



Teacher Performance in State Madrasah Aliyah: Classroom Management, Work Motivation, and Assessment Competence

Enung Nugraha¹; Encep Syarifudin²; Muhammad Fauzi³; Siti Patimah⁴; Aan Ansori⁵; Amin Hidayat⁶

^{1,2,4,5,6}Sultan Maulana Hasanuddin, State Islamic University Banten, Indonesia

³Sultan Abdul Halim Mu'adzam Shah, International Islamic University, Kedah, Malaysia

¹Correspondence Email: enung.nugraha@uinbanten.ac.id

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Abstract

Teacher performance has become a central issue in improving the quality of Islamic secondary education, particularly within the Madrasah Aliyah state that faces increasing demands for educational accountability, instructional effectiveness, and professional teacher competency. This study examined the influence of classroom management ability, work motivation, and cognitive assessment competence on teacher performance in urban-based State Madrasah Aliyah in Banten Province, Indonesia. Using an explanatory quantitative design with a cross-sectional survey approach, data were collected from 313 teachers selected through simple random samplings from a population of 529 teachers. Data were analysed using descriptive statistics and multiple linear regression. The findings revealed that classroom management ability, work motivation, and cognitive assessment competence had positive and significant effects on teacher performance, both partially and simultaneously. Among these variables, cognitive assessment competence emerged as the strongest predictor of teacher performance. The study further demonstrated that teacher performance in faith-based education systems should be understood as a multidimensional construct shaped by the interaction among pedagogical competence, professional motivation, and assessment literacy. This research contributes to the development of competency-based teacher evaluation models within Islamic secondary education and strengthens the global discourse on teacher professionalism in faith-based education systems.

A. Introduction

The rapid expansion of Islamic secondary education has intensified global concerns regarding the quality of teacher performance within faith-based education systems. Although Madrasah Aliyah continue to grow significantly in Indonesia, many Islamic secondary schools still face serious challenges in maintaining instructional effectiveness, professional teacher competency, and educational quality amid increasing demands for modernization and global competitiveness (Ikhwan et al., 2026; Marshall, 2025; Muis, 2026). Official statistics from the Ministry of Religion (2024) show that the number of Madrasah Aliyah increased from 4,687 institutions in 2005 to 9,831 institutions in 2024, reflecting not only the rapid expansion of Islamic education but also rising public expectations regarding the ability of these institutions to produce academically competent and morally grounded graduates. At the same time, international studies indicate that teacher performance has become one of the most decisive factors influencing educational effectiveness, learning quality, and institutional sustainability within contemporary education systems (Kunter et al., 2013; Marzano, 2019; H. Zhang & Tian, 2025). These conditions place teacher professionalism at the center of current debates on the future of Islamic secondary education.

The challenge of improving teacher performance becomes increasingly complex within urban-based State Madrasah Aliyah in Banten Province. Although State Madrasah Aliyah represent only a small proportion of Islamic secondary schools in the region, they are expected to function as models of educational quality, institutional accountability, and professional teacher performance within the national Islamic education system (Ministry of Religion, 2024). In practice, however, these institutions must simultaneously respond to educational modernization, national standardization, urban academic competition, and growing public expectations concerning the quality of religion-based education (Rahmatullah, 2016; Syar'i et al., 2020; Kultsum et al., 2022). Consequently, teacher performance within Madrasah Aliyah cannot merely be understood as technical instructional competence, but must also be examined within broader pedagogical, institutional, and moral dimensions associated with faith-based education systems.

Previous studies have consistently acknowledged that teacher performance is closely related to learning effectiveness and student achievement. Effective teaching depends not only on mastery of subject content but also on teachers' ability to manage



classrooms, sustain professional motivation, and design meaningful learning evaluations (Marzano, 2019; Muhria et al., 2025; Kunter et al., 2013).

Classroom management has been widely recognized as an essential factor contributing to student engagement and instructional quality (Abidin & Muhammad, 2024; Gilmour et al., 2022; J. Zhang & Zhang, 2024). Similarly, work motivation plays an important role in strengthening professional commitment, resilience, and instructional creativity among teachers (Han & Yin, 2016; Skaalvik & Skaalvik, 2015). However, several studies also indicate that institutional pressures, administrative workload, and limited professional support frequently weaken teacher motivation and reduce instructional effectiveness (Irawan et al., 2023; Mas'udi, 2022; Anwar et al., 2021; Enjelika & Rahayu, 2025; Joshua, 2025).

