

Implementation of Teacher On-Care Program Innovation in Maintaining Learning Continuity at NW Lendang Kekah Junior High School: A Case Study

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Abstract. *This study analyzes the implementation of an innovative teacher-duty program in maintaining learning continuity and identifies its supporting factors, barriers, and optimization measures at SMP NW Lendang Kekah. A qualitative single-case study design was employed. Data were collected from 25 June to 25 July 2026 through semi-structured interviews with 13 participants, five non-participant observations, and a review of seven document groups. Data analysis involved condensation, display, and conclusion drawing and verification. Trustworthiness was supported through source and technique triangulation, limited confirmation with key participants, contextual description, and negative-case examination. The findings show that the program's distinctive feature was a formally assigned schedule and set of subjects for duty teachers. Teacher placement considered willingness, readiness, proximity of residence, and educational background: religious subjects were assigned to teachers with religious-education backgrounds, general subjects to those with general-education backgrounds, and combined fields to teachers competent in both. Learning used designated books or classical Islamic texts according to the schedule. The program did not merely continue the absent teacher's subject; it operated as a separate school program, particularly to strengthen religious learning. It helped preserve instructional time, order, and student engagement, although implementation quality was not uniform. Optimization requires stronger material guidelines, learning resources, coordination, documentation, and periodic evaluation. As a practical contribution, the study formulates an Integrated Duty-Teacher Program Module combining religious and general learning materials, selection procedures, module workshops, application tests, integrity commitments, formal assignments, journals, and periodic evaluation. The module is a finding-based conceptual-operational solution and is not claimed to have been causally validated.*

Keywords: *Case Study; Learning Continuity; Organizational Innovation; Teacher Absence; Teacher Duty.*

1. Introduction

The continuity of the learning process is a crucial component of quality school management. While lesson schedules should reflect actual learning time, in practice, this can be reduced due to teacher absences, tardiness, other activities, or suboptimal use of class time. Abadzi (2007, 2009) refers to this as lost instructional time, which reduces students' learning opportunities. A similar issue needs to be addressed in the Indonesian context. Usman, Akhmadi, and Suryadarma (2007) showed that teacher absenteeism was once a significant problem in public elementary schools. The ACDP study (2015) found improvements in teacher attendance, but still emphasized the challenge of ensuring teachers are present and effective in class. When subject teachers are absent and there is no clear response, learning activities can be disrupted, classes become disorganized, and the burden of supervision shifts to other teachers.

Schools can respond to these conditions through a teacher-on-duty program. In general, a teacher-on-duty helps ensure smooth operations, attendance, order, incident recording, and handling daily situations. At SMP NW Lendang Kekah, this function has been developed into a scheduled learning program: the teacher-on-duty receives a separate subject through an assignment letter, uses designated textbooks, and implements materials that are part of the school program. Thus, the teacher-on-duty activity is not simply a continuation of the absent teacher's subject, but rather provides structured learning—especially religious strengthening—while still maintaining boundaries of authority, coordination, record-keeping, and evaluation. Based on the school profile (DOK-07), NW Lendang Kekah Junior High School is a private school established on July 18, 2002 and located at Lendang Kekah, Tampak Siring Village, Batukliang District, Central Lombok Regency, West Nusa Tenggara, Postal Code 83552. The document records 202 students (99 boys and 103 girls), 7 study groups, 19 educators and educational staff, and 16 additional teachers. This data shows a fairly complex organizational context so that the mechanism for maintaining learning continuity needs to be clearly organized.

Administratively, the On-duty Teacher Program has been supported by Assignment Letter Number 027/SMP/ST/2025 (DOK-01) which was used in the research period from June 25 to July 25, 2026. DOK-02 lists nine on-duty teachers for Monday to Saturday along with the subjects they teach, while DOK-03 sets out the objectives, targets for grades VII–IX, limits of authority, obligations for recording, coordination, and evaluation. The determination of teachers takes into account willingness, readiness, proximity of domicile, and educational background. Teachers with a religious education background are directed to religious subjects, teachers with a general education background to general subjects, while teachers with backgrounds that support both can handle combined fields. This functional update is an organizational innovation because it changes the role of on-duty teachers from a daily order function to implementing a scheduled school learning program.

