

Teacher Assignment Management Based on Competencies and Academic Qualifications in the Perspective of Islamic Education

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Abstract

Human resource management in schools determines the effectiveness of the learning process, one of which is through the distribution of teaching tasks. Placing teachers who do not align with their educational background and expertise can reduce the quality of teaching and organizational performance. This study aims to examine the ideal distribution of teaching tasks based on teacher competency and qualifications. The method used is a literature review analyzing various relevant educational management concepts and theories. The results of the study indicate that effective distribution of tasks must be based on appropriate disciplines, mastery of professional and pedagogical competencies, and a proportional workload analysis. Implementing this principle requires accurate data support, policy transparency, and active teacher participation. The implications of these findings emphasize the importance of careful planning and a continuous evaluation system to ensure that each task is assigned to the most appropriate personnel, thereby improving the quality of learning and overall school performance.

Keywords: Division of Tasks, Teacher Competency, Academic Qualifications

A. Introduction

Human resource management in schools is a fundamental aspect that determines the success of the educational process. The basic principles of good

educational management will create an orderly and focused system.¹One management function that directly impacts the quality of learning is the assignment or distribution of teaching tasks to teachers. Appropriate assignment of tasks ensures that each subject or field of study is handled by educators with the capacity and capabilities appropriate to the demands of the material being presented. Inappropriate teacher placement can result in decreased effectiveness in material delivery, obstacles to achieving learning objectives, and potential professional dissatisfaction among teachers themselves.

Education plays a key role in driving sustainable behavioral change through collective awareness in schools.²In addition, quality education is an important means for social mobility in order to achieve a more decent life.³The process of determining who teaches what must be done through careful consideration and based on valid data regarding the profile of each teaching staff member.⁴Competence and qualifications are two main indicators that represent a teacher's capacity to carry out his professional duties.⁵Qualifications refer more to formal aspects such as educational background, academic level, and certificates or diplomas held, which are legal requirements for appointment and assignment. Meanwhile, competency encompasses mastery of the knowledge, skills, and attitudes necessary to perform a job effectively. Strengthening these capabilities is crucial, especially to help teachers develop teaching materials that align with the latest curriculum.⁶These two aspects complement each other and serve as the primary basis for determining the appropriateness of the assigned workload to the individual's abilities. Diverse education also supports the development of social skills, which are beneficial for personality development.⁷The application of the principle of the right man on the right place in schools will be realized if the division of tasks truly considers these two variables comprehensively.

The division of teaching tasks based on competency and qualifications is closely related to the quality of learning that occurs in the classroom.⁸Teachers who teach in accordance with their areas of expertise and educational background tend to have a deeper grasp of the subject matter, the ability to select relevant learning methods, and the ability to develop appropriate teaching materials. This fosters a positive interactive

¹Akmal, D. Kurniawan, D. Darmawan, and A. Wardani. "Educational management." IntiPresindo Pustaka, Bandung (2015).

² Gautama, Elly Christanty, and Rahayu Mardikaningsih. "Driving Sustainable Behavior Change Through Education and Public Awareness." *Journal of Social Science Studies* 2.1 (2022): 259.

³ Hartono, R., and B. Sulisty. "The Role of Education in the Social Mobility of Poor Children in Urban Settings." *Studi Ilmu Sosial Indonesia* 2.1 (2022): 109.

⁴ Manap, Heni Rihani. "The Influence of Selection and Assignment Placement on the Quality of Human Resources in the Education Sector." *INTERDISIPLIN: Journal of Qualitative and Quantitative Research* 1.2 (2024): 80. <https://doi.org/10.61166/interdisiplin.v1i2.16>

⁵Raju, Letchumie Devi Varatha, and Azni Yati Binti Kamaruddin. "The Analysis of Competencies Among Teachers." *International Journal of Research Publications* 189.1 (2026). <https://doi.org/10.47119/ijrp1001891120268597>

⁶Arum, D. S., et al. "Strengthening teacher competency in developing independent curriculum teaching modules." *Expression: Publication of Indonesian Community Service Activities* 1.3 (2024): 25.

⁷ Hariani, Mila, Mirza Elmy Safira, and Sri Wahyuni. "Multidisciplinary education and the growth of social competence in children." *Journal of Social Science Studies* 1.2 (2021): 253.

⁸ Briole, Simon. "From teacher quality to teaching quality: Instructional productivity and teaching practices." *Economics of Education Review* 111 (2026): 102759.

environment for students' emotional development.⁹This will directly increase teachers' confidence in interacting with students and presenting lesson material. Conversely, inappropriate assignments can make it difficult for teachers to understand the content, potentially leading to inaccurate information delivery or rigid and uninnovative learning. The subsequent impact will undoubtedly be felt by students in the form of suboptimal knowledge acquisition.