In addition, assessment competence has increasingly become a central dimension of modern teacher professionalism because assessment literacy enables teachers to monitor learning progress, provide reflective feedback, and support data-driven instructional improvement (Brookhart, 2013; Guskey & Link, 2019). Nevertheless, within many studies on Islamic education, assessment competence is still commonly positioned as a technical-administrative activity rather than as a strategic component shaping teacher performance (Joshua, 2025; Bardach & Klassen, 2020).

Despite the growing literature on teacher professionalism, several important limitations remain evident. First, most previous studies continue to examine classroom management, work motivation, and assessment competence separately, resulting in a fragmented understanding of teacher competency construction (Hao et al., 2025; Craig, 2016). Second, dominant teacher performance models in international literature are still heavily influenced by secular educational paradigms and have not sufficiently considered the institutional and moral characteristics of faith-based education systems such as Madrasah Aliyah (Shal et al., 2024; Arar et al., 2022). Third, empirical studies focusing specifically on teacher competency within urban-based State Madrasah Aliyah remain underrepresented in international educational discourse, particularly concerning competency-based teacher evaluation in Islamic secondary education.

The issue of teacher competency within faith-based education systems has also become increasingly important at the global level. Studies in West Asia emphasize that integrating pedagogical competence with religious values remains one of the major challenges in modernizing Islamic education (Kayyali & Noori, 2026). Similar concerns are

evident in African countries, where strengthening teacher competency is considered essential for sustaining educational reform and improving learning quality within faith-based schools (Muhammad et al., 2025). In Malaysia and Turkey, Islamic educational modernization increasingly focuses on strengthening teacher professionalism and global competencies in religious schools (Arar et al., 2022; Bahri et al., 2025).

Meanwhile, studies in Nigeria and Bangladesh reveal continuing tensions between maintaining religious identity and responding to modern educational demands and 21st-century competencies (Adam, 2025). These findings indicate that teacher competency within faith-based education systems has become part of a broader global discourse concerning educational quality, institutional adaptation, and sustainable educational reform (Arar & Nasra, 2018).

Based on these conditions, this study identifies three important research gaps. First, previous studies have not adequately explained the multidimensional interaction among classroom management ability, work motivation, and cognitive assessment competence in shaping teacher performance. Second, teacher performance models remain largely dominated by secular educational perspectives and insufficiently address the institutional dynamics of Islamic education. Third, empirical evidence concerning teacher competency within urban-based State Madrasah Aliyah remains limited in international scholarship.

Departing from these gaps, this study positions teacher performance as a multidimensional construct shaped by the interaction among pedagogical management, professional motivation, and cognitive assessment competence within the context of faith-based education systems. The novelty of this study lies not merely in combining several variables within a single empirical model, but in developing a multidimensional perspective on teacher competency that integrates pedagogical, institutional, and moral dimensions within Islamic secondary education. By providing empirical evidence from urban-based State Madrasah Aliyah, this study contributes to the development of global discourse on teacher competency and competency-based teacher evaluation within faith-based education systems.

Therefore, this study aims to analyze the influence of classroom management ability, work motivation, and cognitive assessment competence on teacher performance in State Madrasah Aliyah in Banten Province. This research is expected to contribute both theoretically to the development of multidimensional teacher performance models and practically to strengthening teacher professionalism and improving the quality of Islamic secondary education in the global era.



B. Method

This study employed an explanatory quantitative design using a cross-sectional survey approach to examine the influence of classroom management ability, work motivation, and cognitive assessment competence on teacher performance in State Madrasah Aliyah. The quantitative approach was selected to measure the relationships among variables and to assess the partial and simultaneous effects of the independent variables on teacher performance through statistical analysis (Creswell & Creswell, 2018). The research model was developed based on a competency-based teacher performance framework that conceptualizes teacher effectiveness as the interaction among pedagogical competence, professional motivation, and evaluative ability (Ballová Mikušková et al., 2024; Junker et al., 2021; Metsäpelto et al., 2022).

