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TEACHER SKILLS IN DESIGNING, IMPLEMENTING, AND EVALUATING TEACHING

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Abstract

This article analyzes teachers' skills in lesson planning, instructional processes, and teaching evaluation as an integrated professional cycle that shapes learning quality. The study uses a qualitative library research approach based on open-access sources published in 2024–2026, including scholarly journal articles, official guidelines, and electronic books related to teacher competence, lesson planning, classroom management, differentiated instruction, educational technology, and assessment. Data were collected through systematic searches of freely accessible sources and analyzed through reduction, categorization, comparison, and conclusion drawing. The findings indicate that planning competence requires teachers to identify students' needs, formulate measurable objectives, design flexible learning steps, and align assessment with intended outcomes from the outset. In the instructional stage, teachers need to manage classroom interaction, adapt strategies responsively, use technology meaningfully, and sustain student engagement. In the evaluation stage, teachers are expected to employ diagnostic, formative, and summative assessment in ways that are fair, authentic, and improvement-oriented. The study concludes that high-quality instruction emerges when planning, implementation, evaluation, and professional reflection are connected in a coherent and continuous cycle.

INTRODUCTION

Changes in education policies, the development of digital technology, increasing demands for student-centered learning, and the diversity of learning characters in the classroom have changed the meaning of teacher professionalism. Teachers today are not enough to master the subject matter, but must also be able to connect learning planning, implementation process, and evaluation of learning outcomes into one complete pedagogical work. When one of the three aspects is weak, the quality of teaching also decreases. Good planning but not accompanied by adaptive implementation will give birth to rigid learning. On the other hand, a communicative implementation without a meaningful evaluation will make it difficult for teachers to know whether the learning goals are really achieved.

The Learning and Assessment Guide emphasizes that quality learning must start from clear learning goals, planned learning steps, and assessments prepared from the beginning so that the entire learning experience moves in an integrated manner

(Standard Body, Curriculum, and Education Assessment, 2025). The direction of this policy places teachers as designers of learning experiences, not just material implementers. At the same time, Rahmat et al. (2024) and Nurbaya et al. (2024) view education as a system composed of curriculum, teachers, students, learning environments, methods, and interrelated evaluations. Thus, teacher skills should be read as integrative abilities, not as a set of stand-alone tasks.

A number of recent findings show that the challenge of teachers does lie in the connection between the stages of teaching. Dardiri et al. (2025) found that differentiated learning training was able to increase kindergarten teacher planning readiness, but the integration of diagnostic assessment results into learning steps is still a difficulty for some participants. Saniah et al. (2024) also shows that in the implementation of the Merdeka Curriculum, teachers need to conduct non-cognitive assessments to read learning profiles, implement differentiated learning, and use formative and summative assessments to assess the achievement of goals. This finding confirms that planning, process, and evaluation cannot be separated.

On the other hand, the modern teaching process requires teachers to be more flexible in managing classes, choosing methods, and using technology appropriately. Agustiningsih et al. (2024) reported that most kindergarten teachers already have basic skills of digital technology and are starting to utilize them in learning, but the quality of mastery is not fully even. Widiastuti and Junaidah (2025) added that the learning community helps teachers adapt to policy changes, share good practices, and improve mastery of learning technology. That is, teacher skills grow not only from individual experience, but also from a collective professional learning culture.

The problem of evaluation is still often understood narrowly as an activity of giving grades at the end of learning. In fact, evaluation should function to photograph the achievement of goals, identify student difficulties, assess the effectiveness of teacher strategies, and become the basis for further learning improvement. Maslihah et al. (2025) emphasized that evaluation based on Higher Order Thinking Skills (HOTS) is important because it helps teachers assess the depth of thinking of students, not just memorization. Khafizah and Sayekti (2026) also showed that the challenges of teachers in applying the deep learning approach are closely related to the need for careful planning, reflective implementation, and mastery of adequate evaluation strategies.

