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DEEP LEARNING-BASED TEACHER PERFORMANCE MANAGEMENT IN STRENGTHENING THE CHARACTER OF GRADUATE PROFILES

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Abstract

The transformation of education through a deep learning approach requires madrasahs not only to pursue academic achievement but also to strengthen students' character through meaningful learning experiences. In this context, co-curricular activities serve as a strategic medium for character development; however, their effectiveness depends substantially on the quality of teacher performance management. This study aims to analyze teacher performance management in the implementation of deep learning-based co-curricular activities to strengthen the character dimensions of the graduate profile at MTs Mathalibul Huda Mlonggo. A qualitative approach with a case study design was employed. Data were collected through interviews, observations, and document analysis and were analyzed using the interactive model of Miles, Huberman, and Saldaña, consisting of data condensation, data display, and conclusion drawing. The findings reveal that teacher performance management was implemented through three main stages: planning, implementation, and evaluation. During implementation, teachers functioned as facilitators, mentors, and learning companions by applying the principles of mindful learning, meaningful learning,

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and joyful learning. Evaluation was conducted through monitoring, supervision, reflection, and continuous improvement. Systematic teacher performance management contributed to strengthening the character dimensions of the graduate profile, particularly religiosity, integrity, responsibility, independence, collaboration, and leadership. The study concludes that deep learning-based co-curricular activities can serve as an effective instrument for character development when supported by structured and high-quality teacher performance management. These findings contribute to the discourse on madrasah-based character education and provide practical implications for improving teacher management practices in co-curricular programs.

Keywords: Teacher Performance Management; Co-Curricular Activities; Deep Learning; Character Education; Graduate Profile.

INTRODUCTION

The transformation of 21st-century education requires educational units not only to produce graduates who excel in academic aspects, but also to have sufficient character, social competence, critical thinking skills, creativity, collaboration, and adaptability to face the complexities of modern life. Changes triggered by the digital revolution, the development of artificial intelligence, and global social dynamics have driven a paradigm shift in education from a knowledge-transfer-based approach to holistic student capacity development. In this context, character is no longer seen as a by-product of the educational process, but rather as the main goal that must be systematically built through authentic, contextual, and meaningful learning experiences (Azzahra & Jaya, 2025; Feri, 2025). Various studies show that the success of future education is highly determined by the ability of educational institutions to integrate competency and character development simultaneously so as to produce graduates who are not only intellectually intelligent but also socially and morally mature.

In line with these demands, the Indonesian government has begun to mainstream the *deep learning* approach as a learning paradigm that emphasizes *mindful learning*, meaningful *learning*, and *joyful learning*. This approach places learners as active subjects who build understanding through reflection, exploration, collaboration, and direct involvement in the learning experience. According to Andayanie et al., (2025), *deep learning* is a pedagogical framework that is able to transform the learning experience to be more reflective, personal, and relevant to the needs of the 21st century. These findings are strengthened by Siregar et al., (2025) who conclude that the implementation *of mindful*, *meaningful*, and *joyful learning*

contributes to increasing learning motivation, critical thinking skills, self-awareness, and the connection between learning materials and students' real lives.

In the perspective *of deep learning*, learning success is not only measured through academic achievement, but also through the development of character and competencies reflected in the profile of graduates. This approach emphasizes the importance of the emotional, intellectual, and social involvement of learners during the learning process so as to allow for the formation of deep and continuous learning. Research by Fullan et al., (2017) shows that deep learning-based learning is able to improve knowledge transfer, self-reflection, and problem-solving skills which are important foundations in shaping students' character. The findings are in line with the results of the Ramadhan, (2025) study which emphasizes that the integration *of mindful*, *meaningful*, and *joyful learning* not only improves learning outcomes, but also encourages the growth of self-awareness, collaboration, and student responsibility in the learning process.