The research was conducted in urban-based State Madrasah Aliyah located in Banten Province, including Serang, Tangerang, South Tangerang, and Cilegon. The study population consisted of 529 teachers based on official data from the Ministry of Religion (2024). A total of 313 respondents were selected using a simple random sampling technique to ensure proportional population representation and minimize sampling bias (Kumle et al., 2021; Pate et al., 2023; Wellen et al., 2020).

Data were collected through a structured questionnaire distributed using Google Forms. The instrument consisted of 80 items designed to measure four research constructs: classroom management ability (X_1), work motivation (X_2), cognitive assessment competence (X_3), and teacher performance (Y). The questionnaire indicators were adapted from previous empirical studies to ensure construct suitability and measurement consistency (Cruchinho et al., 2024; Lambert & Newman, 2023; Matthews et al., 2022). Instrument validity was tested using Pearson Product-Moment correlation, with corrected item-total correlation values ranging from 0.563 to 0.852, indicating that all items met the validity threshold of 0.30. Instrument reliability was assessed using Cronbach's alpha, producing a coefficient value of 0.894, which indicates high internal consistency.

Data analysis was conducted using multiple linear regression to evaluate the partial and simultaneous effects of classroom management ability, work motivation, and cognitive assessment competence on teacher performance. The regression model used in this study is formulated as follows:

$$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \varepsilon \dots \dots \dots (1)$$

Where Y represents teacher performance, X_1 represents classroom management ability, X_2 represents work motivation, X_3 represents cognitive assessment competence, β_0 is the constant, β_1 - β_3 are regression coefficients, and ε represents the error term. Prior to hypothesis testing, classical assumption tests were conducted to ensure the suitability of the regression model (Değermenci et al., 2025; Prinja et al., 2024). The normality test using Kolmogorov-Smirnov produced a significance value of 0.200 ($p > 0.05$), indicating normally distributed residuals. The linearity test showed deviation-from-linearity significance values above 0.05 for all variables, indicating linear relationships between independent and dependent variables. Multicollinearity testing demonstrated tolerance values above 0.10 and VIF values below 10 for all variables, indicating no multicollinearity. The Glejser heteroscedasticity test also showed significance values above 0.05, confirming the absence of heteroscedasticity in the regression model. All statistical analyses were performed using SPSS following quantitative educational research procedures (Fischer et al., 2023; Hodge, 2020).

This study adhered to research ethics principles by obtaining informed consent from all participants, maintaining respondent confidentiality, and using the collected data exclusively for academic purposes.

C. Results and Discussion

The study reveals that classroom management skills significantly enhance teacher performance, with work motivation also contributing to this improvement. Moreover, the teacher's proficiency in developing cognitive assessments has the greatest effect on teacher performance.

1. Results

The results of the multiple linear regression analysis indicate that classroom management ability, work motivation, and cognitive assessment competence positively influence teacher performance in State Madrasah Aliyah. The analysis was conducted to examine both the partial and simultaneous effects of the three independent variables on teacher performance as the dependent variable. The regression model generated from the analysis is presented as follows:

$$[Y = 16.864 + 0.289X_1 + 0.196X_2 + 0.385X_3 + \varepsilon] \dots (2)$$



The regression equation shows that all independent variables have positive regression coefficients, indicating that increases in classroom management ability, work motivation, and cognitive assessment competence are associated with increases in teacher performance.

Table 1. Value multiple linear regression

Model	Coefficients ^a			t	Sig.	Collinearity Tolerance	Statistic VIF
	Unstandardized Coefficients	Standardized Coefficients					
	B	Std. Error	Beta				
1 (Constant)	16.864	4.620		3.650	.000		
Classroom Management Ability	.289	.043	.305	6.646	.000	.843	1.186
Work Motivation	.196	.041	.229	4.793	.000	.777	1.287
Teacher's Ability to Compile Cognitive Assessment	.385	.049	.364	7.934	.000	.844	1.185

a. Dependent Variable: Teacher Performance

The results presented in Table 1 show that classroom management ability produced a regression coefficient of 0.289 with a t-value of 6.646 and a significance value of 0.000. Work motivation generated a regression coefficient of 0.196 with a t-value of 4.793 and a significance value of 0.000. Meanwhile, cognitive assessment competence produced the highest regression coefficient of 0.385 with a t-value of 7.934 and a significance value of 0.000. All variables demonstrated significance values below 0.05, indicating statistically significant relationships with teacher performance.