In addition to impacting academic aspects, rational and fair task distribution also impacts the work climate and teacher motivation in schools. When teachers feel that the tasks assigned take into account their expertise and background, a sense of appreciation and recognition develops within the organization. This strengthens the role of education in fostering a broad global perspective for all school members.¹⁰This contribution results in increased work morale, commitment to the institution, and improved professional performance. School management that is able to organize schedules and distribute tasks based on principles of fairness and competency alignment will be able to minimize the potential for internal conflict and complaints that often arise from feelings of unfairness in the distribution of the workload. This is because disparities in access to education often pose a significant challenge that requires appropriate strategies to resolve.¹¹Policies related to teacher assignments must be formulated transparently, objectively, and based on clear standards.

The discussion regarding the pattern of teaching task distribution in this study is based on the Theory of Human Resource Placement and Assignment.¹²This theory emphasizes that the personnel assignment or placement process is a crucial step after the selection process, where the organization places individuals in positions that best match their job specifications and qualifications. This process requires structured evaluation to ensure optimal career development for personnel.¹³According to this theory, the primary goal of placement is to maximize an individual's contribution to the organization by matching their abilities with the demands of the job. Furthermore, teachers' readiness to adapt to new work environments is key to their professional resilience.¹⁴This theory also explains that effective placement requires a clear job analysis and a thorough evaluation of the competencies and qualifications of each prospective personnel.

Dessler's theory provides a strong foundation for understanding the mechanisms of task allocation in schools. This concept emphasizes that the success of an organization is largely determined by how its people are managed and placed in appropriate roles. In educational settings, the position of teacher has unique

⁹ Gani, A. "Character education and children's socio-emotional development in the social interaction environment." *Studi Ilmu Sosial Indonesia* 5.1 (2025): 103.

¹⁰ Hariani, Mila, and Rahayu Mardikaningsih. "The Social Education Role in Shaping Students' Global Awareness in Higher Education." *Journal of Social Science Studies* 2.1 (2022): 55.

¹¹ Rojak, Jeje Abdul, and Rafadi Khan Khayru. "Disparities in access to education in developing countries: Determinants, impacts, and solution strategies." *Journal of Social Science Studies* 2.1 (2022): 31.

¹² Dessler, Gary. "Human Resource Management. Pearson education." Inc., Publishing as Prentice Hall (2019). <https://doi.org/10.1080/0958519090346660>

¹³ Chada, Narin Suchada. "Structured Evaluation in Mentoring Programs for Student Career Development in Higher Education." *Bulletin of Science, Technology and Society* 2.3 (2023): 64.

¹⁴ Liwak, Shohibul, Didit Darmawan, and Muhammad Yusron Maulana El-Yunusi. "Adaptation Readiness and Resilience Building of Novice Teachers in Navigating the World of Education Professional Work." *Journal of Social Science Studies* 3.1 (2023): 213.

characteristics that require specific expertise in specific disciplines as well as pedagogical skills. Appropriate role assignment also helps reduce social stereotypes that sometimes limit opportunities in the workplace.¹⁵The application of this theory demonstrates that principals, as managers, must be able to map all available resources, understand the strengths and weaknesses of each teacher, and develop workload allocation strategies that optimize existing potential. Through inclusive and participatory education, the future of the school community can be rebuilt for the better.¹⁶Without a good understanding of these placement principles, schools will struggle to achieve the expected performance standards.

Based on observations of various practices in the field, a mismatch between the subject areas taught and the teachers' educational backgrounds remains. In some cases, teachers are often assigned to teach subjects outside their primary disciplines for various reasons, such as limited teaching staff or pressing scheduling demands. The issue of inequitable access within the education system is often a barrier to progress that needs to be addressed immediately.¹⁷This situation often occurs without a thorough analysis of whether the teacher in question has adequate supporting competencies for the subject. As a result, the workload is disproportionate to their capacity, and teachers are forced to work hard on material that isn't their primary area of expertise, ultimately consuming time and energy that could be used for better lesson preparation.

Another emerging issue relates to the lack of standard operating procedures for assigning teaching tasks in schools. Some educational institutions still employ subjective task allocation systems based on established practices, ignoring the latest developments in teacher qualifications and competencies. Yet, every educator needs support in adapting to the ever-changing professional work environment.¹⁸In fact, teacher competency can develop over time through various training activities, seminars, or continuing education. School management's inability to map this competency and qualification data in a timely and systematic manner results in the under-management of teacher potential. This poorly organized management hinders the creation of an effective educational organizational structure.¹⁹This also raises questions about the effectiveness of the policies taken, whether they are truly aimed at improving the quality of education or merely fulfilling administrative requirements.

