.

Furthermore, skills in developing and implementing teaching evaluations are also crucial for measuring overall learning success. Well-designed evaluations assess not only cognitive aspects but also affective and psychomotor aspects, and provide valuable feedback for learning improvement. Therefore, teachers are required to continuously develop their knowledge and skills to optimally integrate all these components. This ensures that learning in MI can be effective, enjoyable, and maximize student potential.

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