The collinearity statistics further indicate that all independent variables met the multicollinearity requirements. Classroom management ability produced a tolerance value of 0.843 and a VIF value of 1.186. Work motivation showed a tolerance value of 0.777 and a VIF value of 1.287, while cognitive assessment competence generated a tolerance value of 0.844 and a VIF value of 1.185. These values indicate that no multicollinearity was detected among the independent variables included in the regression model.

The regression analysis also demonstrates differences in the magnitude of influence among the independent variables. Cognitive assessment competence produced the highest standardized beta coefficient ($\beta = 0.364$), followed by classroom management

ability ($\beta = 0.305$) and work motivation ($\beta = 0.229$). These results indicate that cognitive assessment competence contributed the strongest statistical relationship to teacher performance among the variables examined in this study.

Table 2. ANOVA of the F-test value

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	8228.715	3	2742.905	84.506	.000 ^b
Residual	10029.566	309	32.458		
Total	18258.281	312			

a. Dependent Variable: Teacher Performance

b. Predictors: (Constant), Classroom Management Ability, Work Motivation, Teacher Ability to Compile Cognitive Assessment

The simultaneous effect of classroom management ability, work motivation, and cognitive assessment competence on teacher performance was examined using the ANOVA test. As presented in Table 2, the regression model produced an F-value of 84.506 with a significance value of 0.000. The regression sum of squares was 8228.715, while the residual sum of squares was 10029.566. The total sum of squares obtained in the model was 18258.281.

The significance value below 0.05 indicates that the regression model was statistically significant. These findings show that classroom management ability, work motivation, and cognitive assessment competence simultaneously contributed to teacher performance within the observed research sample. The analysis also indicates that the regression model met the statistical requirements for evaluating the relationships between the independent variables and teacher performance.

Table 3. Coefficients of t-Test Value

Coefficients ^a							
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Tolerance	Statistic VIF
	B	Std. Error	Beta				
1 (Constant)	16.864	4.620		3.650	.000		
Classroom Management Ability	.289	.043	.305	6.646	.000	.843	1.186
Work Motivation	.196	.041	.229	4.793	.000	.777	1.287
Teacher's Ability to Compile Cognitive Assessment	.385	.049	.364	7.934	.000	.844	1.185

a. Dependent Variable: Teacher Performance



The partial effects of each independent variable on teacher performance are presented in Table 3. The coefficient analysis shows that classroom management ability had a positive coefficient value of 0.289 with a significance level of 0.000. Work motivation generated a coefficient value of 0.196 with a significance value of 0.000. Cognitive assessment competence showed a coefficient value of 0.385 with a significance value of 0.000.

The t-test analysis further indicates that all independent variables contributed significantly to teacher performance. Classroom management ability produced a t-value of 6.646, work motivation produced a t-value of 4.793, and cognitive assessment competence produced a t-value of 7.934. These results demonstrate that each independent variable individually contributed to variations in teacher performance within the research model.

The coefficient values also indicate differences in the relative contribution of each variable. Cognitive assessment competence showed the highest coefficient value among the independent variables, followed by classroom management ability and work motivation. These findings indicate varying statistical contributions among the three independent variables in explaining teacher performance.

The results further reveal that classroom management ability, work motivation, and cognitive assessment competence consistently demonstrated positive coefficient values in both standardized and unstandardized analyses. The direction of these coefficients indicates positive relationships between the independent variables and teacher performance across the regression model.

Table 4. Determination coefficient test value

Model Summary^b						
Model	R	R Square	Adjusted R-Square	Std. Error of the Estimate	Durbin-Watson	
1	.671 ^a	.451	.445	5.697	1.951	

a. Dependent Variable: Teacher Performance

b. Predictors: (Constant), Classroom Management Ability, Work Motivation, Teacher Ability to Compile Cognitive Assessment

Table 4 presents the coefficient of determination generated from the regression model. The model summary shows an R value of 0.671 and an R Square value of 0.451. The adjusted R Square obtained in the model was 0.445, while the standard error of the estimate was 5.697. The Durbin-Watson value produced by the analysis was 1.951.

The coefficient of determination indicates that 45.1% of the variation in teacher performance could be explained by classroom management ability, work motivation, and cognitive assessment competence included in the regression model. The remaining 54.9% of the variation in teacher performance was associated with other variables outside the scope of this study.