This study, which examines the distribution of teaching tasks based on competency and qualifications, aims to gain a comprehensive picture of best practices applicable to school management. The goal is to encourage positive behavioral changes

¹⁵ Sajjapong, Thanawat, Didit Darmawan, and Antonino Pedro Marsal. "The Role of Social Stereotypes in Shaping Opportunities and Inequalities in Society: Their Impact on Education, Employment, and Intergroup Interactions." *Bulletin of Science, Technology and Society* 1.1 (2022): 44

¹⁶ Warin, Araya Kanchanapisek. "Reconstructing Community Futures Through Non-Formal Education for Participatory and Inclusive Social Advancement." *Journal of Social Science Studies* 2.1 (2022): 183.

¹⁷ Rojak, Jeje Abdul, and Rafadi Khan Khayru. "Disparities in access to education in developing countries: Determinants, impacts, and solution strategies." *Journal of Social Science Studies* 2.1 (2022): 31

¹⁸ Liwak, Shohibul, Didit Darmawan, and Muhammad Yusron Maulana El-Yunusi. "Adaptation Readiness and Resilience Building of Novice Teachers in Navigating the World of Education Professional Work." *Journal of Social Science Studies* 3.1 (2023): 213.

¹⁹ Akmal, D. Kurniawan, D. Darmawan, and A. Wardani. "Educational management." *IntiPresindo Pustaka*, Bandung (2015).

for school advancement through quality-conscious education.²⁰This study attempts to describe how the planning and assignment process should be conducted to achieve effective, efficient, and equitable workload distribution. Through this study, it is hoped that indicators can be identified that school leaders should consider when mapping teachers' competencies and academic qualifications to the subjects they will teach. This effort is crucial for realizing a more inclusive future for education and for having a broad impact on society.²¹Understanding this is essential to create a professional human resource management system that is oriented towards improving the quality of educational services for students.

B. Literature Review

I. Teacher Assignment Management in Educational Institutions

Teacher assignment management is one of the strategic functions of educational human resource management aimed at placing teachers according to their competencies, qualifications, and institutional needs. Appropriate assignment enables alignment between teachers' abilities and the subjects they teach, additional responsibilities, and institutional duties entrusted to them. In modern management perspectives, the principle of the right person in the right place serves as the foundation for determining the effectiveness of teacher assignments.²² Assigning teachers to roles that do not match their competencies may reduce the quality of instruction, work motivation, and the achievement of educational objectives. Therefore, teacher assignment processes should be based on organizational needs analysis and teachers' professional capacities.

In the context of Islamic education, teacher assignment management is not merely oriented toward organizational efficiency but also toward achieving the goals of *tarbiyah*, which encompass the development of knowledge, morality, and spirituality among students. The paradigm of Islamic educational management places trustworthiness (*amanah*), justice (*al-'adl*), professionalism (*itqan*), and public benefit (*maslahah*) as key principles in managing educational human resources.²³ Teacher assignment is viewed as an institutional responsibility that must be carried out objectively and proportionally. These principles serve as the basis for educational leaders in determining a fair and professional distribution of teaching responsibilities. Consequently, teacher assignment management in Islamic educational institutions involves both managerial effectiveness and moral accountability.

2. The Concept of Teacher Competence

Teacher competence refers to a set of knowledge, skills, attitudes, and values that enable teachers to perform their professional duties effectively. In the Indonesian educational system, teacher competence includes pedagogical, professional, social, and personal competencies. These four competencies serve as the primary indicators for

²⁰ Gautama, Elly Christanty, and Rahayu Mardikaningsih. "Driving Sustainable Behavior Change Through Education and Public Awareness." *Journal of Social Science Studies* 2.1 (2022): 259.

²¹ Warin, Araya Kanchanapisek. "Reconstructing Community Futures Through Non-Formal Education for Participatory and Inclusive Social Advancement." *Journal of Social Science Studies* 2.1 (2022): 183.

²² A Padovano, "Towards Human-AI Collaboration in the Competency-Based Curriculum Development Process: The Case of Industrial Engineering and Management Education," *Computers and Education Artificial Intelligence* 7 (2024), <https://doi.org/10.1016/j.caeai.2024.100256>.

