



Improving Teacher Performance Management

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Abstract: The general purpose of this study is to describe improving teacher performance management. The specific purpose is to describe: 1) teacher performance management planning, 2) teacher performance improvement management, 3) monitoring and evaluation of teacher performance management management and 4) problems found in teacher performance management management. The research method is qualitative descriptive and the data collection techniques are interviews, observations, and documentation. The subjects of the study are school principals and teachers. The results of the study show that planning, monitoring and evaluation of management in teacher performance runs effectively. However, based on the implementation of its management in improving teacher performance management, several problems were found, namely external problems and internal problems.

Keywords: Improving Teacher, Performance Management

Introduction

One of the most important influential parties in Indonesia's education world is the existence of teachers as educators and teachers who will direct the next generation nation in the right and right direction. Teachers are the most important part of the process teaching and learning. Based on Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, it is stated that teachers and lecturers have a very strategic function, role, and position in national development in the field of education, so it needs to be developed as a dignified profession. A professional teacher is required to have a number of requirements, including having professional education qualifications and scientific competence, having good communication skills with his students, having a creative and productive spirit, having a work ethic and high commitment to his profession and always doing continuous self-development.

The problems stated above generally occur in almost all areas of the Unitary State of the Republic of Indonesia and specifically in Tana Tidung Regency. is one of the educational institutions in the Tana Tidung Regency area. There are many problems in Tana Tidung Regency, including: teachers who teach not in accordance with their field of expertise, teachers lack discipline, teachers' duties and functions have not been carried out optimally, and others. Therefore, the researcher is interested in carrying out research in favor of educational problems in SDN 005 Tana Tidung Regency, especially related to Teacher Performance Management Improvement.

Teacher performance management will be able to meet expectations if it is based on good management, starting from planning, implementation, supervision and evaluation, as well as problems found in management. Therefore, on this occasion, the author researched "improving Teacher Performance Management at SDN 005 Tana Tidung". Wahjosumidjo (2001:93) stated that management is the process of planning,



organizing, leading and controlling the efforts of organizational members as well as the utilization of all organizational resources in order to achieve the goals that have been set.

Furthermore, according to Hasibuan (2001: 1), management is the science and art of regulating the process of utilizing human resources and other resources effectively and efficiently to achieve certain goals. So it can be concluded that management is the art and science of planning and organizing, arranging employees, giving orders, and supervising human resources and natural resources, especially natural resources to achieve predetermined goals. Management is always needed by all organizations in order to achieve the goals that have been determined. Without management, all efforts will be in vain and the achievement of goals will be difficult to achieve.

Teacher performance is the teacher's perception of the teacher's work performance related to the quality of work, responsibility, honesty, cooperation and initiative. The compensation given to teachers greatly affects the level of job satisfaction, work motivation, and work results. If the compensation is given by considering normal living standards and can meet the needs of teachers, it will automatically affect their work morale, which in turn will improve the quality of every work done. This is because the purpose of working as a teacher is greatly influenced by whether or not the minimum needs of the teacher's life and his family are met. Thus the impact is an increase in teachers' full attention to their profession and work. If the compensation given is getting bigger so that the job satisfaction will be better. This is where the importance of this study lies, namely work compensation. Teacher performance is determined by many factors. These factors individually and simultaneously play a role in determining the achievement of maximum teacher performance.

Efforts that can be implemented to improve teacher performance include: 1) accepting the presence of teachers well; 2) giving new teaching tasks in accordance with the fields and competencies assigned by the teacher; 3) forming and implementing teacher working groups (KKG) as a forum for teachers to discuss, plan problems and solve problems that occur in the classroom; 4) conducting administrative and academic supervision of teachers as material for improvement and determining policies; 5) conducting coaching both administrative, academic, and teacher careers; 6) providing opportunities for teachers to participate in training both in schools, districts, provinces and at the national level; 7) giving rewards to outstanding teachers and providing Briefing to teachers who are lazy and problematic; 8) giving additional tasks to teachers; 9) forming family bonds in their respective schools with meetings held at the homes of family bond members.

Based on the background of the problem, a research problem was formulated which was described in the general problem, namely "How is the performance management of teachers at SDN 005 Tana Tidung?" The formulation of the problem in general is described in the formulation of special problems, namely: (1) How is the management of teacher performance?; (2) How is the implementation of teacher performance management?; (3) How is the monitoring and evaluation of management in teacher performance?; and (4) What are the problems found in teacher performance management? In general, the general purpose of this study is to describe teacher performance management at SDN 005 Tana Tidung. The specific purpose of this study is to describe: planning for teacher performance improvement, implementation of teacher performance improvement, monitoring and evaluation of teacher performance



improvement management, problems found in the management of teacher performance improvement.