The adjusted R Square value of 0.445 demonstrates that the model maintained a relatively stable explanatory capacity after adjustment for the number of predictors included in the analysis. Meanwhile, the Durbin-Watson value approaching 2.000 indicates that no substantial autocorrelation problem was detected within the regression residuals.

Overall, the findings demonstrate that classroom management ability, work motivation, and cognitive assessment competence showed positive statistical relationships with teacher performance in State Madrasah Aliyah. Both partial and simultaneous analyses consistently produced significant results across the regression model. The statistical outputs further indicate that cognitive assessment competence generated the strongest coefficient value among the three independent variables examined in this study.

The regression model also demonstrated adequate statistical consistency based on the coefficient significance values, model significance value, coefficient of determination, and collinearity statistics. The findings indicate that the variables included in the model contributed meaningfully to explaining variations in teacher performance within the observed research context.

2. Discussion

The findings of this study indicate that teacher performance in State Madrasah Aliyah is shaped by the interaction among classroom management ability, work motivation, and cognitive assessment competence. The regression analysis demonstrated that all three variables significantly influenced teacher performance, with cognitive assessment competence emerging as the strongest predictor. These findings suggest that teacher professionalism within Islamic secondary education should not be interpreted merely as technical instructional capability, but rather as a multidimensional professional structure integrating pedagogical regulation, motivational sustainability, and evaluative competence simultaneously. In urban-based State Madrasah Aliyah, teachers are expected not only to deliver instructional materials effectively, but also to maintain institutional discipline, support students' moral development, and adapt to increasing educational modernization pressures. Consequently, teacher performance in this context reflects



broader institutional and moral responsibilities than those commonly emphasized in conventional competency-based teacher models.

The significant effect of classroom management ability demonstrates that learning effectiveness within Islamic secondary education is closely associated with teachers' capacity to maintain structured, participatory, and adaptive learning environments. Classroom management in Madrasah Aliyah extends beyond procedural classroom control because teachers simultaneously regulate instructional interaction, disciplinary expectations, and value-oriented educational practices. Teachers in urban-based Islamic secondary schools face heterogeneous student backgrounds, academic competition, and institutional demands related to religious character formation. This condition explains why classroom management within Islamic educational institutions functions as adaptive pedagogical competence rather than merely technical teaching skill (Kardi et al., 2023; Rosowulan et al., 2025; Ma`arif et al., 2023).

Pedagogical effectiveness in this context is institutionally embedded and cannot be separated from educational identity and organizational culture. Classroom management therefore reflects an adaptive pedagogical-moral competency shaped by institutional transformation and the increasing complexity of Islamic educational organizations in the contemporary era (Ahmed & Pierre, 2024; de Hei et al., 2016; Ki et al., 2025). This finding indicates that faith-based educational institutions require teachers who are capable not only of managing learning activities efficiently, but also of integrating pedagogical practice with institutional and moral educational expectations. Such dynamics become increasingly visible amid the ongoing transformation of Islamic educational institutions responding to modernization, digitalization, and changing educational demands (Putra & Yanto, 2025; Rytivaara, 2012; Clark et al., 2023).

The findings further reveal that work motivation significantly contributes to teacher performance. Teachers with stronger motivational orientation tend to maintain higher instructional engagement, professional consistency, and resilience in responding to institutional pressures. These findings indicate that work motivation within Islamic secondary education functions not merely as an individual psychological disposition, but also as a professional resource sustaining teachers' commitment toward institutional and educational responsibilities. Teachers in State Madrasah Aliyah are required to fulfill academic, moral, and social functions simultaneously (Han & Yin, 2016), making motivational sustainability an essential component of teacher professionalism (Muhammad & Syahid, 2022; Siregar et al., 2022).

Unlike classroom management, which primarily reflects pedagogical regulation, work motivation in this study reflects the sustainability of teachers' professional engagement within institutionally demanding educational environments. Teachers who possess stronger motivational orientation are more capable of maintaining instructional commitment despite organizational pressure, administrative workload, and increasing educational accountability demands (Rahmi et al., 2025; Marisa et al., 2024). In this context, motivation functions not merely as emotional encouragement for teaching activities, but as a stabilizing force sustaining long-term professional involvement within faith-based educational institutions.