²³ S Bhagavathula, "Fostering Collaboration in City Governments' Sustainability, Emergency Management and Resilience Work through Competency-Based Capacity Building," *International Journal of Disaster Risk Reduction* 63 (2021), <https://doi.org/10.1016/j.ijdrr.2021.102408>.

assessing the quality and suitability of teachers in carrying out educational responsibilities.²⁴ Competence is not limited to mastery of subject matter but also includes the ability to manage learning processes, establish positive social interactions, and serve as role models for students. Therefore, competence becomes one of the primary foundations for assigning teachers to specific roles and responsibilities.

Numerous studies have demonstrated that teacher competence has a significant relationship with instructional effectiveness and educational quality. Teachers with high levels of competence tend to design more innovative learning experiences, create conducive classroom environments, and improve students' academic achievements. Conversely, a mismatch between assigned duties and teachers' competencies may generate various professional challenges and reduce instructional effectiveness.²⁵ Therefore, competency-based teacher assignment policies have become an essential requirement in contemporary educational management. Such policies contribute to enhancing both teacher performance and institutional effectiveness. From the perspective of Islamic education, the concept of teacher competence extends beyond conventional competency models.²⁶ Teachers are expected not only to possess pedagogical and professional competencies but also spiritual and leadership competencies. Spiritual competence relates to moral integrity, exemplary conduct, sincerity, and awareness of one's role as a servant of Allah in carrying out educational responsibilities. Leadership competence, meanwhile, refers to the ability to guide, influence, and direct students toward the development of Islamic character. Several scholars have proposed six dimensions of teacher competence in Islamic education: spiritual, personal, pedagogical, professional, social, and leadership competencies. These dimensions reflect the holistic nature of Islamic educational philosophy.

3. Academic Qualifications as a Basis for Teacher Assignment

Academic qualifications refer to the level of formal education attained by teachers in accordance with established educational standards. Academic qualifications function as indicators of intellectual and professional capacity in performing educational duties. In educational management practices, academic qualifications are used as a basis for determining teaching assignments, academic responsibilities, and career development opportunities.²⁷ Assigning teachers according to their academic backgrounds facilitates more effective and high-quality learning processes.

The literature indicates that alignment between teachers' academic backgrounds and the subjects they teach significantly influences instructional quality. Teachers who teach within their areas of specialization generally demonstrate better

²⁴ L Daouk-Öyry, "Evidence-Based Management Competency Model for Managers in Hospital Settings," *British Journal of Management* 32, no. 4 (2021): 1384–1403, <https://doi.org/10.1111/1467-8551.12434>.

²⁵ T A Kuzovkova, "Development of Technical Project Management Competencies Based on the Gamification Method and the Efficiency Synergy Model," *2024 Systems of Signals Generating and Processing in the Field of on Board Communications Sosg 2024 Conference Proceedings*, 2024, <https://doi.org/10.1109/IEECONF60226.2024.10496797>.

²⁶ A López-Alcarria, "Water, Waste Material, and Energy as Key Dimensions of Sustainable Management of Early Childhood Eco-Schools: An Environmental Literacy Model Based on Teachers Action-Competencies (ELTAC)," *Water Switzerland* 13, no. 2 (2021), <https://doi.org/10.3390/w13020145>.

²⁷ R Sirisomboon, "Enhancing the Competencies of Obstetrical Nurses and Midwives in High-Risk Pregnancy Management through Simulation-Based Training in Lao People's Democratic Republic: A Pilot Study," *Midwifery* 137 (2024), <https://doi.org/10.1016/j.midw.2024.104132>.

mastery of content than those assigned outside their fields of expertise. Consequently, assignment policies based on academic qualifications constitute an important component of educational quality assurance.²⁸ Furthermore, improving academic qualifications through advanced education has become a key strategy in promoting teacher professional development. Thus, academic qualifications serve both as a prerequisite for effective teaching and as a foundation for professional growth.

In Islamic education, academic qualifications are closely related to the concept of *ahl al-khibrah*, which emphasizes assigning responsibilities to individuals who possess the appropriate expertise. This principle has a strong normative basis in Islamic teachings, which stress the importance of entrusting affairs to competent and qualified individuals.²⁹ Therefore, teacher assignments should consider educational background, disciplinary specialization, and relevant professional experience.³⁰ Academic qualifications are not merely administrative requirements but also represent a moral responsibility to ensure the quality of education delivered to students. This perspective highlights the integration of professional standards and ethical accountability in Islamic educational management.