Based on that background, this article formulates the main question: how can teachers' skills in designing, implementing, and evaluating teaching be understood as an interrelated professional cycle? The purpose of this writing is to analyze the teacher's skills in the three main stages of teaching, identify the problems that arise in each stage, and develop conceptual ideas about the integration of teaching planning, process, and evaluation to be more relevant to current educational practice.

METHOD

This article is a literature research with a descriptive qualitative approach. Literature research was chosen because the topic of teacher skills in planning, process, and teaching evaluation is more accurately understood through conceptual synthesis and critical analysis of up-to-date literature than through a single research location. The focus of the study is directed at how various scientific sources explain, prove, and develop the concept of teacher skills as a unity of the pedagogical cycle.

Data sources are obtained from open journal articles, official government guides, and electronic books that are relevant to the research theme. The source criteria used include: (1) published in the 2024–2026 range; (2) having a direct relationship with learning planning, learning implementation, learning evaluation, teacher competence, differentiated learning, learning technology, or professional reflection; (3) available in open access at no cost and without login requirements; and (4) containing findings, arguments, or conceptual frameworks that can be used to answer the study focus.

Data collection techniques are carried out through systematic document tracing, in-depth reading, recording key information, and grouping themes. Data analysis is carried out through four stages, namely data reduction, thematic categorization, comparison between sources, and drawing conclusions. Data reduction is used to select parts of the source that are directly related to the teacher's skills. Thematic categorization is carried out by dividing the findings into three main domains: planning, process, and teaching evaluation. Furthermore, comparisons between sources are used to find consistent patterns, differences in emphasis, and conceptual development space. From this process, a conclusion is generated that explains the relationship between the teaching stages in a more complete way.

Table 1. The main data source of research

No.	Source	Year	Contribution focus
1	Standard Body, Curriculum, and Education Assessment	2025	Integrated learning and assessment planning framework.
2	Nurbaya et al.	2024	Conceptual basis of planning and learning objectives.
3	Rahmat et al.	2024	Methods, learning techniques, classroom management, and technology.
4	Agustiningsih et al.	2024	Teacher's digital ability in supporting the learning process.
5	Saniah et al.	2024	Planning, differentiation, and evaluation in the Independent Curriculum.
6	Dardiri et al.	2025	Preparedness of teacher planning based on differentiation learning.
7	Wibowo et al.	2025	Collaborative supervision to strengthen

			teaching methods.
8	Widiastuti & Junaidah	2025	Community learning and professional adaptation of teachers.
9	Maslihah et al.	2025	Evaluation based on HOTS and cognitive competence.
10	Khafizah & Sayekti	2026	The challenge of deep learning implementation in.

RESULTS AND DISCUSSION

The results of the analysis show that the teacher's skills in quality teaching cannot be separated into administrative boxes. Planning, implementation, and evaluation support each other. The analyzed literature shows a consistent pattern: when teachers are able to design learning based on the needs of students, implementation in the classroom becomes more purposeful; when implementation is reflective and adaptive, evaluation becomes more meaningful; and when evaluation is used as follow-up material, the quality of subsequent planning increases. From this pattern, the following discussion is organized into three main domains as well as one integrative domain.

1. Teacher Skills in Teaching Planning

Teaching planning is a stage that determines the direction as well as the quality of the learning experience. The results of the analysis of official guidelines and up-to-date literature show that effective planning must start from the identification of learning needs, clear goal formulation, relevant strategy selection, and the preparation of a harmonious assessment. The Learning and Assessment Guide emphasizes that learning planning is the activity of formulating goals, steps, assessments, and learning resources consciously so that learning can move towards the expected achievement (Standards Agency, Curriculum, and Education Assessment, 2025). It means, planning is not an additional job, but a core part of the teacher's professionalism.

Nurbaya et al. (2024) sees planning as a process that requires teachers to consider the cognitive, affective, and psychomotor development of students. In this context, teachers need to have diagnostic skills before starting learning. Diagnostic skills mean the ability to read early skills, interests, learning obstacles, and social contexts of learners. Without this ability, learning is easy to become uniform and less sensitive to real needs in the classroom. Therefore, good planning always contains an anticipatory aspect: the teacher prepares a learning path, but also prepares the possibility of adjustment if the condition of the students in the field is different from the original estimate.