The implementation of *deep learning* requires a learning environment that allows learners to gain real-world experience in developing values, attitudes, and social skills. Therefore, co-curricular activities have a strategic position as a learning vehicle that is able to bridge conceptual knowledge with real-life practice. Through co-curricular activities, students get the opportunity to develop leadership, cooperation, responsibility, communication skills, and social care through contextual and participatory activities. These characteristics are in line with the principles of *deep learning* that emphasize learning through experience, reflection, and active involvement of learners in authentic situations. Various studies on character strengthening show that structured student development activities can be an effective medium to instill the values of religiosity, discipline, responsibility, and social concern which are an important part of the profile of 21st century education graduates.

Nevertheless, the effectiveness of co-curricular activities is inseparable from the quality of teachers' performance as the main actor who designs, manages, accompanies, and evaluates the entire activity process. In the *deep learning* paradigm, the role of teachers has been transformed from just a material presenter to a learning facilitator, a mentor for student development, and a manager of meaningful learning experiences. This condition requires teachers to have the ability to design relevant activities, build student involvement, develop learning reflections, and evaluate character development that arises during the activity process.

Therefore, teacher performance management is a strategic factor that determines the success of the implementation of deep learning-based co-curricular activities.

However, various phenomena show that co-curricular activities in many educational units are still positioned as complementary programs that are not fully integrated with the learning objectives and profiles of graduates to be achieved. Program planning is often oriented towards the implementation of activities alone, while the indicators of success of students' character have not been clearly formulated. In addition, the system of assigning supervisors, supervising activities, evaluating teacher performance, and learning reflection mechanisms is still not optimally managed. This condition results in the potential of co-curricular as an instrument for the implementation of *deep learning* has not been utilized optimally to support strengthening the character dimension of graduate profiles. The findings of Nafi'ah & Faruq, (2025) and Andayanie et al., (2025) show that one of the main obstacles to the implementation of *deep learning* in schools is the limited capacity of teachers, the lack of continuous training, and the still dominance of conventional learning practices.

From the academic side, research on teacher performance management has so far focused more on intracurricular learning, academic supervision, teacher professional competence, and improving the quality of learning in the classroom. Meanwhile, *deep learning research* in Indonesia is generally still oriented towards the development of learning models and the implementation of *mindful*, *meaningful*, and *joyful learning principles*. Research on co-curricular activities also highlights more program implementation and strengthening the character of students without specifically linking it to the perspective of teacher performance management. Thus, there is still a wide study space to explain how teacher performance management can be integrated with the implementation of deep learning-based co-curricular activities in order to strengthen the character dimension of the graduate profile.

Based on this description, this research has novelty in the integration of four main constructions, namely teacher performance management, co-curricular activities, *deep learning* approaches, and strengthening the character dimensions of graduate profiles in one complete conceptual framework. This study not only seeks to explain the implementation of co-curricular activities or the implementation of *deep learning* separately, but also analyzes how teacher performance management plays a role as a strategic mechanism in optimizing deep learning-based co-curricular activities to produce graduates with character. Therefore, this research is expected to make a theoretical contribution to the development of education

management studies as well as produce practical models that can be used by schools and madrasas in implementing *deep learning* policies more effectively.

METHODS

This research uses a qualitative approach with a case study type of research. The qualitative approach was chosen because the research aims to deeply understand the phenomenon of teacher performance management in the implementation of deep learning-based co-curricular activities to strengthen the character dimension of the profile of graduates in a natural context that cannot be separated from the environment in which the phenomenon takes place. Case studies allow researchers to comprehensively explore the activities, processes, actors, and policies involved in the implementation of co-curricular activities in madrassas so that a complete understanding of teacher performance management practices that are developing in the field (Creswell & Poth, 2018; Yin, 2018).

The research was carried out at MTs Mathalibul Huda Mlonggo which was selected purposively by considering the characteristics of madrasas that actively develop co-curricular activities as part of strengthening the character of students and supporting the implementation of learning in line with *deep learning* principles. Research informants were determined using *purposive sampling techniques* by considering the level of involvement and understanding of informants to the focus of the research. The main informants consist of the head of the madrasah, the deputy head of the madrasah for curriculum, the deputy head of the madrasah for student affairs, the co-curricular supervisor, and students who are actively involved in co-curricular activities. Purposively selecting informants allows researchers to obtain rich, in-depth, and relevant data to the research objectives (Patton, 2015) ; Sugiyono, 2023).