The theoretical benefit of this research is that it is expected to enrich the study material in the field of management, especially the management of teacher performance improvement at SDN 005 Tana Tidung. Meanwhile, practically the results of this research are expected to motivate education managers so that the programs implemented and management functions run well starting from planning, implementation, monitoring and evaluation as well as solving problems found, as well as providing references for education managers in education institutions so that they can further improve the performance of teachers in the school environment.

The data obtained from the respondents through observation techniques, interviews and documentation studies is a description of opinions, knowledge, experiences and other aspects, then analyzed and presented so that it has meaning, the analysis of achievement data is carried out with reference to theoretical landacids. Data analysis in qualitative research is carried out before entering the field, during the field, and after finishing in the field. According to Nasution, quoted by Sugiyono (2013:244), the analysis has started from formulating and explaining the problem, before going into the field, and continues until the writing of the research results. In qualitative research, data analysis is more focused during the process in the field along with data collection. In reality, qualitative data analysis takes place during the data collection process rather than after the completion of data collection.

Method

The method used in this study is a qualitative descriptive method. Descriptive method, which is a method used to analyze events during research. According to Sugiyono (2013:35) "the descriptive research method is a research method that is carried out to find out the value of independent or more (independent) variables without making comparisons or combining variables one with another".

This study focuses on analyzing phenomena related to teacher performance management at SDN.005 Tana Tidung. Departing from the focus of the research, this research approach uses a qualitative approach. Nasution (1998:12) formulated qualitative research in essence is observing people in their environment, interacting with them, trying to understand their language and interpretation of the world around them.

According to Arikunto, the subject of the study is the subject intended for research (2006:122). If we talk about the subject of research, we are actually talking about the unit of analysis, that is, the subject that is the center of attention or the target. The subjects of the research here are the Principal and Teacher of SDN.005 Tana Tidung. Because at SDN.005 Tana Tidung teacher performance management is still low, not reaching the predetermined level and performance volume

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Results and Discussion

Result

From the results of interviews and observations, the researcher found that there was planning in management activities to improve teacher performance. Planning to improve the quality of teacher performance can be carried out by conducting a SWOT analysis (Strength, Weakness, Opportunity and Threat).

The planning carried out in order to improve the performance of teachers at Madrasah Tsanawiyah Negeri Manna was carried out through a teacher council meeting. In this meeting, several agendas were discussed, including: the goal of improving teacher performance, the time schedule for improving teacher performance, the goals to be achieved, supporting facilities and infrastructure, activity agenda, and financing.

Organizational structure is very important because each agency is a work unit to achieve a certain goal requires good management, therefore in order for activities to run in accordance with the main tasks and functions so that they are coordinated, each member in an agency must know their respective duties, authorities and functions.

In order for the organization's activities to run according to expectations, a teacher performance improvement management implementation team structure was created consisting of principals, teachers and other school personnel.

School principals have an obligation to improve teacher performance, which ultimately has an impact on the performance of school organizations. The idea of a strategic school principal is crucial in improving teacher performance. The following will describe the activities that have been programmed by the principal in order to improve teacher performance, namely:

First, teaching and learning activities in the classroom. This is implemented and controlled by the curriculum representative which includes the division of teacher teaching hours (workload), late or no teacher coming, and the presence or absence of teachers in the classroom.

Second, teachers' scientific meetings. Teachers' scientific meetings include panel discussions, seminars, conferences, symposiums, discussions, academic workshops (workshops), and collegial seminars.

Third, training. In order to support teachers in completing their assignments, schools send teachers to training activities, or schools can organize their own training activities for teachers. The school organizes training on the development of blended learning-based learning media, online defense training, professional writing training (research, journals, or popular writings in the mass media), and training on the application of modern learning (accompanied by teaching demonstrations to improve teachers' teaching skills).

Fourth, motivational seminars. Teachers are sent to attend seminars that can increase teacher motivation, such as participating in Emotional Spiritual Quotient (ESQ) seminars. This aims to increase teachers' motivation, especially related to the teacher's peace of mind and soul as an educator. ESQ aims to form character through the combination of three human potentials, namely intellectual, emotional, and spiritual intelligence (ESQ Leadership Center, 2014). So far, these three potentials are separate and not optimally utilized to build human resources. As a result, there is a moral crisis and split personality which has an impact on the decline in performance. Worse, they become human beings who have lost the meaning of life and their identity. ESQ is a solution to answer these problems by using comprehensive and sustainable spiritual engineering methods.



Fifth, subject teacher deliberations. The Teacher Working Group (KKG) can assist teachers in guiding student learning experiences, using information technology-based learning media, assessing students' learning abilities, and in making learning plans to be implemented. The activities that can be carried out by teachers in the KKG are: (1) deepening the material; (2) making teaching and learning activity devices; (3) improving the practice of teaching and learning activities; and (4) learning evaluation. This activity greatly supports the performance of teachers in schools.