C. Method

This research began with a literature review approach chosen to gain a comprehensive and systematic understanding of teacher task allocation. This approach enabled the researcher to examine concepts, theories, and previous research findings related to human resource management in schools, teacher competency, and assignment systems. In this way, the researcher was able to develop a comprehensive synthesis of ideas regarding the ideal task allocation pattern based on effective and efficient management principles. The study was conducted systematically through a review of the suitability of findings from various sources, thus forming a strong and accountable scientific argument.³¹

The data sources used are derived from highly credible scientific literature in the fields of education and management. Data were collected from reference books discussing school management, educational administration, and human resource development. Additionally, scientific articles published in accredited journals highlighting pedagogical competence, teacher professionalism, and teacher assignment policies were used as references. Regulatory documents and guidelines related to teacher management in schools were also analyzed to strengthen the research foundation. All sources were selected based on relevance, currency, and validity of the information, ensuring the quality of the analysis.³²

²⁸ D C Agrawal, "The Evaluation of Competency-Based Diagnosis System and Curriculum Improvement of Information Management," *International Journal of Information and Communication Technology Education* 17, no. 2 (2021): 87–102, <https://doi.org/10.4018/IJICTE.2021040106>.

²⁹ M Vaskova Kjulavkovska, "Integrating Training and Performance Management of Civil Aviation Inspectors: A Pilot Study of the Mediating Role of Competency-Based Training," *International Journal of Training and Development* 26, no. 1 (2022): 29–54, <https://doi.org/10.1111/ijtd.12234>.

³⁰ M Hakimi, "The Effects of Competency-Based Education on Midwifery Students' Knowledge, Skills, and Self-Confidence for Postpartum Hemorrhage Management," *Nursing and Midwifery Studies* 10, no. 3 (2021): 137–44, https://doi.org/10.4103/nms.nms_16_20.

³¹ Khanna, Renu, et al. "Study Methodologies." *Ill Health among Tribal Communities in India: A Synthesis of Three Studies on Historical Exclusion, Conflict and Health Systems* (2025): 55.

³² Farleni, Fenti, et al. "Education Policies for enhancing professional competence in elementary school teachers." *Journal of Education Research and Evaluation* 8.1 (2024): 58-66. <https://doi.org/10.23887/jere.v8i1.68733>

Data analysis was conducted using content analysis techniques. This process began by grouping information into key themes, such as competency concepts, academic qualifications, task allocation principles, and their implications for teacher performance. The information obtained was then synthesized to draw conclusions regarding effective task allocation patterns. Content analysis aims to provide a snapshot of the phenomenon through interpretation of the communication content within the document.³³The importance of applying systematic and objective analysis methods in library research in order to produce valid and reliable findings.³⁴Thus, content analysis is seen as an appropriate approach to support the achievement of the objectives of this research.

D. Result

The fundamental principle in the division of teaching tasks is the alignment of the subject area taught with the teacher's educational background or academic qualifications. Each subject has specific characteristics and scientific structure, requiring in-depth conceptual mastery, typically acquired through formal education. Teachers who teach within their discipline have the advantage of understanding the scope of the material, the relationships between concepts, and the latest developments in the field. This enables them to develop systematic and logical lesson plans without experiencing significant difficulty grasping the substance of the material. Teacher expertise in their field is the primary foundation for smooth teaching and learning activities and avoids confusion for students.³⁵ This discrepancy is often the main source of problems in the teaching and learning process, where teachers have difficulty explaining the material thoroughly due to the limitations of their basic understanding.

Professional and pedagogical competence are the next determining factors to consider in the assignment process. The academic qualifications listed on a diploma do not necessarily guarantee a teacher's actual ability to deliver the material.³⁶School management also needs to assess teachers' abilities to manage learning, understand student characteristics, and master teaching methods and strategies. Every teacher needs to possess strong teaching skills to maintain a lively classroom atmosphere and effectively convey knowledge to students.³⁷Teachers with strong pedagogical competence will be able to transform their knowledge into teaching materials that are easily understood by students. Assignment of tasks that takes this aspect into account will ensure that the subject matter is not only theoretically mastered by the teacher but also delivered effectively and engagingly to students. The quality of teaching is

³³Bardin, L. "Content Analysis." SAGE Publications (2013). <https://doi.org/10.4135/9781849208725>

³⁴ Cohen, Louis, Lawrence Manion, and Keith Morrison. *Research methods in education*. routledge, 2018. <https://doi.org/10.4324/9781315456185>

³⁵Alam, Muchammad Bachrul, and Didit Darmawan. "The Influence of Teacher Competence on Student Learning Outcomes in Elementary Madrasahs." *NUSRA: Journal of Research and Educational Sciences* 6.1 (2025): 48-59.