Research data was collected through in-depth interviews, observations, and documentation studies. Interviews are used to obtain information about the planning, implementation, supervision, and evaluation of teachers' performance in deep learning-based co-curricular activities. Observations were carried out to directly observe co-curricular activities, the role of teachers as learning facilitators, and the implementation of the principles *of mindful learning*, *meaningful learning*, and *joyful learning* in the activities that took place. Meanwhile, documentation studies are carried out on various relevant documents, such as co-curricular work programs, division of teacher duties, activity reports, evaluation instruments, as well as documents to strengthen the character and profile of graduates. The use of various

data collection techniques is intended to obtain a comprehensive picture as well as increase the depth of research analysis (Miles et al., 2020)

Data analysis was carried out interactively using the Miles, Huberman, and Saldaña models which include data *condensation*, data *display*, and *conclusion drawing and verification* (Sugiyono, 2023). The analysis process is carried out continuously from the data collection stage until the research is completed so that it allows researchers to find patterns, themes, and inter-category relationships related to teacher performance management in the implementation of deep learning-based co-curricular activities. To ensure the validity of the data, the study applied source triangulation and triangulation techniques, as well as member *checking* informants to ensure the compatibility between the research findings and the reality experienced by the research participants (Creswell & Poth, 2018).

RESULTS

Teacher Performance Planning in the Implementation of Deep Learning-Based Co-curricular Activities

The results of the study show that teacher performance planning in the implementation of deep learning-based co-curricular activities at MTs Mathalibul Huda Mlonggo is carried out systematically through the preparation of work programs involving various elements of madrasah management, namely the head of the madrasah, the deputy head of curriculum, the deputy head of student affairs, and the teacher who supervises the activities. Based on the results of interviews with the head of the madrasah, the preparation of the program was carried out at the beginning of the school year through a working meeting that aimed to align co-curricular activities with the vision of the madrasah, educational goals, and the profile of graduates to be realized.

The results of the interviews show that co-curricular activities are not seen as complementary programs to intracurricular learning, but as an integral part of the process of building students' character. Therefore, each program that is prepared must have a clear relationship with strengthening the character dimension that is the target of the madrasah achievement. The deputy head of curriculum explained that all activity coaches were asked to design a program that not only contained the activity agenda, but also contained character goals that would be developed through the activity.

These findings are strengthened by the results of a documentation study on the co-curricular work program document which shows that each activity has been equipped with program objectives, success indicators, implementation schedules, persons in charge of activities, and character dimensions that are the focus of development. The program document shows that the values of religiosity, responsibility, independence, mutual cooperation, and leadership are the most widely integrated character dimensions into various co-curricular activities. In addition, the results of observations show that activity planning is carried out taking into account the needs of students and the condition of the madrasah environment. The various programs designed are not only oriented towards improving students' skills, but also provide contextual learning experiences through religious habituation activities, social projects, literacy activities, student organization development, and community service. These activities were chosen because they are considered to be able to provide space for students to learn directly through real experiences that are close to their lives.

Another aspect found in this study is the placement of coaching teachers which is carried out based on their competence, experience, and areas of expertise. Based on the results of interviews with the head of the madrasah and the deputy head of student affairs, the determination of the activity supervisor is carried out through teacher competency mapping so that each activity is handled by a teacher who has the ability in accordance with the characteristics of the program. Teachers who have a religious background are given responsibility for the religious habituation program, while teachers who have organizational and leadership experience are given the task of accompanying activities oriented to the development of students' leadership.

The results of observations during the implementation of the program also showed that most of the designed activities have accommodated the principles of deep learning. Activities are developed in the form of collaborative projects, real problem solving, social activities, and reflective activities that encourage active involvement of students. This condition shows that teacher performance planning not only functions as an administrative instrument, but also becomes the basis for creating an immersive learning experience for students. Overall, the results of the study show that teacher performance planning at MTs Mathalibul Huda Mlonggo has been carried out through a structured, participatory, and oriented process towards strengthening the character of the graduate profile. Planning is carried out by integrating the objectives of madrasah education, student needs, teacher

competence, and deep learning principles into the design of co-curricular activities to be implemented.