Monitoring and evaluation are carried out in accordance with the school program period and at the end of the program, some are 1 month, some are once a semester and some are once a year. Monitoring and evaluation were carried out by the principal and accompanied by the Supervisor of Tana Tidung Regency.

The results of monitoring and evaluation carried out by the principal or the appointed team in the process of improving teacher performance are as follows:

First, the division of teaching duties, guiding students and additional tasks in the form of positions as student representatives, curriculum representatives, infrastructure representatives for teachers who have the best level of assessment, professionalism, responsibility and other considerations related to teacher workload. In carrying out their duties and responsibilities, each teacher is expected to be able to improve the quality of education both inside and outside the school. The duties of the principal as a motivator, innovator, and supervisor are also highly expected for the progress of the school. The administrator's duties also have their own part, and the teacher's duties as the center of knowledge are the core of the activities in the school.

Second, identify the results of the evaluation to revise the problems that arise, for example: changing old ways of thinking, attitudes and habits that have taken root and providing visionary insights and values of organizational culture. From the internal and external sides, this school develops its capacity in terms of human resources, especially for teachers. From the results of the implementation carried out by the principal by changing old thinking patterns and habits to provide insight into the values of the organization's cultural values that are visionary, it is hoped that the performance of teachers will develop by thinking broadly in dealing with problems in the school. In addition, all activities that take place in schools are carried out transparently so that the goal of improving the quality of education can be achieved.

Third, the recap report of the evaluation results. In the implementation of the evaluation carried out by the principal as a measure of the teacher's performance ability, there must be a recap report of the evaluation results. This is intended as an identification that is systematically arranged as follow-up material for teachers who are assessed so that in the future they can improve and improve their shortcomings.

After the planning in improving teacher performance was carried out at SDN .005 Tana Tidung, it was found that problems in improving teacher performance management were classified into two categories, namely internal problems and external problems. Internal Problems: Lack of teacher discipline can hinder the school program, especially related to teaching and learning activities in the classroom. External Problems: Lack of parental support, can be seen from the absence of students' parents. When the school invites for deliberation in school meetings, the facilities in the form of an inadequate internet network, so that activities or information are always slow, the coordination of the principal with the supervisor and the Education Office is very lacking.



Discussion

Planning is a process to determine the goals to be achieved and the steps that must be taken to achieve a goal, this can be seen from several characters that are developed in improving teacher performance at work, namely: preparing a school work plan (RKS), formulating a Vision, mission and goals, holding various activity programs to improve teacher performance, improving competence and willingness to work, fostering the nature of cooperation and good harmony in all elements in the school institution, realizing a sense of openness in every personality, because with an open attitude, it is easier for the principal to manage and make arrangements to build the character of teachers, especially in terms of receiving and giving suggestions to improve teacher performance, building a culture of shyness and creativity.

The implementation of teacher performance improvement management starts from organizing the personnel involved so that in carrying out their duties and functions, each personnel does not overlap and works according to individual authority. This is in agreement with Ernets in Handoko (2000: 14) who stated that organizing activities are activities that have an important role in the division of labor, so that in realizing and carrying out all organizational activities three steps are proposed in the organizing process, namely: (a) Detailing all the work that must be carried out to achieve the goals of the organization, (b). The division of the workload into activities that can be carried out by one person. (c) procurement and development of a mechanism to coordinate the work of members into an integrated and harmonious unit.

Organizing is the entire grouping of people, tools, duties, authorities, and responsibilities in such a way that an organization is created that can be mobilized as a unitary activity that has been determined (Siagian, 1983: 13). Organizational structure is very important. Each agency is a work unit to achieve a certain goal requires good management, therefore in order for activities to run in accordance with the main tasks and functions so that they are coordinated, each member in an agency must know their respective duties, authorities and functions.

From the previous presentation, it was stated that the principal in carrying out the process of improving teacher performance aims to make teachers more developed and have the ability to serve at SDN.005 Tana Tidung in accordance with their duties and fields.

Conclusion

The conclusion of the study in general shows that the management of teacher performance improvement at SDN.005 Tana Tidung is seen from planning, implementation, monitoring and evaluation as well as the problems found have been running in accordance with the plan that has been set by the school. Meanwhile, the conclusions of the research specifically are as follows: 1. Teacher Performance Improvement Management Planning, that is, program personnel discuss to determine programs and steps that must be taken by involving teachers in various education and training, KKG.2. The implementation of teacher performance improvement management has been carried out according to plan.3. Monitoring and evaluation of teacher performance improvement management has been carried out by the principal and the appointed team with the aim of finding out what are the shortcomings in the implementation so that improvements can be made to the planning that will be prepared and implemented next.4. Problems found in teacher performance improvement



management include internal problems (teachers lack discipline and teachers still carry out tasks not in accordance with their educational background), external (lack of parental support, inadequate Internet network).

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