³⁶ Misad Ascuña, Karla Vanessa. "Pedagogical Competence of The Basic Education Teacher." *Pakistan Journal of Life & Social Sciences* 22.2 (2024).<https://doi.org/10.57239/pjlss-2024-22.2.001199>

³⁷ Pramudya, Gitarani, and Rahayu Mardikaningsih. "Teacher Self-Efficacy and Engagement in Professional Development." *Journal of Social Science Studies* 1.1 (2021): 233-238.

crucial because it significantly determines whether students achieve satisfactory results.³⁸

Workload analysis is a technical aspect that cannot be ignored in the process of developing a teaching assignment pattern for teachers in a school environment. The assignment must be carried out with careful attention to the balance between several interrelated factors, namely the number of teaching hours a teacher must carry out in one week, the number of students for whom the teacher is responsible both in one class and in the overall curriculum, and the level of difficulty of the material presented, which can vary from one subject to another.³⁹ Flexibility in the distribution of teaching tasks is necessary to address various special conditions that may occur in schools, especially in situations where there is a shortage of teaching staff with specific qualifications in certain fields of study.⁴⁰

Teaching assignments outside of the primary field are still professionally acceptable as long as the assignment remains within a related discipline or has a clear epistemological connection.⁴¹ Furthermore, the teacher in question must possess an intrinsic interest and a genuine desire to delve deeper into the new material, as without this willingness to learn, the necessary competencies will never develop. This policy of assigning teachers outside their core field of expertise must be accompanied by systematic support from the school, for example, through the provision of specialized training programs designed to enhance the teacher's competency in the new field of work. Support can also be provided through guidance or mentoring mechanisms, where more senior teachers or teachers with relevant backgrounds can assist colleagues who are adjusting to the new field of work. With adequate support, the teacher's competency in the new field can gradually improve and ultimately meet the competency standards required by the national curriculum and teacher professional standards.

The implementation of a computerized management information system significantly assists in the planning and assignment of teaching assignments. This system allows school management to store and display comprehensive data on each teacher's profile, including educational background, certifications, training, and teaching experience. Accurate and easily accessible data is essential for sound management decision-making.⁴² The use of information technology makes it easier for schools to organize schedules and place teachers in positions that best suit their skills.⁴³ With this data, the principal can carry out simulations and planning of task distribution more

³⁸ Bayhaqi, Hasmi Nur, and Didit Darmawan. "Do Teacher Competence, Learning Environment, and Academic Stress Significantly Influence Student Learning Outcomes in Islamic Junior High Schools?." *Prima Magistra: Jurnal Ilmiah Kependidikan* 6.3 (2025a): 396-412.

³⁹ Chigambayeva, Diana, Makar Goryakin, and Polina Batova. "Optimization models for teaching load formation of university teachers." 2024 IEEE AITU: Digital Generation. IEEE, 2024. <https://doi.org/10.1109/ieeconf61558.2024.10585368>

⁴⁰ Sengschmid, Eva, et al. "Out-of-field teaching in Austria: A comprehensive analysis of its prevalence at the school, teacher, and subject levels based on TALIS 2018." *European Educational Research Journal* (2025): 14749041251376730.

⁴¹ Sergiovanni, T. J. "Supervision: A redefinition." (2007).

⁴² Bush, Tony, and Les Bell, eds. *The principles and practice of educational management*. Sage, 2002. <https://doi.org/10.4135/9781446217441>

⁴³ Hariani, Mila, and Vatosoa Mendrika. "Online Learning Dynamics and Lecturers' Competence in Technology." *International Journal of Service Science, Management, Engineering, and Technology* 3.3 (2023): 39-42.

quickly, precisely, and objectively, and minimize the elements of subjectivity or personal considerations that often cause dissatisfaction among teachers.

Transparency and participation are key to successfully implementing the division of teaching tasks. Teachers need to be involved in the initial planning process to communicate their preferences, time availability, and abilities. This mechanism fosters a sense of fairness and respect for teacher professionalism. Open and participatory organizational structures tend to have higher levels of job satisfaction and lower internal conflict.⁴⁴ Direct teacher involvement makes them feel more appreciated and more enthusiastic about carrying out their teaching duties every day.⁴⁵ When teachers understand the rationale behind why they are assigned certain subjects, they will more easily accept the decision and commit to carrying out the task with full responsibility.

