

**IMPLEMENTATION OF EDUCATION AND TEACHER TRAINING
MANAGEMENT IN SUPPORTING THE EFFECTIVENESS OF
TEACHING AND LEARNING ACTIVITIES AT SMP N 2
PANYABUNGAN**

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Abstract

This study aims to describe and analyze the implementation of educational management and teaching in supporting the effectiveness of teaching and learning activities at SMP N 2 Panyabungan, Mandailing Natal Regency. This study uses a qualitative approach with a case study type. Data collection techniques were carried out through observation, interviews with the principal, teachers, and students. Data analysis was carried out through the stages of data reduction, data presentation, and drawing conclusions using triangulation techniques to ensure data validity. The results show that the implementation of educational management in schools includes planning learning programs, organizing teacher tasks, implementing academic supervision, and periodic teacher performance evaluations. Teacher management is realized through professional development, competency development, division of tasks according to qualifications, and increasing discipline and responsibility. The effectiveness of teaching and learning activities is seen from increased student engagement, achievement of learning objectives, and a conducive classroom atmosphere. Supporting factors include participatory leadership of the principal and cooperation among school members, while inhibiting factors include variations in teacher competencies. This study concludes that the implementation of structured and sustainable educational management and teaching plays an important role in increasing the effectiveness of the learning process in schools.

Keywords: Educational Management, Teaching in Supporting the Effectiveness of Teaching, Learning at SMP Negeri 2 Panyabungan

INTRODUCTION

Formal education, as a vehicle for human resource development, requires effective and efficient management to optimally achieve learning objectives. Educational management is not only concerned with bureaucratic administration but also with the organization of all school components that support the teaching and learning process, from planning and

implementation to evaluation. At the junior high school (SMP) level, educational management plays a crucial role in achieving high-quality learning, as this phase represents a crucial transition period in developing student competencies. (Asmono et al., 2022) state that the implementation of appropriate educational and teaching management is expected to create an effective learning system, one that guides students toward achieving competency goals comprehensively, involves active interaction between teachers and students, and creates a conducive learning environment. However, in many schools, including junior high schools, various obstacles to the implementation of educational and teaching management impact learning effectiveness. This is reflected in low student achievement, lack of student involvement in the learning process, and suboptimal classroom learning planning and evaluation. In this context, teachers, as the direct implementers of teaching and learning activities, need to be supported by a strong management system, ranging from professional development and academic supervision to the provision of infrastructure that supports learning. Comprehensive educational management encompasses not only administrative aspects but also the need for teacher professional development to enable them to address classroom dynamics and innovate teaching strategies. Previous research has shown that good classroom management contributes significantly to the effectiveness of the teaching and learning process.

Putri & Kurniawan (2025) demonstrated that lesson planning, classroom arrangement, and discipline enforcement create a conducive learning environment and increase student engagement in the learning process. Furthermore, Triningsih et al. (2024) emphasized the importance of an active, creative, effective, and enjoyable classroom management model in improving the quality of learning, where transformation of the learning process influences student learning outcomes. Furthermore, Retnawati et al. (2024) in their journal highlighted integrated quality management strategies within schools, including ongoing planning, periodic evaluation, and teacher training, which have been shown to improve academic achievement and enhance learning innovation. Although various studies have described the relationship between educational management and learning effectiveness, empirical findings in high schools and Islamic schools do not automatically reflect conditions in junior high schools, especially in areas like Panyabungan. At SMP N 2 Panyabungan, it remains to be explored how educational management and teacher management are actually implemented, the extent to which they support effective teaching and learning, and the factors that influence such implementation. This research is important because it can provide a concrete picture in the field regarding educational management practices that are directly related to the effectiveness of the learning process.

IMPLEMENTATION METHOD

This research uses a qualitative approach with a case study design, aiming to deeply understand the implementation of educational management and teacher training in supporting the effectiveness of teaching and learning activities at SMP N 2 Panyabungan. A qualitative approach was chosen because this research emphasizes understanding phenomena contextually, naturally, and holistically, based on real-world conditions. The research subjects included the principal, teachers, and students, selected through purposive sampling based on their direct involvement in school management. Data collection techniques included participant observation, in-depth interviews, and documentation studies of learning materials, school work programs, and teacher performance evaluations.

