



Teacher Administration In Improving Student Achievement (Case Study at SMPN 1 Cileunyi, Bandung Regency)

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ABSTRACT

This research is motivated by the critical role of teacher administration as a manifestation of professionalism in managing measurable and systematic learning. Administration is often viewed as merely a clerical burden, yet documents such as lesson plans, syllabi, and class journals serve as quality control instruments for mapping learning difficulties and boosting student achievement. This study aims to describe and analyze the four functions of teacher administrative management: planning, organizing, implementing/directing, and supervising, in improving student achievement, encompassing cognitive, affective, and psychomotor aspects, at SMPN 1 Cileunyi. The research method used was a case study with a qualitative approach. Data collection was conducted through field observations, in-depth interviews with subject teachers, and documentation studies of learning materials and student evaluation results. Data analysis focused on the synchronization between administrative documents and the effectiveness of pedagogical interventions in the classroom. The results of the preliminary study indicate that teachers are compliant in preparing administrative documents, but their use as a "roadmap" for learning strategies is not yet fully optimal. There remains a gap between the availability of administrative data and concrete actions in remedial and enrichment programs. This research is expected to provide a correlation model between administrative order and the stability of student learning achievement trends, as well as provide recommendations for schools in optimizing the digitalization of educational administration (e-Report) as a tool for controlling the quality of sustainable learning outcomes.

Keywords: *Teacher Administration, Learning Management, Learning Achievement, Student Competence, Educational Management*

INTRODUCTION

Education is a key pillar in improving the quality of globally competitive human resources. Within the school ecosystem, teachers play a central role as learning managers who interact directly with students. However, instructional success is not solely determined by a teacher's rhetorical skills in class, but rather by the extent to which learning planning and organization are prepared through a structured teacher administration system. Administration is not merely a clerical obligation, but rather a manifestation of professionalism that serves as a quality control instrument to ensure the measurability of the learning process (Mulyasa, 2013).

Teacher administration is the process of implementing learning to achieve educational goals. This aligns with Syaiful Sagala's (2020:145) opinion that teacher (educator) administration is the overall process of activities encompassing planning, organizing, directing, and supervising teachers to ensure they can carry out instructional tasks and provide learning services effectively and efficiently. In this study, teacher administration is defined as the process of activities through planning, organizing, directing, and supervising.

Theoretically, teacher administration is often overlooked as a clerical obligation or mere formality. In fact, administration is a manifestation of teacher professionalism. Documents such as the syllabus, lesson plan (RPP), annual program (Prota), and class journal are quality control instruments. Without structured administration, the learning process tends to be speculative and unmeasured, which can ultimately hinder the achievement of student learning targets.

Student achievement, which encompasses cognitive, affective, and psychomotor aspects, is a reflection of the effectiveness of classroom management. At the junior high school (SMP) level, students' cognitive transition period requires more organized support. Problems arise when the diverse abilities of students at SMPN 1 Cileunyi require differentiated teaching patterns, but are not supported by accurate evaluation documentation. Without orderly grade administration, teacher interventions to address student learning difficulties are often delayed, resulting in students' academic potential not being fully developed.

The importance of administration as a key to achievement has been widely demonstrated by previous research. Arikunto (2016) emphasized that teachers' disciplined grade administration serves as an early diagnosis tool that allows for the provision of targeted remedial or enrichment programs. Furthermore, a culture of orderly administration has been proven to create a more stable trend in learning achievement through a process of continuous improvement. Thus, there is academic consensus that teacher administration is a strategic instructional necessity, not simply a formality.

A preliminary study conducted at SMPN 1 Cileunyi found that although the majority of teachers routinely developed learning materials (RPP, Prota, Promes), these documents tended to be perceived solely as meeting the administrative supervision needs of their leaders. A gap exists where available administrative data has not been fully transformed into concrete actions to improve teaching methods or specific enrichment programs. Furthermore, the transition to digital administration still faces challenges in consistent data updates, which hinders teachers' control over student learning targets.

These conditions underpin the importance of this research, which explores strategies for optimizing administration as a key factor in boosting student achievement. This study aims to explore how the administrative management function can identify learning difficulties and create tangible achievements. Based on these considerations, the author conducted the study entitled: "Teacher Administration in Improving Student Achievement (Case Study at SMPN 1 Cileunyi)."

The formulation of the problem in this study is how teacher administration improves student learning achievement at SMPN 1 Cileunyi. In this study, teacher administration is the process of activities through (1) Teacher planning to improve student learning achievement at SMPN Cileunyi 1, (2) Teacher organization to improve student learning achievement at SMPN Cileunyi 1, (3) Teacher implementation to improve student learning achievement at SMPN Cileunyi 1, and (4) Teacher supervision to improve student learning achievement at SMPN Cileunyi 1.