Dardiri et al. (2025) strengthened the argument through the findings that improving the quality of teacher learning design is related to the ability to align goals with assessment and distinguish content, process, and learning products. However, the study also shows that the integration of diagnostic assessment results into learning

steps is still a challenge. This finding is important because it reminds us that many teachers are actually used to writing learning objectives, but not fully accustomed to using data about students as the basis for designing strategies. In other words, the main problem of planning is not only in the format, but in the depth of pedagogical thinking that underpins the format.

Good planning also requires institutional support. Wibowo et al. (2025) shows that collaboratively designed educational supervision can help teachers sharpen teaching methods, align field needs with learning goals, and strengthen teacher readiness before entering the classroom. This finding underlines that planning is not ideal if it is treated solely as an individual work. On the other hand, planning will be stronger if it is built through professional conversations, peer feedback, and coaching that respects the context of each teacher's class.

In a more practical perspective, teaching planning skills include at least six abilities. First, formulate specific, measurable, and realistic learning goals. Second, mapping the needs of students based on initial assessment. Third, choose essential materials so that learning is not too dense. Fourth, determine the most appropriate method, media, and interaction scenario. Fifth, compile an assessment that is in line with the purpose. Sixth, anticipate the variation of student response through differentiation, reinforcement, or remediation. Teachers who master these six abilities tend to be more prepared to face class dynamics and are not easily stuck in improvised learning.

Thus, teaching planning skills are not just administrative skills to prepare teaching tools. It is an intellectual and pedagogical skill to read the reality of learning, determine priorities, arrange meaningful learning paths, and bridge goals with real learning experiences. The more mature the planning, the greater the chance of the learning process to run effectively.

2. Teacher Skills in Teaching Process

If planning is a map, then the teaching process is the skill of reading that map in real terrain. The implementation of learning requires teachers to change the design into a learning experience that can be understood, followed, and felt by students. Rahmat et al. (2024) places learning methods and techniques, classroom management, and educational technology as key elements in teaching practice. This means that teachers need to master more than just delivering material; teachers must be able to manage attention, build interaction, facilitate participation, and adjust strategies when the class moves beyond the initial plan.

The findings of Agustiningsih et al. (2024) show that teachers are starting to use digital technology to support the learning process, although the level of mastery and depth of utilization are still diverse. On the one hand, this shows the progress of adaptation. On the other hand, the results remind us that technology will only have a positive impact if used in a relevant manner with learning objectives. Teaching process skills in this era are not only the ability to operate devices, but the ability to choose

technology that clarifies the material, strengthens interaction, and facilitates feedback. Excessive use of technology or just following trends can actually obscure learning goals.

Saniah et al. (2024) shows that in the implementation of the Independent Curriculum, teachers carry out differentiated learning by prioritizing the needs of students. This finding is important because it confirms that the implementation of good teaching must be responsive to the diversity of abilities, interests, and learning speed of students. Teachers who are skilled in the learning process do not impose one way for all students. Instead, it provides a variety of activities, re-explains when needed, provides additional challenges for those who are more prepared, and provides support for those who are still experiencing difficulties.

The teaching process is also closely related to the ability to manage the classroom climate. Teachers need to create a safe, open, and participation-oriented atmosphere. A good class is not a quiet class without dynamics, but a class that is orderly and lively at the same time. In this context, teachers need questioning skills, giving reinforcement, facilitating discussion, managing time, and closing learning clearly. The improvement of student collaboration skills through problem-based learning reported by Herdiansyah et al. (2025) shows that the teaching process designed with meaningful activities and consistent reflection can deepen student engagement. This indicates that the quality of the process is not only determined by the content of the material, but also by the form of interaction created by the teacher.

Khafizah and Sayekti (2026) found that teachers still face various problems when implementing a deep learning approach in elementary school. The challenges include the integration of the nature of the subject, 6C competence, and the translation of approaches into classroom practice. This finding reminds that a quality teaching process is unlikely to be born without an adequate conceptual understanding. Teachers need to understand why one strategy is used, how it helps learning, and when the strategy needs to be changed. Thus, the implementation of learning requires a combination of concept mastery, flexibility of action, and sensitivity to student responses.