Regular evaluation and monitoring of the implementation of task allocation are necessary to ensure the effectiveness of established policies. Observations indicate that appropriate teacher placement is reflected in teachers' comfort in teaching, positive student responses, and satisfactory learning outcomes. If teachers encounter obstacles or difficulties in carrying out their duties, an evaluation is necessary to identify the causes and solutions. A good management system always includes a feedback mechanism for continuous adjustments and improvements, so that the quality of educational services can be continuously enhanced according to existing needs.⁴⁶ Through regular supervision, schools can ensure that the educational process remains on the right track and student discipline is maintained.⁴⁷

Continuous competency development is a logical consequence of a dynamic task distribution system.⁴⁸ Schools should not simply assign teachers, but also be responsible for ensuring their competencies are continuously improved to meet the demands of their assigned tasks. Training programs, workshops, or teacher group activities can be designed based on needs data emerging from the analysis of task allocation. Teachers who continually learn and develop themselves will become more capable educators ready to face future challenges.⁴⁹ Thus, the division of tasks serves not only as an administrative function but also as a tool for identifying human resource development needs. Investment in this competency development will yield long-term results in the form of improved quality, reliable and professional human resources.

⁴⁴ Hoy, Wayne K., and Cecil G. Miskel. "Educational administration: Theory, research, and practice." (2012).

⁴⁵ Darmawan, Didit, et al. "A study on the role of competency variables, performance assessment, and working conditions on the realization of teacher job satisfaction." *Journal of Education and Entrepreneurship* 9.2 (2021): 516-530.

⁴⁶ West-Burnham, Jhon. "Managing Schools for High Performance: A Strategy for Excellence." Routledge (2009) <https://doi.org/10.4324/9780203872442>

⁴⁷ Rozikin, Mochammad Zainul, Solchan Ghozali, and Didit Darmawan. "Teacher Adaptation and the Role of Educational Institutions to Foster Learner Discipline and Participation in the Classroom." *Journal of Social Science Studies* 3.1 (2023): 199-212.

⁴⁸ Price, David W. "To effectively address complex Healthcare problems, continuing professional development must evolve." *Journal of Continuing Education in the Health Professions* 43.4S (2023): S59-S63. <https://doi.org/10.1097/ceh.0000000000000537>

⁴⁹ Putra, A. R., D. Darmawan, and R. Mardikaningsih. "Improving Student Ability with Teacher Professionalism and Competence." *Indonesian Scientific Journal of Educational Management* 3.3 (2017): 139-150.

The positive impact of proper division of tasks will be seen directly in the quality of the learning process in the classroom.⁵⁰ Teachers who teach within their areas of expertise tend to be more confident, creative in developing learning methods, and able to address various questions or challenges from students. Subject matter can be delivered in a more coherent, in-depth, and relevant manner to students' needs. High-quality teaching is key to student motivation and enjoyment in learning.⁵¹ This creates a conducive and effective learning environment, where knowledge transfer occurs smoothly. This high-quality process will ultimately lead to optimal student learning outcomes and the achievement of national education goals overall.

In addition to impacting academic aspects, rational, competency-based task allocation also significantly impacts the organizational climate and work culture in schools. When teachers perceive that their placements are based on professional and objective considerations, trust in school leadership increases. This contributes to the creation of harmonious and synergistic working relationships among teachers and with school leaders.⁵² Good relationships in the school environment greatly support the success of the character education process for all students.⁵³ Work motivation will grow because teachers feel valued and their potential is maximized for the advancement of the institution. This positive work climate is crucial for creating stability and smooth implementation of various planned educational programs.

The involvement of teachers in the process of planning the distribution of teaching tasks also provides a valuable opportunity for them to develop themselves in new scientific fields that are still relevant to the basic competencies they already possess.⁵⁴ School management needs to be deeply aware that the division of teaching tasks is one of the most strategic human resource management functions and has the broadest impact on all educational activities in the school.⁵⁵ Mistakes made in this task allocation step, such as assigning teachers to areas that do not match their competencies, giving an unbalanced teaching load among teachers, or ignoring teacher preferences and professional development needs, will have a broad impact on various aspects of educational activities such as the quality of curriculum implementation, teacher motivation, the work climate in the school environment, and ultimately student learning outcomes. This broad impact occurs because teachers are the

⁵⁰ Thomas, D. Classroom teachers' role (2025): 29–36. <https://doi.org/10.4324/9781003666714-6>

⁵¹ Darmawan, Didit, and Muhammad Izzul Haq. "Professional Competence of Islamic Religious Education Teachers in Motivating Learning and Disciplining Mts Students." *Al Yasini: Journal of Islam, Social, Law and Education* 11.02 (2026): 334-334.