The findings demonstrate that motivational sustainability in Islamic secondary education develops through the interaction between institutional culture, educational mission orientation, and teachers' moral commitment toward faith-based educational responsibilities. Consequently, teacher professionalism in Madrasah Aliyah cannot be adequately understood through conventional organizational motivation frameworks that predominantly emphasize individual psychological disposition. Instead, motivation in this context reflects teachers' professional attachment to institutional identity and educational values. This issue becomes increasingly important because institutional support, professional recognition, and organizational climate significantly shape teachers' resilience and professional sustainability within demanding educational systems (Li et al., 2025; Lazarides et al., 2025; Bastian et al., 2022).

Among all variables examined in this study, cognitive assessment competence demonstrated the strongest influence on teacher performance. This finding indicates that assessment literacy constitutes a strategic component of teacher professionalism within Islamic secondary education. Teachers with stronger assessment competence tend to demonstrate higher professional effectiveness because assessment literacy directly shapes instructional feedback, learning evaluation, pedagogical reflection, and educational decision-making processes (Brookhart, 2013; Popham, 2016). In State Madrasah Aliyah, assessment competence becomes increasingly important because teachers are expected to integrate national academic standards with institutional expectations concerning religious values and character formation.

In contrast to work motivation, which reflects professional sustainability, cognitive assessment competence in this study primarily reflects teachers' evaluative authority and reflective professionalism within instructional practice. Teachers who possess stronger assessment competence are better able to regulate learning processes,

identify students' instructional needs, and conduct evidence-based pedagogical adjustments (Herppich et al., 2018; Ndlovu, 2025). Consequently, assessment competence functions not merely as technical-evaluative activity, but as reflective professionalism shaping instructional quality and pedagogical responsiveness within increasingly complex educational environments (Yan & Brown, 2017).

The findings indicate that assessment competence within faith-based educational systems functions as a higher-order professional competency integrating pedagogical regulation, institutional accountability, and value-oriented educational evaluation simultaneously. This perspective challenges competency-based teacher models that frequently subordinate assessment competence under instructional delivery competencies. Instead, assessment literacy emerges as a strategic dimension shaping teacher professionalism within Islamic secondary education, particularly amid curriculum transformation and competency-based educational reforms occurring across Islamic educational institutions (Brookhart, 2013; Popham, 2016; Kosim et al., 2024).

Reflective assessment practices increasingly influence teachers' ability to conduct evidence-based pedagogical adjustments, evaluate students' learning development, and maintain instructional responsiveness within complex educational environments (Yan & Brown, 2017; Herppich et al., 2018). At the same time, the effectiveness of assessment competence is also influenced by institutional support, professional training opportunities, and educational resources available within schools, particularly in educational systems undergoing organizational and curricular transformation (Hejnová et al., 2024; Wahyudin et al., 2024). In this regard, assessment literacy no longer functions merely as technical-evaluative activity but increasingly reflects reflective professionalism and instructional authority within contemporary Islamic secondary education (Ndlovu, 2025).

These findings further indicate that cognitive assessment competence does not operate independently in shaping teacher performance. Instead, assessment literacy interacts with classroom management ability and work motivation in forming an integrated professional competency structure within State Madrasah Aliyah. The simultaneous regression results demonstrate that teacher professionalism within Islamic secondary education cannot be adequately explained through fragmented competency approaches separating pedagogical, motivational, and evaluative dimensions from one another. Rather, teacher effectiveness emerges through the interaction among pedagogical competence,

motivational sustainability, and evaluative professionalism embedded within institutionally and morally oriented educational environments.

This finding strengthens the Competency-Based Evaluation Model developed by McClelland (1973) and Boyatzis (2008), while simultaneously extending it into the context of faith-based educational systems. Previous competency models predominantly emphasize individual and technical dimensions of professional performance. In contrast, the present findings demonstrate that teacher competency within Islamic secondary education is also shaped by institutional culture, moral orientation, and social expectations embedded within Islamic educational organizations. Consequently, teacher professionalism in Madrasah Aliyah should be understood not merely as instructional capability, but as integrated professional capacity connecting pedagogical effectiveness, motivational sustainability, evaluative competence, and institutional adaptation simultaneously (Layek & Koodamara, 2024; Hanaysha et al., 2023; Skedsmo & Huber, 2025).