From the entire literature, the teacher's skills in the teaching process can be summarized into seven elements: opening learning with a clear orientation, presenting the material in a structured way, managing interaction in a dialogic way, adjusting strategies flexibly, using media and technology meaningfully, keeping the classroom climate conducive, and closing learning with reflection or affirmation. Teachers who successfully combine these elements are usually able to make students not only receive information, but actually experience the learning process.

3. Teacher Skills in Teaching Evaluation

Teaching evaluation is a stage that is often misunderstood as administrative work to produce grades. In fact, evaluation should be an intellectual instrument for teachers to read learning progress, detect problems, assess the accuracy of strategies, and formulate follow-ups. In the Learning and Assessment Guide, the assessment is positioned as a part

that is integrated with the goals and learning process, not as a stand-alone stage at the end (Standards Agency, Curriculum, and Education Assessment, 2025). This position confirms that evaluation skills cannot be separated from teaching design skills.

Saniah et al. (2024) shows that teachers use formative and summative assessments to determine the achievement of learning goals. This finding shows that a good evaluation requires a diversity of forms. Formative assessment helps teachers read the ongoing learning process and give immediate feedback. Summative assessment helps summarize learning outcomes at the end of certain learning units. However, before the two are carried out, the teacher ideally also uses diagnostic assessment so that the learning strategy from the beginning is really in accordance with the needs of the students. In other words, evaluation is not only the final questions, but also the initial and mid-learning questions.

Maslihah et al. (2025) emphasized the importance of HOTS-based assessment in improving students' cognitive competence. This emphasis means that the evaluation is not enough to just check the memorization or the ability to repeat information. Teachers must be able to design questions, assignments, projects, or rubrics that test the ability to analyze, assess, solve problems, and create. An intellectually challenging evaluation will give a signal to learners that learning is not just about collecting correct answers, but also developing a mature way of thinking.

Adji and Shufa (2024) show that the evaluation of curriculum implementation becomes stronger when combining the perspective of the principal, teacher, and student. An important lesson from this finding is that the evaluation of teaching should not only rely on one source of evidence. Teachers can obtain information from student work results, class observations, reflection notes, student feedback, and discussions with peers. The more diverse the sources of information used, the more accurate the picture of the quality of learning obtained.

In practice, teacher evaluation skills include the ability to choose appropriate assessment techniques, compile valid instruments, set success criteria, give clear feedback, and use evaluation results for remedial, enrichment, or improvement of teaching strategies. A skilled teacher who evaluates does not stop at recording scores; he interprets the meaning of the learning results. He asked why some students failed on one indicator, which part of the learning process is less effective, and what help needs to be given after the assessment is done.

Therefore, quality teaching evaluation must fulfill four principles. First, it is in line with the learning objectives. Second, be fair and give the opportunity to show ability through various forms of learning evidence. Third, it functions diagnostic and formative, not just summative. Fourth, close with a real follow-up. Without follow-up, evaluation only produces data, not improvement. This is where evaluation becomes the heart of quality development, because from the evaluation teachers can rearrange planning and implementation strategies.

4. Integration of Planning, Process, and Evaluation as a Professional Cycle

From the analysis of the entire source, it is seen that the three teacher skills cannot be understood as separate stages. Planning determines the quality of the process. The process of providing real data for evaluation. Evaluation enriches the next planning. If one of them is cut off, the other two stages will also weaken. Plans without evaluation will lose their sharpness because teachers do not know their effectiveness. The process without planning easily turns into a series of unfocused activities. Evaluation without improvement only leaves numbers and administrative archives.

Dardiri et al. (2025) shows that the challenge of integration is especially visible when teachers have to connect assessment results with planning decisions. Wibowo et al. (2025) emphasized the importance of collaborative supervision so that teachers can sharpen the weak parts. Widiastuti and Junaidah (2025) showed that the learning community became an effective space to share experiences, reflect, and strengthen the ability to adapt to policy and technological changes. From here it can be understood that the integration of the three core skills of teachers requires professional cultural support, not just individual demands.