Implementation of Teacher Performance in Deep Learning-Based Co-curricular Activities

The results of the study show that the implementation of deep learning-based co-curricular activities at MTs Mathalibul Huda Mlonggo is carried out through the active involvement of teachers as facilitators, mentors, and companions of students. The implementation of activities is not only oriented towards the completion of the planned program, but is directed to create a meaningful, contextual, and student-centered learning experience.

Based on the results of interviews with the activity supervisors, the implementation of co-curricular activities is carried out by providing a wide space for students to participate in the process of technical planning, implementation, and evaluation of activities. The teacher does not dominate the entire process, but rather provides opportunities for students to express ideas, determine activity steps, divide assignments, and solve various problems that arise during the activity. According to the coach, the active involvement of students is an important part of building a sense of responsibility and ownership for the activities they carry out.

These findings are strengthened by the results of observations that show that in various co-curricular activities, students seem to actively discuss, express opinions, and cooperate in completing the assigned tasks. Teachers play more of a role as a companion who provides direction when needed and helps students find solutions to various obstacles faced. The interaction built during the activity showed a more dialogical and participatory relationship than a one-way learning pattern. In addition to acting as facilitators, teachers also carry out their functions as mentors who provide continuous guidance to students. Based on the results of interviews with students, teachers routinely provide motivation, direction, and reinforcement during activities. Students revealed that the presence of teachers helped them be more confident in carrying out their duties and facing various challenges that arose during activities.

The results of observations show that the mentoring process is not only carried out during the activity, but also before and after the activity. Before the activity was carried out, the teacher provided an explanation of the purpose of the activity, the stages of

implementation, and the values that are expected to develop through the activity. During the activity, teachers monitor student involvement and provide direct feedback if obstacles are found. After the activity is over, the teacher invites students to reflect on the experience that has been gained.

The implementation of the principle of conscious learning can be seen from the teacher's efforts to build students' understanding of the purpose and meaning of the activities followed. Based on the results of observations, almost every activity begins with an explanation of the benefits of the activity and the value of the character to be developed. The teacher not only explains the technical aspects of the implementation of the activity, but also relates it to the daily lives of the students. The implementation of meaningful learning can be seen through various activities that are directly related to the real conditions in the student environment. The results of the program documentation show that most of the co-curricular activities are designed in the form of social projects, community service activities, religious habituation, literacy activities, and student leadership programs. These activities provide opportunities for students to learn through direct experience so that the materials and values learned become easier to understand and apply in daily life.

Meanwhile, the fun learning atmosphere can be seen from the high participation of students during the activity. The results of the observation showed that students participated in activities enthusiastically, were actively involved in various group activities, and showed positive social interaction with peers and coaching teachers. Various activities are packaged in a variety so that students do not feel burdened in participating in the program that has been designed. The findings of this study show that the implementation of teacher performance in deep learning-based co-curricular activities has created an active, participatory, reflective, and character-oriented learning environment for students. Teachers not only function as program implementers, but also as main actors who direct the learning process through real experiences experienced by students.

Evaluation of Teacher Performance in the Implementation of Co-curricular Activities

The results of the study show that the evaluation of teacher performance in the implementation of co-curricular activities at MTs Mathalibul Huda Mlonggo is carried out continuously through monitoring, supervision, reflection, program evaluation, and follow-up improvement. The evaluation not only focuses on the implementation of the program, but is

also directed to determine the effectiveness of the teacher's role in assisting students and the impact of activities on the development of students' character.

Based on the results of interviews with the head of the madrasah, monitoring activities are carried out periodically during the program. Monitoring aims to ensure that activities run in accordance with the plan that has been prepared and provide an overview of the level of student involvement in each activity. The head of the madrasah together with the management team made direct observations on the process of implementing activities and the interactions that occurred between teachers and students.