These findings indicate that teacher competency within Islamic secondary education operates as a multidimensional and institutionally embedded professional system shaped by pedagogical competence, motivational sustainability, and assessment literacy simultaneously. The contribution of the present study lies not merely in integrating several variables into a single regression model, since such approaches are already common within quantitative educational research. Rather, this study demonstrates that teacher professionalism within faith-based educational institutions cannot be adequately understood through fragmented competency perspectives separating pedagogical, motivational, and evaluative dimensions from institutional and moral educational environments. By focusing on urban-based State Madrasah Aliyah, this study contributes to relatively underrepresented international discussions concerning teacher professionalism and competency-based teacher evaluation within faith-based educational systems.

The findings also show that challenges experienced by Islamic secondary education in Indonesia reflect broader transformations occurring within faith-based educational institutions worldwide. The pressure to strengthen pedagogical effectiveness, sustain teacher professionalism, and develop reflective assessment systems increasingly characterizes educational reform within religious educational organizations across different countries. Local experiences from Madrasah Aliyah therefore contribute to global discussions concerning sustainable teacher professionalism, institutional adaptation, and quality

improvement within faith-based educational systems. The findings further indicate that religious educational institutions can no longer rely solely on traditional instructional authority but must strengthen integrated professional competencies capable of responding to increasingly complex educational demands in the contemporary era (Rosowulan et al., 2025; Kosim et al., 2024; Sumanti et al., 2024).

Despite these contributions, this study has several limitations. The research was conducted only in urban-based State Madrasah Aliyah in Banten Province, limiting broader generalizability across different institutional and regional contexts. The use of a cross-sectional survey design also restricted the ability to observe long-term changes in teacher competency and professional performance over time. In addition, the regression model explains 45.1% of the variation in teacher performance, indicating that other institutional, organizational, and contextual variables outside the present model may also contribute significantly to teacher professionalism within Islamic secondary education systems.

D. Conclusion

This study demonstrates that teacher performance in State Madrasah Aliyah is shaped by the interaction among classroom management ability, work motivation, and cognitive assessment competence, with cognitive assessment competence emerging as the strongest predictor. The findings indicate that teacher professionalism within Islamic secondary education reflects integrated pedagogical, motivational, and evaluative competencies embedded within institutional and moral educational contexts rather than isolated technical instructional skills.

The study contributes theoretically by extending competency-based teacher performance perspectives beyond dominant secular educational paradigms. Unlike previous studies that examined pedagogical, motivational, and evaluative competencies separately, this research demonstrates that teacher competency within Islamic secondary education operates through an integrated relationship among pedagogical management, motivational sustainability, and assessment literacy. The findings also reinforce the position of assessment competence as reflective professionalism shaping instructional responsiveness and educational decision-making within faith-based educational systems.

Practically, the findings imply that teacher professional development policies in Madrasah Aliyah should move beyond fragmented competency training approaches. Educational institutions need to strengthen integrated professional competency frameworks

capable of simultaneously supporting classroom management effectiveness, professional motivation, and assessment literacy amid increasing pressures of educational modernization and institutional accountability within Islamic secondary education.

Future research should examine teacher professionalism across broader institutional and regional contexts, including rural madrasah, private Islamic secondary schools, and comparative settings across provinces or countries, in order to generate a more comprehensive understanding of teacher competency within faith-based educational systems. Longitudinal and mixed-methods approaches are also needed to capture the dynamic development of teacher competency and professional performance over time. In addition, future studies should explore other influential variables outside the present model, such as organizational culture, instructional leadership, teacher well-being, digital pedagogical competence, and institutional support, to develop a more holistic model of teacher professionalism within contemporary Islamic secondary education.

Ultimately, this study highlights that strengthening teacher professionalism in Islamic secondary education requires integrated professional competencies capable of responding not only to instructional demands, but also to broader institutional, moral, and educational transformation challenges in the contemporary era.

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Declaration of Competing Interest

The authors declare that there is no conflict of interest regarding the publication of this article. The research was conducted independently without any financial, institutional, or commercial influence that could affect the objectivity, interpretation, or presentation of the findings.

Declaration of Generative AI

The authors declare that artificial intelligence (AI)-assisted tools were used solely to support language refinement, grammar checking, and academic writing improvement



during the manuscript preparation process. All conceptual development, data analysis, interpretation of findings, and final scholarly responsibility remain entirely under the authors' control and accountability.

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