METHODOLOGY

This research uses a qualitative approach. According to Creswell (2016), qualitative research is a method for exploring and understanding the meanings that individuals or groups ascribe to social or humanitarian issues. In this context, the researcher sought to deeply understand how the role of teacher administration extends beyond simply fulfilling formal documentation, but also as a strategic instrument in improving the quality of learning and student achievement.

The research strategy used was a descriptive case study. Robert K. Yin (2018) defines a case study as an empirical inquiry that investigates a contemporary phenomenon in depth and within a real-life context. The researcher chose this design because the focus of the research is on the phenomenon of "teacher administration" occurring in a specific school environment (a bounded system), where the boundaries between the phenomenon and its context are not clearly visible. In accordance with the characteristics of qualitative research according to Lincoln & Guba, the researcher acts as a key instrument (human instrument). The researcher is directly involved in the data collection process in the field to capture the nuances, expressions, and realities behind teachers' classroom administration management, which cannot be captured solely through numbers or questionnaires.

Data collection techniques (triangulation) were collected through in-depth interviews, participant observation, and documentation studies.

The reason for choosing SMPN 1 Cileunyi as the research location is because the school is well-known and considered a favorite in Bandung Regency, especially in the Cileunyi sub-district. This is not only due to the high community enthusiasm for enrolling their children there, but also because the school's graduate absorption rate for public senior high schools (SMA/SMK) in recent years has been higher than other junior high schools in the Cileunyi sub-district. The information and data obtained in this study were obtained from interviews, observations, and documentation studies with several teachers at SMPN 1 Cileunyi.

Table 1. Informant Data

TEACHER'S NAME INITIALS	SUBJECTS Taught
DN	MATHEMATICS
DW	PAIBP
AR	Social Studies
CR	Arts and Culture
LS	Indonesian Language
NR	English Language
ARN	PP
WD	Indonesian Language
TY	PAIBP
H	PP

Data Collection Documentation



Interviews



Collection and Verification of Teacher

RESULT AND DISCUSSION

This study aims to analyze how teacher administration at SMPN 1 Cileunyi serves as a strategic instrument in improving student achievement. Data obtained through in-depth interviews, participant observation, and documentation studies with ten key informants (Table 1) indicate that classroom administration is not simply a formal obligation, but a foundation for planning quality learning.

The information and data in this study were obtained from ten teachers with diverse subject backgrounds. This diversity of research subjects aims to comprehensively capture the reality of classroom administration management.

Based on observations and documentation studies at SMPN 1 Cileunyi, the administration prepared by teachers (such as learning materials) serves as the primary guideline for directing instructional focus. As a top-rated school with the highest graduate intake in the Cileunyi area, orderly administration directly contributes to the efficiency of the teaching and learning process.

Teachers such as DN (Mathematics), LS (Indonesian), and NR (English) indicated that neat documentation allows them to more accurately track individual student progress. This aligns with the view that administration is a key variable in increasing teacher motivation to deliver optimal performance in the classroom. The following are the results and discussion of the findings at SMPN 1 Cileunyi in accordance with the research questions:

1. Teacher Planning to Improve Student Achievement at SMPN 1 Cileunyi

The results of the study indicate that the lesson planning carried out by teachers at SMPN 1 Cileunyi has been carried out in accordance with educational administration standards. Teachers consistently develop learning tools such as the Annual Program (Prota), Semester Program (Promes), syllabus, and Lesson Implementation Plan (RPP) at the beginning of the semester. This planning serves as an initial guideline for directing the learning process, making it more structured and systematic. Complete planning documents enable teachers to set clear learning targets and prepare materials tailored to student characteristics. However, research findings also indicate that some teachers still perceive planning as merely fulfilling administrative obligations, resulting in suboptimal flexibility in responding to student learning dynamics. Theoretically, this supports Sagala's (2013) argument that planning serves as a working guideline for ensuring a systematic and directed learning process. In the context of student achievement, this thorough planning forms the foundation for developing strong cognitive aspects. As explained by Mulyasa (2023), student cognition is not simply memorization, but rather a transformation of knowledge and intellectual mastery. At SMPN 1 Cileunyi, structured planning enables students to process raw data into deeply understood concepts (mastering meaning), which is a crucial indicator of academic achievement.

2. Teacher Organization in Improving Student Achievement at SMPN 1 Cileunyi

Field findings indicate that organization is achieved through neat documentation, which allows teachers to accurately track individual student progress. Time management, learning schedules, and student grouping are based on available administrative data. Teachers at SMPN 1 Cileunyi are able to identify student characteristics and learning needs through classroom administrative records. Teaching effectiveness: teachers with complete administrative records are able to develop more structured teaching strategies tailored to student characteristics, and systematic administration minimizes barriers to material delivery, thereby increasing effective student learning time. Directed learning, the presence of a well-organized lesson plan (RPP) and syllabus prevent teachers from being confused when entering the classroom. They know what to teach and what targets students should achieve each day. This correlates with the researcher's finding that the quality of complete administrative planning enables teachers to prepare materials more systematically, thereby increasing student retention. Objective evaluation with well-documented assessment instruments makes the assessment of student learning outcomes more fair and transparent. Teacher motivation aligns with the theory of V.F. Musyadad (2022), who stated that well-organized administration increases teacher motivation to deliver optimal performance in managing student learning outcomes in the classroom.