The DOK-05 data for June 25-July 25, 2026, recorded a sample of 100 learning sessions. Of these, 35 sessions (35%) were empty hours due to teacher absence; 15 sessions (15% of the total sample) were filled by on-duty teachers, and 20 sessions were unfilled. Therefore, the handling rate for the recorded empty hours was 15 out of 35 sessions, or 42.86%. This figure is positioned as documentary research data that needs to be tested for authenticity, completeness, sampling methods, and consistency through field research. The implementation of innovation in schools is influenced by clarity of purpose, leadership support, implementer capability, collaboration, resources, and organizational climate. Thurlings, Evers, and Vermeulen (2015) showed that teachers' innovative behavior is shaped by both individual and organizational factors. Therefore, research on teacher-on-duty programs needs to examine not only the program's existence but also how it is socialized, the division of tasks, classroom practices, coordination with subject teachers, record-keeping, and evaluation.

In this study, learning continuity was limited to maintaining learning activities when regular instruction was disrupted. This included the availability of learning activities according to the teacher on duty's specific schedule, the appropriateness of the material to the teacher's competency background and textbook guidelines, regularity and student engagement, follow-up coordination, and documentation. The study did not statistically test the program's effect on academic grades and did not develop the module through R&D methods. A qualitative case study approach was chosen because the teacher-on-duty program is tied to a single school context and requires in-depth understanding through multiple sources of evidence. Yin (2018) and Creswell and Poth (2018) explain that case studies are appropriate for understanding contemporary phenomena in real-world contexts through interviews, observation, and documentation. This research is expected to yield insights into implementation, supporting and inhibiting factors, and recommendations for program optimization.

Previous research has focused on lost instructional time, teacher absenteeism, teacher innovation, and learning continuity. Studies linking the expanded role of on-duty teachers to the continuity of daily learning are limited. Therefore, this study is entitled "Implementation of the On-duty Teacher Program Innovation in Maintaining Learning Continuity at NW Lendang Kekah Junior High School: A Case Study." The study focused on the implementation of an innovative teacher-on-duty program to address empty learning hours through the school-determined program schedule and subjects. The aspects examined included program objectives, teacher placement criteria, educational background suitability, textbook use, role allocation, implementation, coordination, recording, evaluation, supporting and inhibiting factors, and improvement needs. The case study was limited to SMP NW Lendang Kekah. The study did not compare schools, test relationships between variables, measure student grade improvement causally, and employ R&D methods.

In addition to producing descriptions and explanations of the cases, this research formulated a conceptual-operational solution in the form of an Integrated Module for the On-duty Teacher Program. The solution was developed after connecting field issues—unprepared materials, competency variations, information delays, inconsistent recording, and inconsistent evaluation—with the needs of program governance. The module is not positioned as a product that has been tested through research and development, but rather as a design for improvements based on case study findings that need to be established, tested on a limited basis, evaluated, and refined by schools. Evidence of program readiness is also evident in DOK-06, which contains five activities and student worksheets, three covering religious topics and two covering general topics. The materials used are based on the assigned teacher's subject matter, as specified in the schedule and assignment letter, with references to relevant books or texts. The presence of these tools demonstrates that the activities are not merely substitute tasks for absent teachers, but rather part of the school's learning program, which must be implemented consistently and evaluated.

2. Research Methods

The research employed a qualitative method with a single case study design. Qualitative methods were chosen because the implementation of the teacher-on-duty program is a holistic, contextual, dynamic, and meaningful social situation. Research needs to understand how the policy is interpreted, implemented, and experienced by actors, rather than examining the interplay between variables. Case studies are appropriate for answering "how" questions through in-depth understanding and multiple sources of evidence (Yin, 2018; Creswell & Poth, 2018).

The research focuses on implementation, learning sustainability, supporting factors, barriers, and optimization needs. This focus serves as an initial guide and remains open to emerging findings in the field.