The results of the observation show that monitoring is carried out not only on the administrative aspect, but also on the quality of the learning process that takes place in co-curricular activities. Attention is paid to the way teachers guide students, the strategies used in facilitating activities, and the ability of teachers to create an active and conducive learning atmosphere. In addition to monitoring, evaluation is also carried out through supervision carried out by the head of the madrasah. Based on the results of interviews with the coaching teachers, supervision was carried out through discussions and consultations after the activity. Teachers had the opportunity to convey various obstacles faced during the implementation of the activity and discuss alternative solutions with the head of the madrasah and the management team.

The results of the study show that supervision is more directed at teacher professional development than just administrative assessment. Teachers received input on student mentoring strategies, activity management, and efforts to improve the quality of the program that will be implemented in the next period. Another finding that emerged in this study was the existence of a culture of reflection that developed in the madrasah environment. Based on the results of the interviews, teachers routinely reflect on the implementation of the activities that have been carried out. Reflection is carried out both individually and through a joint evaluation forum between activity coaches.

The observation results showed that in the reflection forum, teachers discussed the success rate of the program, student involvement, obstacles found during the activity, and character values that seemed to develop in students. Reflection is a means for teachers to identify various aspects that need to be maintained or improved in the next activity. The documentation study of the activity report shows that the results of monitoring, supervision, and reflection are used as the basis for the preparation of follow-up programs. The follow-up

includes improving activity design, strengthening coordination between coaches, adjusting student assistance strategies, and improving teacher competence through various professional development activities. Overall, the results of the study show that teacher performance evaluation has become an integral part of the management of co-curricular activities at MTs Mathalibul Huda Mlonggo. Evaluation not only functions as a monitoring tool, but also as a means of organizational learning that encourages continuous improvement of program quality.

Contribution of Teacher Performance Management to Strengthening the Character Dimension of Graduate Profiles

The results of the study show that teacher performance management carried out through the stages of planning, implementing, and evaluating co-curricular activities makes a real contribution to strengthening the character dimension of the graduate profile at MTs Mathalibul Huda Mlonggo.

Based on the results of interviews with teachers and madrasah heads, the change in students' character can be seen through their increased involvement in various activities, the emergence of an attitude of responsibility for the tasks given, and the development of positive habits in daily life. These findings show that co-curricular activities not only function as a complement to intracurricular learning, but also as a vehicle for character formation that takes place in real life through direct experience.

The most prominent dimension of character is religiosity. The results of the observation showed that students were used to participating in various religious habituation activities, such as joint prayer, worship activities, social religious activities, and spiritual reflection. Teachers not only provide directions related to the implementation of activities, but also show examples through attitudes and behaviors displayed during activities. In addition to religiosity, the study also found the development of integrity character. Based on the results of interviews with the coaching teachers, students showed increased discipline in participating in activities, honesty in carrying out tasks, and seriousness in completing the responsibilities given. The findings were strengthened by the results of observations that showed that students tried to carry out tasks according to mutually agreed rules.

The character of responsibility and independence also seems to develop through various activities that provide opportunities for students to manage the program independently. The results of the observation show that students are starting to get used to

taking the initiative, managing the division of tasks, solving problems that arise, and accounting for the results of the activities that have been carried out. The development of the character of mutual cooperation can be seen through the high intensity of cooperation in various group activities. The results of the observation show that students help each other in completing tasks, respecting the opinions of friends, and trying to achieve common goals through good cooperation. Social project activities and community service are effective means in building the attitude of social concern of students.

In addition, the study also found the development of leadership character. Based on the results of interviews with the coaching teachers and students, various co-curricular activities provide opportunities for students to lead groups, coordinate activities, make decisions, and be responsible for the implementation of the program. The experience helps students develop communication, decision-making, and group management skills. Documentation studies of activity reports and evaluation notes show that the development of students' character is one of the indicators of the success of co-curricular programs that are consistently observed and evaluated by madrasas. Various behavioral changes that appear in students are proof that deep learning-based co-curricular activities have made a positive contribution to strengthening the character of graduate profiles.