This aligns with Sagala's (2020) opinion regarding organization as the process of arranging resources and dividing tasks to create harmonious working relationships. Effective classroom organization helps students organize information logically. A teacher's ability to organize the learning environment and teaching materials helps students develop a coherent framework for thinking. This positively impacts students' intellectual mastery, enabling them to effectively use information to solve problems in real-life learning situations.

3. Teacher Implementation in Improving Student Achievement at SMPN 1 Cileunyi

During the implementation phase, it was found that systematic administration minimized obstacles in delivering material. Teachers with complete administrative preparation tended to be more confident and possessed better pedagogical skills in managing a conducive classroom. Educational interactions between teachers and students became more dynamic because teachers had prepared a variety of media and learning methods in their plans.

This implementation embodied the actuating or directing function. According to Sagala (2020), directing aims to mobilize learning components so that plans can be realized. The tangible impact on student achievement is seen in the affective domain. With well-planned and implemented learning, students' interest and appreciation for the subject matter increase. Students' discipline and responsibility develop because they are in a structured learning environment. According to Mulyasa (2023), affective aspects such as honesty and independence

are the result of the internalization process during quality learning.

4. Teacher Supervision in Improving Student Achievement at SMPN 1 Cileunyi

Research results reveal that supervision and evaluation at SMPN 1 Cileunyi is conducted through transparently documented assessment instruments. The use of historical administrative data helps teachers conduct early interventions for students experiencing learning difficulties. Furthermore, these evaluations serve as a basis for teachers to periodically improve their teaching methods. Analysis of learning outcomes and the use of assessment instruments in administrative documents help teachers identify student weaknesses early, enabling prompt intervention, and administrative documents provide historical data for teachers to periodically improve their teaching methods.

Graduate retention and consistency in academic administration management at SMPN 1 Cileunyi are positively correlated with the high number of graduates accepted into top public senior high schools (SMA/SMK), which are indicators of school achievement in Bandung Regency. Therefore, the community's enthusiasm for enrolling at SMPN 1 Cileunyi reflects or demonstrates structured educational management. Theoretically, supervision is the process of monitoring activities to ensure compliance with plans (Sagala, 2020). The effectiveness of this supervision is directly correlated with student achievement in the psychomotor and cognitive domains. Continuous assessment ensures students achieve a certain level of proficiency in skills. The success of this supervisory function is empirically proven by the high absorption rate of SMPN 1 Cileunyi graduates into top public high schools/vocational schools in Bandung Regency, which is a key indicator of the school's overall performance.

Based on this presentation, data analysis indicates a positive correlation between the completeness of teacher administration and student achievement at SMPN 1 Cileunyi. Improved student achievement at SMPN 1 Cileunyi is driven by teachers' ability to utilize administrative data for ongoing evaluation. The results indicate that research influences teaching effectiveness, learning outcome analysis, and graduate retention.

Referring to Creswell's qualitative approach, the meaning of administration at this school has shifted from simply "piles of paperwork" to a "culture of quality" and a social phenomenon reflecting professional responsibility. The researcher, acting as a human instrument, found a nuance of dedication in every administrative document created by the teachers at the research site. Challenges such as the heavy administrative burden were overcome through collaboration between subject teachers to maintain inclusive and equitable learning quality. Furthermore, teachers are committed to improving students' quality of life through well-planned education. This descriptive case study proves that the real-life context at SMPN 1 Cileunyi places administration as the "heart" of successful academic operations.

CONCLUSION

Based on the research and discussions conducted at SMPN 1 Cileunyi, it can be concluded that teacher administration plays a highly strategic role and goes beyond simply fulfilling formal administrative obligations. Well-organized administration serves as a planning and evaluation instrument that directly contributes to the effectiveness of the classroom learning process. Field evidence indicates that the orderly administration carried out by teachers at SMPN 1 Cileunyi is a key factor in maintaining its reputation as a top school and achieving the highest graduate retention rate in the Cileunyi District for public senior high schools (SMA/SMK). Through a qualitative approach, it was found that comprehensive learning documentation allows teachers to monitor student progress in greater detail, allowing teaching strategies to be tailored to students' needs to optimally improve their learning achievement.

Based on the research conclusions, it is recommended that the school continue to provide ongoing support and training for teachers in developing innovative, technology-based classroom administration so that administrative burdens do not hinder teaching creativity. Teachers are expected to maintain and improve consistency in documenting the learning process as a form of professional responsibility in ensuring educational quality. In addition, it is recommended for future researchers to conduct more in-depth research on the digitalization of teacher administration and its impact on the efficiency of teachers' working time in secondary schools, considering the ever-evolving challenges of education.

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