According to Milles and Hubberman, as cited by Qomaruddin & Sa'diyah (2024), data analysis is conducted interactively and continuously, encompassing three main stages: data reduction, data display, and conclusion drawing/verification. Data reduction is carried out by selecting and focusing on data relevant to the research focus, then presenting it in descriptive narrative form to facilitate interpretation. The final stage of drawing conclusions is carried out continuously throughout the research process using source and technique triangulation techniques to ensure data credibility. Luthfiyani Wahidah & Sri, (2024) emphasized that in qualitative research the importance of data validity, especially in ensuring credible and relevant research results. Data validity is a crucial aspect in research that studies social, cultural, or behavioral phenomena, where data is subjective and requires thorough testing for its validity.

RESULTS AND DISCUSSION

1. Implementation of Educational Management and Learning Effectiveness

Research findings indicate that the implementation of educational management at SMP N 2 Panyabungan includes integrated planning, organization, implementation, and evaluation of learning. Learning planning is carried out through the development of lesson plans (RPP), the development of an academic calendar, curriculum synchronization, and the establishment of clear competency achievement indicators. Organization involves the division of teacher tasks based on competency and work discipline, as well as the arrangement of resources such as learning facilities and infrastructure. Supriadi & Pratiwi (2024) stated that the effectiveness of school management at SMP Negeri 1 Singkohor, Aceh Singkil, has a direct impact on educational quality standards, including curriculum planning, provision of facilities and infrastructure, and teacher competency development, which ultimately supports an effective learning process. (I. M. A. Putri et al., 2025) in their journal stated that good classroom management part of educational management creates a conducive learning environment characterized by active student engagement and improved learning outcomes. (Samu et al., 2022) also stated that educational and teaching management will influence teaching and learning activities and serve as a guide and determinant of students' access to services provided by the school, including teachers, in improving student cognitive, affective, and psychomotor competencies.

Thus, the implementation of effective educational management at SMP N 2 Panyabungan improves the quality of the learning process through systematic, efficient

governance oriented toward achieving learning objectives.

2. The Role of Teacher Management in Supporting Effective Teaching and Learning Activities

Teacher management is a crucial dimension in this research because it is directly related to the competence and professionalism of teachers as the primary implementers of the learning process. Research shows that support for teacher professional development through technical guidance, pedagogical training, and periodic evaluations strengthens the quality of learning. This was also conveyed by (Retnawati et al., 2024), who showed that an integrated quality management strategy involving teacher training and stakeholder involvement successfully improved academic achievement and learning innovation, including the methods used by teachers. Furthermore, analysis of research (Windasari et al., 2024) on teacher and education staff management confirmed that the role of leadership and staff management in creating a supportive environment is crucial for supporting effective learning in elementary and secondary schools.

Therefore, with strong teacher management support, SMP N 2 Panyabungan is able to continuously facilitate teacher competency, thereby improving teaching performance and classroom interactions.

3. The Relationship Between Educational Management and Teacher Training and Teaching and Learning Effectiveness

The discussion demonstrates a strong relationship between the implementation of educational management and teacher training and the effectiveness of teaching and learning activities. The implementation of sound management strategies creates a structured and organized learning environment, increases student engagement, and enhances the quality of teacher-student interactions. According to Nasukha & Sahid (2023), effective school management, including thorough planning and resource development, contributes to achieving educational quality standards and student achievement. This correlation is also supported by findings that a well-controlled teaching process by professional teachers can create a conducive and responsive learning environment to student needs, as highlighted by Nurlifah et al. (2024) in the context of good classroom management, which increases overall learning effectiveness. With this classroom management, students will be motivated to learn, especially in managing the classroom atmosphere, which is particularly important for clear thinking in following lessons, so that children will feel comfortable and enthusiastic. With learning, education will be more relevant in relation to religion, thus forming good character and behavior, as well as a conducive and recreational atmosphere, which will encourage students to develop their creative potential. Learning is a process characterized by changes in an individual. Thus, the effectiveness of teaching and learning activities at SMP N 2 Panyabungan cannot be separated from the success in implementing educational and teaching management, both structurally and operationally, which support each other starting from planning, organizing, supervising, evaluating and directing the principal, teacher cooperation and policies that are still implemented so that a conducive and stable routine is created.

CONCLUSION

Educational and teacher management are tools and systems that can improve and support the implementation of teaching and learning in schools, ensuring that interactions between students and teachers reflect the transfer of knowledge and foster expressions of behavior and character. In this regard, several crucial aspects must be considered:

1. Planned and systematic educational management has been proven to support the effectiveness of teaching and learning activities through good school governance.
2. Teacher management strengthens teacher competency, creating effective, innovative, and responsive teaching that meets student needs.
3. The integration of both forms a school environment that supports the achievement of learning objectives with a positive and productive learning atmosphere.

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