Table Research Focus and Data Sources

Focus	Aspects Explored	Primary Evidence
Implementation	Objectives, socialization, roles, procedures, resources, coordination, recording, evaluation	Interviews, observations, documents
Sustainability	Activity, relevance, regularity, engagement, follow-up, documentation	Observation, students, teachers, journals

Focus	Aspects Explored	Primary Evidence
Optimization	Supporters, barriers, needs and priorities for improvement	Synthesis of all sources

3. Results and Discussion

3.1. Overview of School and Program

This research was conducted at NW Lendang Kekah Junior High School as a case study on the implementation of the on-duty teacher program to maintain learning continuity. Based on DOK-07, the school was established on July 18, 2002, serves 202 students in seven study groups, and is supported by 19 educators/education staff and 16 additional teachers. The program places on-duty teachers based on their willingness, readiness, proximity to their home, and suitability for their educational background. Each teacher receives their own schedule and subjects through an assignment letter and uses textbooks or scriptures as a guide. These subjects are part of the school program—especially religious strengthening—and not simply a continuation of the subjects of absent teachers.

Administratively, the program is supported by a letter of assignment for on-duty teachers (DOK-01), a list of names, schedules, and subjects (DOK-02), a description of the program and tasks (DOK-03), a lesson schedule (DOK-04), a journal for on-duty teachers and notes on free hours (DOK-05), activity materials and worksheets (DOK-06), and a school profile (DOK-07). These documents show that the program is not only related to order, but is a learning mechanism in itself to reduce the loss of learning time and support the achievement of school programs.

Research data was collected through interviews with school principals, on-duty teacher coordinators, on-duty teachers, and subject teachers; observations of empty classroom management; and a review of program documents. The analysis was grouped into three themes: implementation of the on-duty teacher program, learning sustainability, and supporting factors, obstacles, and optimization efforts. Each conclusion in this study was developed through a comparison of at least two data sources.

3.2. Implementation of the On-duty Teacher Program

The findings indicate that the implementation of the on-duty teacher program proceeds through four main stages. First, the school assigns teachers, schedules, and subjects through assignment letters, taking into account readiness, availability, domicile, and educational background. Second, the on-duty teacher prepares books and materials appropriate to the

program's subjects. Third, when there is a free period, the on-duty teacher enters the classroom, explains the activities, orients the students, and carries out the scheduled material—rather than simply continuing the lesson of the absent teacher. Fourth, the implementation and results of the activities are recorded in a journal for coordination and evaluation.

Interviews with coordinators and on-duty teachers revealed that schedules and assignment letters serve as the basis for allocating responsibilities. Educational background is used to determine religious, general, or combined fields, while proximity to home supports readiness to attend. Communication through official group chats remains essential to communicate class conditions. Assignments from subject teachers are acceptable as supplementary material, but are not the primary basis of the program, as on-duty teachers already have their own subjects and guidelines.

Observations revealed variations in implementation. In OBS-01, class information and materials were available before the start of class, allowing the on-duty teacher to respond quickly. In OBS-02, information was received after the bell; the on-duty teacher maintained classroom conditions and used the available program materials. In OBS-04, two empty classes were handled simultaneously through assignments and alternating monitoring. This comparison suggests that individual schedules and subject areas provide basic preparedness, although the quality of implementation remains influenced by the speed of information, the availability of textbooks, and the number of staff.

Triangulation with DOK-01 through DOK-06 confirmed that the program has a basis for assignments, a schedule and subject matter, a description of responsibilities, religious and general materials, and a recording mechanism. However, the existence of these documents does not automatically guarantee consistent implementation. Consistency is determined by the suitability of teachers for their respective fields, the availability of textbooks, the coordinator's ability to prioritize, and the discipline of teachers on duty in recording results.

Thus, program implementation can be understood as a planned yet adaptive practice. The on-duty teacher does not take over the absent teacher's subject, but rather implements the school program's subjects according to established assignments, competencies, and guidelines. This role boundary maintains a sense of direction in the classroom without creating overlapping academic responsibilities.