Overall, the results of the study show that teacher performance management that is carried out in a planned, consistent, and sustainable manner contributes to the development of the character of religiosity, integrity, responsibility, independence, mutual cooperation, and leadership in students. These findings show that the quality of teacher performance management has an important role in realizing the profile of graduates who are not only academically superior, but also have a strong character in accordance with the goals of madrasah education

DISCUSSION

Teacher Performance Planning as the Foundation for the Implementation of Deep Learning in Co-curricular Activities

The results of the study show that the planning of co-curricular activities at MTs Mathalibul Huda Mlonggo has been directed at achieving graduate profiles through the integration of character dimensions into each program prepared. These findings indicate that co-curricular activities are no longer positioned as mere learning support activities, but are part

of an educational strategy designed to achieve institutional goals in a more targeted manner. Character-achievement-oriented planning allows each activity to have a clear contribution to the development of students so that the educational process takes place more systematically and sustainably (Mulyasa, 2022).

The integration of the values of religiosity, responsibility, independence, mutual cooperation, and leadership in the program document shows that there are efforts of madrassas to ensure that character formation has started from the planning stage. This condition is important because character is not formed instantly through the implementation of momentary activities, but through an educational process that is designed consciously, structured, and consistently. Therefore, the quality of planning is the initial factor that determines the success of the implementation of character education programs in the madrasah environment (Muslich, 2022).

The findings of the study also show that the preparation of the program is carried out through the involvement of various elements of madrasah management. The involvement of madrasah heads, deputy madrasah heads, and supervisory teachers shows that there is a participatory planning practice that allows the establishment of a common perception regarding the goals of the program to be implemented. Planning involving various stakeholders tends to produce more realistic programs because it considers the needs of students, the condition of the institution, and the available resources (Nasrudin et al., 2023)

Another interesting aspect is the placement of coaching teachers based on their competencies and experience. These findings show that human resource management has become an important part of the planning of extracurricular activities. Assignments that are in accordance with competencies allow teachers to carry out the coaching function more optimally so that the quality of educational services provided to students can be improved. The suitability between tasks and competencies also affects the effectiveness of the implementation of programs designed by educational institutions (Suyitno et al., 2023).

In addition, the form of activities designed in the format of social projects, collaborative activities, religious habituation, and experiential activities shows that there are efforts to provide contextual learning experiences for students. These characteristics are in line with a deep learning approach that places real experience as the main means in building students' understanding, skills, and character as a whole (Day et al., 2014). Thus, teacher performance planning in this study not only functions as an administrative instrument to

regulate the implementation of activities, but also becomes a foundation in building a learning experience that supports the strengthening of students' character. The better the quality of planning carried out, the greater the chance of achieving the educational goals expected by the madrasah (Nafi'ah & Faruq, 2025).

The Role of Teachers as Facilitators, Mentors, and Companions in the Implementation of Deep Learning in Co-Curricular Activities

The results of the study show that the implementation of co-curricular activities at MTs Mathalibul Huda Mlonggo is carried out through the active involvement of teachers as facilitators, mentors, and companions of students. These findings show a change in learning orientation from the previous teacher-centered to learning that provides wider space for students to be actively involved in each stage of the activity. This change in role is one of the important characteristics in the implementation of deep learning that places students as the main subject in the learning process (Andayanie et al., 2025).

The involvement of students in the process of planning, implementing, and evaluating activities shows that co-curricular activities have become a learning space that allows students to build an independent learning experience. The opportunity to present ideas, discuss, make decisions, and solve problems that arise during activities provides real experiences that are not always gained in classroom learning. This condition shows that the learning process does not only occur through information transfer, but through the direct involvement of students in various meaningful activities (Northouse, 2022). The findings of the study also show that teachers no longer dominate the entire activity process, but rather function as a guide and supporter during the activity. This role is important because it allows students to develop thinking skills, making decisions, and taking responsibility for the activities they carry out. In the context of deep learning, teachers function as guides who help students find the meaning of learning through direct experiences (Feri, 2025).