⁵² Friyadi, R., and Efriyanti, L. "The Influence of Work Culture and Job Placement (Staffing) on the Work Productivity of Teachers and School Employees." *Journal of Islamic Education* (2025). <https://doi.org/10.58485/jie.v4i3.564>

⁵³ Mahmud, Asrori, and Didit Darmawan. "The Influence of Islamic Boarding School Culture and Teacher Competence on the Formation of Student Character at An-Nur Ha Islamic Boarding School, Jember." *NUSANTARA: Journal of Social Sciences* 12.5 (2025): 2212-2220.

⁵⁴ Vicol, Nelu. "The Professionalisation Of Teaching Staff In A Different Paradigm." *Journal Of Romanian Literary Studies* 32 (2023): 111-124.

⁵⁵ Ginting, Gresia Vani Br, and Andita Sayekti. "Applying Workload and Full-Time Equivalent Analysis to Determine Optimal Teacher Requirements." *Journal of Social Studies Arts and Humanities (JSSAH)* 5.1 (2025): 007-012.

spearhead of educational implementation, and almost all core educational activities involve an active role for teachers in the classroom.⁵⁶

The ideal task distribution pattern is basically a pattern that is able to balance the needs of the school with the individual abilities of teachers.⁵⁷ No single model can be rigidly applied to all schools, as each institution has different conditions and resource characteristics. However, the core principles remain the same: placement based on valid competency and qualification data, implemented transparently, and evaluated periodically. Collaboration between teachers, parents, and the school community is also essential to support educational progress.⁵⁸ Implementing this approach will ensure that each lesson is handled by the most appropriate staff and capable of providing the best educational services for students. Ultimately, well-managed education will help improve social welfare and open up opportunities for a brighter future.⁵⁹

Investing time and thought into creating a well-organized task distribution will pay off with more effective and efficient school performance. Student success in learning is the combined result of engaging teaching methods, a supportive environment, and a strong enthusiasm for learning.⁶⁰ The combination of these factors creates a fun learning experience and has a long-term positive impact on the development of students' intellectual abilities and personalities.⁶¹ A well-planned assignment arrangement is a real first step towards creating a quality school and producing a smart and noble next generation.

⁵⁶Judijanto, Loso, Nurya Savitri Agustin, and Christine Silowaty Purba Darry. "Teachers, Curriculum, and Problems: A Critical Reflection on Education." *Educational Scientific Journal Founders: Sultan Muhammad Syafiuddin Sambas Islamic Institute* 10.2 (2024): 190-200.

⁵⁷ Balakrishnan, V. (2017). Students, teachers have shared responsibilities. <https://doi.org/10.13140/rg.2.2.24646.88648>

⁵⁸Firmansyah, Bagus, Nelud Darajaatul Aliyah, and Didit Darmawan. "The influence of Islamic Religious Education teacher competence, parental attention, and peer interaction on the formation of student character at MA Unggulan Nur Al-Jadid Waru Sidoarjo." *TEACHING: Journal of Teacher Innovation and Educational Sciences* 4.3 (2024): 203-214.

⁵⁹ Hariani, Mila, and Rahayu Mardikaningsih. "The Social Education Role in Shaping Students' Global Awareness in Higher Education." *Journal of Social Science Studies* 2.1 (2022): 55-60.

⁶⁰Hidayat, Lutfi, Ilham Abimanyu, Didit Darmawan, D., & Busro Muhammad Al Mursyidi. M. "Student Learning Outcomes: Analysis of the Influence of Teacher Competence, Learning Motivation, and Learning Environment." *PESHUM: Journal of Education, Social and Humanities* 5.1 (2025): 1605-1619.

⁶¹Yanti, Y., and D. Darmawan. "The Influence of Teacher Competence and Learning Environment on Learning Outcomes through Learning Motivation as an Intervening Variable." *Indonesian Scientific Journal of Educational Management* 2.4 (2016): 269-286.

Conclusion

An effective teacher assignment pattern must be based on comprehensive consideration of each teacher's academic qualifications and competencies. The principle of appropriate placement will ensure that each subject is handled by educators who possess appropriate mastery of the material and pedagogical skills. Implementing this pattern has a positive impact on improving the quality of learning, teacher performance, and the creation of a conducive organizational climate. Its successful implementation depends heavily on the availability of accurate data, policy transparency, active teacher participation, and a continuous evaluation system to make improvements and adjustments as needed. The results of this study imply that school management needs to develop clear standard operating procedures for teacher assignments. Principals are required to possess strong analytical skills to map the potential of existing human resources. The use of a management information system is highly recommended to support objective and rapid decision-making. Furthermore, the assignment policy must be accompanied by a continuous competency development program to ensure teachers are always prepared to face the increasingly complex and dynamic demands of the times.

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