3.3. Continuity of Learning

In this study, learning continuity was defined not only as the presence of adults in the classroom, but also as the maintenance of time management, student activity, and the implementation of school program materials. Interview findings indicated that the most

perceived program benefits were a reduction in inactive classes, increased orderliness, and the continuation of structured learning, particularly the reinforcement of religious material.

OBS-01 demonstrated the most conducive conditions for sustainability because materials were available, instructions were clear, students worked on related materials, and results were recorded for review. OBS-03 demonstrated that program materials—particularly those on religion—could be used immediately without waiting for assignments from absent teachers. OBS-05 demonstrated a more complete follow-up chain because students who had not completed activities were recorded, results were submitted, and incidents were included in the weekly recap.

In contrast, OBS-02 served as a negative case. When class information was late and materials were not yet ready, the initial time was used to condition the class and determine activities based on the available guidelines. Students still engaged in activities, but the depth of the material and level of completion were more limited. This finding suggests that a separate schedule needs to be supported by the availability of textbooks or worksheets to consistently achieve program objectives.

The DOK-05 and DOK-06 reviews support this pattern. Journals allow schools to track classes, program subjects, student performance, and follow-up, while religious and general materials provide learning resources on schedule. Evidence of student outcomes is needed to ensure that the subjects on duty are not only listed administratively but are actually implemented.

Based on triangulation, the on-duty teacher program maintains sustainability at three levels. The first level is the continuity of order and time management; the second level is the continuity of learning activities; and the third level is the continuity of the program's material through the scheduled on-duty teacher's subjects. The third level is primarily strengthened by the appropriateness of the teacher's educational background, the availability of textbooks, and consistent record-keeping. With this design, sustainability does not necessarily mean continuing the material provided by an absent teacher, but rather ensuring the school's learning objectives are maintained through the established program.

3.4. Supporting Factors, Inhibitors, and Optimization Efforts

Supporting factors for the program include clear assignments, teacher availability and readiness, proximity to home, appropriate educational background, a separate schedule and subject area, the presence of a coordinator, textbooks, student compliance, and an implementation journal. OBS-01 and OBS-05 demonstrate that the combination of prompt information, written materials, and recording of results makes classroom management more focused.

Inhibiting factors include delays in information, unavailability of textbooks, unclear guidelines, limited staffing when several classes are empty simultaneously, inconsistencies in the areas of assigned teachers, and inconsistent evaluation of results. These obstacles don't always halt activities, but they can reduce the relevance of the material, the intensity of mentoring, and the level of student completion.

Optimizations required include establishing teacher placement procedures, updating assignment letters and subject schedules, providing textbooks and worksheets for each level, determining priority areas for handling and assigning reserve teachers, and maintaining weekly journal summaries. The recaps should be discussed by the coordinator and the curriculum division to transform the notes into managerial information about program implementation, classes requiring assistance, and outstanding follow-up.

These findings confirm that optimization doesn't have to start with a complex system. The main improvements lie in clear flow, disciplined communication, role allocation, availability of simple materials, and regular evaluation. These steps are tailored to the school's resource requirements and can be implemented gradually.

3.5. Discussion

a. Discussion of the Implementation of the On-duty Teacher Program

Implementation findings show that program success is determined by the interconnectedness of planning, organization, implementation, and supervision. Assignment letters, placement criteria, schedules, and subject assignments represent planning and organization; the use of textbooks and the implementation of program materials represent implementation; and journals and weekly recaps represent supervision. If any of these elements are weak, particularly assignment appropriateness, material readiness, coordination, or evaluation, program quality will decline.

Within the implementation framework used in the study, communication explains why timely information yields better responses; resources include the availability of teachers, textbooks, and worksheets; implementer commitment is evident in the willingness to implement program subjects; and work structure is evident in the division of roles among leaders, coordinators, on-duty teachers, and subject teachers. These findings demonstrate that implementation is the result of interactions between elements, not simply the existence of a schedule.

b. Discussion of Learning Continuity

The learning continuity findings confirm that program subjects should be assessed based on relevance, engagement, completion, and achievement of school goals. A quiet classroom

with no activities merely indicates successful supervision. Conversely, activities that follow a schedule, align with teacher competency, use textbooks, and record results demonstrate stronger learning continuity.