In addition to playing the role of facilitators, teachers also carry out a mentoring function that can be seen through providing direction, motivation, and feedback during the activity. Continuous assistance shows that the formation of students' character is not only carried out through verbal delivery of values, but through a process of habituation and reinforcement that takes place continuously. The relationship built between teachers and

students is an important factor in creating a learning environment that is conducive to the development of students' character and competencies (Suparno, 2022).

The implementation of the principle of mindful learning in this study can be seen through the efforts of teachers to build students' awareness of the goals and benefits of the activities they participate in. This awareness is important because it allows learners to understand the reasons behind each activity carried out so that their involvement is not only administrative, but also emotional and intellectual. Conscious learning encourages students to be more reflective in understanding the experiences gained during the activity process (Bush, 2020). Meanwhile, the application of meaningful learning can be seen from the relationship between the activities carried out and the real lives of students. Various activities such as social projects, community service activities, and religious habituation provide opportunities for learners to learn through experiences that are relevant to their environment. Learning that has a connection to real life tends to be easier to understand and internalize because learners can see firsthand the benefits of the activities they do (Dessler, 2020).

The implementation of joyful learning found in this study also shows that a fun learning atmosphere is able to increase student involvement in extracurricular activities. When students feel comfortable and enjoy the learning process, they tend to show higher participation and are more open in interacting with friends and teachers. This condition shows that a positive learning experience plays an important role in building learning motivation while supporting the character development of students in a sustainable manner (Azzahra & Jaya, 2025). Overall, the findings of this study show that the success of the implementation of deep learning in co-curricular activities is greatly influenced by the ability of teachers to carry out their roles as facilitators, mentors, and companions. The more effectively teachers manage the learning process, the greater the chance of creating a learning experience that is aware, meaningful, and fun for students (Armstrong, 2021).

Evaluation of Teacher Performance as an Instrument for Sustainable Quality Improvement

The results of the study show that the evaluation of teachers' performance in the implementation of co-curricular activities is carried out through monitoring, supervision, reflection, program evaluation, and follow-up improvement. These findings show that evaluation is not understood simply as an administrative assessment activity, but as part of an

ongoing quality improvement effort. Evaluation that is carried out systematically allows madrasas to obtain the information needed to improve the quality of program implementation in the next period (Berkowitz & Bier, 2004).

The implementation of periodic monitoring shows the commitment of the madrasah to ensure that the activities carried out remain in accordance with the goals that have been set. Monitoring provides an opportunity for the madrasah to identify various obstacles that arise during the activity so that corrective actions can be taken faster. In the context of education management, monitoring is one of the important instruments in maintaining the consistency of program implementation so that it remains on the planned path (Andayanie et al., 2025).

The findings of the study also show that supervision is carried out through an approach that is more coaching than supervision. This kind of supervision pattern provides a space for teachers to discuss various problems faced during the implementation of activities as well as obtain input that can be used to improve the quality of their performance. A professional development-oriented supervision approach tends to be more effective in encouraging teacher competency improvement than supervision that only emphasizes the assessment aspect (Bryson, 2018). Another important aspect found in this study is the development of a culture of reflection among teachers. The reflection carried out after the implementation of the activity allows teachers to evaluate the strategies that have been used, the level of student involvement, and the character achievements that appear during the activity. The reflection process is a means for teachers to learn from experience while improving learning practices that will be carried out in the future (Muslich, 2022).

The presence of reflection in the evaluation process shows that co-curricular activities are not only oriented to the final results, but also pay attention to the quality of the process that occurs during the implementation of the program. Through reflection, teachers can understand the factors that support or hinder the success of activities so that the decisions taken in the preparation of the next program become more data-based and real experiences (Siregar et al., 2025). Research findings that show that there is a follow-up of evaluation results through improving activity design, improving coordination between coaches, and strengthening teacher competence shows that evaluation has functioned as an organizational learning instrument. Evaluations followed by improvement actions allow madrasas to continue to develop and adapt to the needs of students and changing educational demands (Mulyasa, 2022).