The integration can be explained through a four-step cycle. The first step is to design learning based on goals, initial assessment, and student needs. The second step is to carry out learning adaptively while maintaining the direction of the goal. The third step is to evaluate the learning process and results through various evidence. The fourth step is to reflect on the evaluation findings to improve the next planning. This cycle does not stop at one meeting, but continues as long as the teacher carries out his professional practice.

This cycle approach is also in line with the challenges of deep learning implementation reported by Khafizah and Sayekti (2026). Teachers who face the demands of deeper learning need careful planning, reflective implementation, and non-superficial evaluation. This means that integrative ability is the key. Teachers can no longer work with a pattern of separating planning documents, teaching activities, and assessments. Everything must be understood as part of a pedagogical process that gives meaning to each other.

5. Conceptual Implications for Teacher Professional Development

The findings of this study carry the implication that the professional development of teachers should not only focus on training certain methods separately. Training that only emphasizes the creation of teaching modules without strengthening the evaluation will make teachers skilled in compiling documents but not necessarily strong in reading learning results. On the other hand, assessment training without planning and implementation assistance can make teachers have assessment instruments, but have difficulty using them to improve teaching.

Therefore, the teacher development program needs to be designed in an integrated manner. First, the strengthening of planning must be linked to diagnostic assessment,

differentiation, and material priority. Second, the strengthening of implementation must emphasize the management of interaction, the use of active methods, and the utilization of technology in proportion. Third, the strengthening of evaluation must be focused on formative assessment, authentic rubric, HOTS, and data-based follow-up. Fourth, the entire program needs to be accompanied by a space for reflection, supervision, and a learning community so that teachers do not develop on their own.

At the school level, principals and supervisors play an important role in creating a culture that places planning, implementation, and evaluation as professional work, not just administrative compliance. This is where collaborative supervision and learning community become strategic. Teachers need a forum to discuss learning plans, see examples of classroom practice, discuss assessment results, and jointly find solutions when certain strategies have not worked. In this way, the quality of teaching can be improved more sustainably.

Tabel 2. Teacher skill indicators in three stages of teaching

Stage	Core skills	Practice indicator
Planning	Analyze needs, set goals, compile scenarios, prepare assessments.	There is an initial assessment; measurable goals; strategies, media, and tasks according to the learning profile; remedial and enrichment plans are available.
Implementation	Managing classes, explaining materials, facilitating participation, adjusting strategies, utilizing technology.	The class is conducive; active students; two-way interaction; teachers are adaptive to student response; media to clarify learning.
Evaluation	Organize instruments, give feedback, interpret results, and follow up.	Using diagnostic, formative, summative assessment; clear rubric; quick feedback; assessment results are used for improvement.

CONCLUSION

Research results show that teachers' skills in designing, implementing, and evaluating teaching are the main foundation of learning quality. Good planning must be based on the needs of students, measurable goals, and alignment with the assessment. Good implementation demands the ability to manage interactions, adjust strategies adaptively, and utilize technology relevantly. A good evaluation must use diverse learning evidence, function diagnostic and formative, and followed by real follow-up. These three skills do not stand alone, but form a continuous professional cycle.

Thus, professional teachers are not only teachers who are able to convey material, but teachers who are able to connect planning, process, evaluation, and reflection into complete pedagogical practice. Quality teaching is born from these integrative skills, not from separate work between documents, implementation, and assessment.

Suggestions that can be submitted are as follows. First, teachers need to strengthen the use of diagnostic and formative assessments so that the planning is more targeted and the follow-up of learning is more meaningful. Second, schools need to expand collaborative supervision practices and learning communities so that teachers' professional development does not take place individually. Third, teacher education institutions and training providers need to design a competency development program that connects planning, implementation, and evaluation in an integrated manner, so that the strengthening of teacher skills really has an impact on classroom practice.

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