c. Discussion of Supporting, Inhibiting, and Optimization Factors

In general, the results of this study align with previous research that places coordination, task allocation, supervision, and evaluation as determinants of school program effectiveness. Supporting factors include legitimacy of assignments, teacher availability and readiness, proximity to home, appropriate educational background, clear schedules and subject matter, textbook guidelines, and journals, which strengthen implementation. Conversely, limited staff, competency incompatibility, unprepared materials, and weak evaluation hinder implementation. The contribution of this case study lies in explaining that on-duty teachers can implement their own learning programs, particularly religious strengthening, without having to replicate or continue the lessons of absent teachers.

d. Solution Offered by Researchers: Integrated Module for the On-duty Teacher Program

Based on the synthesis of findings, the solution offered by the researcher is the Integrated Module for the On-duty Teacher Program at NW Lendang Kekah Middle School. This module transforms general recommendations into a work tool that schools can use. The design has three integrated parts: (1) religious material; (2) general material; and (3) SOP/Technical Guidelines for the selection and assignment of on-duty teachers. Religious material includes monotheism, fiqh, Sufism, and tajwid; general material includes nationalism, basic mathematics, applied mathematics, and basic English. Each group of material is equipped with a summary, activities, exercises, a question bank, answer keys, and references.

The SOP/Juknis component addresses the issue of implementer suitability by establishing academic and administrative selection, general scale and priorities, a three-day module analysis, an application test, an integrity pact, and an assignment decision letter. Priority criteria in the module must be used proportionally, transparently, and non-discriminatory, while remaining subject to the school's needs and the candidate's actual competency. The application test assesses the ability to select materials, explain concepts, manage short lessons, provide exercises, and create follow-up notes.

This solution has managerial value because it connects human resource management with continuous learning. Recruitment and competency mapping ensure the right people; module analysis builds capabilities; schedules and decrees clarify responsibilities; modules provide content standards; journals generate data; and weekly evaluations transform data into improvement decisions. Thus, the module functions as a work system, not just a textbook.

e. Solution Implementation and Evaluation Stages

Implementation is recommended through a four-stage cycle. The preparation phase validates needs, establishes teams, maps competencies, and adapts materials to class. The briefing phase includes module analysis and simulations. The limited trial phase implements the modules over a four-week period with journal entries and supervision. The evaluation phase examines context, input, process, and product data to determine whether the materials should be retained, revised, added, or discontinued.

Stage	Main Activities	Person responsible	Evidence/Measurement
1. Preparation	Validation of needs, teacher mapping, adjustment of materials and schedules	Leadership, curriculum, coordinator	Team decree, competency map, school final module
2. Provision	3-day module dissection, simulation, feedback, application test	Coordinator and resource person	Attendance list, rubric, test results
3. 4 week trial	Implementation during free time, journals, evidence of student work, supervision	Teacher on duty and coordinator	Complete journal, worksheet, supervision notes
4. CIPP Evaluation	Assess needs, resources, implementation, outcomes and follow-up	Leadership and evaluation team	Weekly recap, minutes, improvement decisions

Suggested initial measures of success are: percentage of free time periods that elicit responses; teacher on-duty timeliness; relevance of material to assignments; completeness of journal entries; student completion rates; student engagement; and follow-up on class notes. These indicators are used for internal improvement, not as proof of the module's effectiveness before testing and evaluation.

4. Conclusion

The implementation of the on-duty teacher program at NW Lendang Kekah Middle School takes place through the assignment of teachers, schedules, and subjects; preparation of textbooks; classroom conditioning; implementation of program materials; student monitoring; and journaling. Teacher selection takes into account willingness, readiness, proximity to home, and appropriate educational background. The on-duty teacher subject is

a separate school program and is not simply a continuation of the subject of the absent teacher, with a clear priority being placed on strengthening religious material. The quality of implementation has not always been consistent. Implementation is more effective when information and assignments are received before the start time, coordinators clearly assign responsibilities, and activity results are recorded and submitted. Delays in information, unavailable assignments, and empty classrooms simultaneously make the program more adaptive and reduce the intensity of mentoring.

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