Thus, teacher performance evaluation in this study not only serves as a tool to measure the success of the program, but also as a mechanism that supports the creation of a quality culture in the madrasah environment. The existence of monitoring, supervision, reflection, and follow-up improvement shows that the evaluation process has become an integral part of the management of deep learning-based co-curricular activities.

Contribution of Teacher Performance Management to Strengthening the Character of Graduate Profiles

The results of the study show that teacher performance management carried out through the stages of planning, implementing, and evaluating co-curricular activities makes a real contribution to strengthening the character of graduate profiles. These findings show that the formation of students' character is not only influenced by the learning materials provided in the classroom, but also by the quality of learning experience management obtained through co-curricular activities. The better the management of activities carried out by teachers, the greater the chance of developing positive characters in students (Muslich, 2022). The most dominant character dimension found in this study was religiosity. Various religious habituation programs, socio-religious activities, and spiritual reflection provide opportunities for students to internalize religious values in daily life. These findings show that religious character develops more effectively when students gain real experiences that allow them to practice religious values directly in social life and school environments (Nasrudin et al., 2023).

The development of religious character is inseparable from the role of teachers as role models in every activity carried out. The example shown by teachers through attitudes, behaviors, and ways of interacting with students becomes a very effective medium for character education. In the context of character education, learners tend to internalize grades more easily when they see concrete examples displayed by figures they respect in the school environment (Suyitno et al., 2023). In addition to religiosity, this study also shows the development of integrity character which is characterized by increased discipline, honesty, commitment, and responsibility of students in carrying out various activities. This condition shows that co-curricular activities have become a means of learning values that allow students to practice behavior in accordance with applicable norms and rules. Real experience in carrying out responsibilities is an important factor in building integrity character in a sustainable manner (Suparno, 2022).

The character of responsibility and independence develops through the involvement of students in the process of managing activities. The opportunity to plan, implement, and evaluate activities encourages students to learn to make decisions and take responsibility for the consequences of those decisions. This kind of experience is an important capital in building students' ability to face various challenges in daily life The findings of the study also show that co-curricular activities contribute to the development of the character of mutual cooperation. Activities carried out in groups allow students to learn to work together, respect differences, communicate effectively, and resolve conflicts constructively. Collaborative experiences that take place continuously play an important role in shaping social care and the ability to interact with others (Kristjansson, 2015).

In addition, leadership character develops through various opportunities given to students to lead groups, manage programs, and make decisions during activities. This experience provides space for students to develop communication skills, coordination, and responsibility for the group they lead. Thus, co-curricular activities not only function as a means of developing interests and talents, but also as a vehicle for the formation of students' leadership competencies (Nafi'ah & Faruq, 2025). Overall, the findings of this study show that teacher performance management that is carried out in a planned, consistent, and sustainable manner has a close relationship with the success of strengthening the character profile of graduates. Through the effective management of co-curricular activities, students gain learning experiences that are able to foster religiosity, integrity, responsibility, independence, mutual cooperation, and leadership as the main characters needed in their community life and future.

CONCLUSION

This study shows that teacher performance management in the implementation of deep learning-based co-curricular activities at MTs Mathalibul Huda Mlonggo is carried out through the stages of planning, implementation, and evaluation that are integrated with strengthening the character dimension of the graduate profile. In the planning stage, teachers are involved in the preparation of programs, goal setting, integration of character dimensions, and determination of performance indicators. At the implementation stage, teachers play the role of facilitators, mentors, and companions for students through the application of the principles *of mindful learning*, *meaningful learning*, and *joyful learning*. Meanwhile, evaluation is carried out through monitoring, supervision, reflection, program evaluation, and follow-up

improvements that support the continuous improvement of the quality of co-curricular activities. The results of the study also show that teacher performance management that is carried out systematically contributes to strengthening the character dimensions of graduate profiles, including religiosity, integrity, responsibility, independence, mutual cooperation, and leadership. This finding confirms that deep learning-based co-curricular activities can be a strategic means in building students' character if supported by careful planning, effective implementation, and continuous evaluation. Thus, the quality of teacher performance management is an important factor in realizing a graduate profile with character in accordance with the goals of madrasah education.

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