

The Implementation of Teacher Performance in MTSS Sepakat Segenep

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ABSTRACT

This research aims to describe the implementation of teacher performance management at MTsS Sepakat Segenep. This type of research uses a qualitative approach with descriptive analytical study methods. Data collection used observation, interview and documentation study methods. Next, the data was analyzed using data reduction techniques, data presentation, and drawing conclusions. To test the validity of the data, data triangulation techniques were used. The results of this research conclude that the implementation of teacher performance management has been carried out by the madrasah as it should be. This can be seen from planning, implementation, monitoring and feedback in teacher performance management. The school has implemented a teacher performance improvement program at MTsS Sepakat Segenep. This was seen when the school held a performance planning meeting which was held a few days before the end of the school year. This is intended so that at the start of the school year the teachers will have implemented a work program without disrupting the new school year by formulating a work program. Then, in making decisions about school goals, the principal does so through deliberation so that teachers can provide input about the actual conditions in the field and what obstacles might arise. When the school's goals have been obtained, then the principal determines the concept of a work program which must then be developed into a work program by the teachers according to their respective duties and functions.

Keywords: Teacher Performance, Management.

A. INTRODUCTION

As time goes by, humans are required to keep up with existing progress, as is the case with education, because education is something that must be owned and accepted by all humans in order to maximize their potential and take advantage of the opportunities that exist in social life. The government is obliged to provide educational services for all Indonesian people. As an implementation, the government organizes a national education system that makes the life of the nation intelligent, both in terms of attitudes, behavior, thoughts and mentality of the nation's children (Suharsaputra, 2010).

Work is a human activity to change a situation for the better and to gain experience that has never been obtained before. These changes are intended to meet life's needs, maintain life and preserve life (Simanjuntak, 2005). In the process of achieving desired needs, each individual tends to discover new things that may not have been previously expected, so that through work and growth in knowledge and experience, a person will make progress in his life. In that process, a person's performance can be seen (Tilaar, 2010).

In educating, teachers as facilitators have a very important role in advancing education. Therefore, teachers must develop themselves with the abilities, knowledge and skills they have (Suryadi & Budimansyah, 2009). Teachers' professional abilities in the field of teaching to obtain optimal work results. Performance is the level of success in carrying out tasks and the ability to achieve predetermined goals (Malayu, 2007). This means that performance is declared good and successful, if the desired goals can be achieved as expected. This teacher's performance will then become an assessment and achievement of the teacher's performance in carrying out their duties. Furthermore, Rivai, *et.al.* (2005) argue that performance is the result or overall level of success of a person's work during a certain period in carrying out tasks compared to various possibilities, such as standard performance results, predetermined targets or criteria that have been mutually agreed upon.

Management comes from the word to manage which means the art of carrying out and managing. Management as an art is not interpreted in its true sense, what is meant here is art in a broader and general sense, namely expertise, skills, abilities and skills in applying principles, methods and techniques in using all resources effectively and efficiently to achieve goals (Majid, 2005).

Management is a series of activities that are organized, designed, managed to achieve an organizational goal (Negara & Mangku, 2009; Yusuf & Suci, 2018). So this describes the level of success of a manager who is able to manage or manage effectively and efficiently. Meanwhile, according to Purba (2010) who defines management as a process of planning, organizing, directing, supervising the efforts of organizational members and using other organizational resources in order to achieve predetermined organizational goals.

Thus, it can be concluded that management is the process of using all organizational resources by using other people to achieve organizational goals effectively and efficiently. Performance is an employee's performance of what he has been responsible for, the results of which will be seen in the targets that have been achieved. Performance has a broader meaning, not only stating the results of work, but also how the work process takes place (Oteng, 1993).

From the above understanding of management and performance, it can be said that essentially performance management is about how performance is managed. According to Umam (2010) in his book entitled *Performance Management*, says that performance management is management about creating relationships and ensuring effective communication. Teacher performance management is managing the performance of a teacher or in this case an employee or worker to achieve educational targets or goals effectively and efficiently.

The person who manages an organization is called a manager, in the educational context a manager who manages an educational unit is a school principal. The school principal must be competent in managing or managing teacher performance, in order to achieve the goals of the educational unit. Teacher performance management is a factor that will determine teacher performance, which in turn will have an impact on the performance of the educational unit or school. The accuracy of utilizing and developing teacher performance will be important in increasing the school's capability in achieving its goals (Yamin & Maisah, 2010). The world of education is currently being shaken by various changes that exist, in accordance with the demands and needs of society, and is being challenged to be able to answer various problems of global change that are happening so rapidly. It is important to know that the main key to improving the quality of education in schools is teachers (Yutmini, 1992).

Based on this, the performance of these teachers must be managed so that the school goals or targets that have been planned from the start before the new school year are

achieved. However, even though it has been planned from the start, there are still many obstacles that occur during the learning process. One of the obstacles that occurs is the lack of effective teacher performance. In this case, the researcher saw that the human resources of the teachers at MTsS Sepakat Segenep in terms of science and technology.

B. LITERATURE REVIEW

Management

Management is the art of organizing the educational process (Fadhli, 2017). In this context, education requires systemic management so that it can run according to its respective functions and main tasks. Furthermore, Rabiah (2019) stated that management is carried out in functions including planning, organizing, implementing, monitoring and evaluating.

Learning management as the "heart of the educational process" requires optimal management from various parties, especially school principals and teachers (Adam, 2021). Because teachers need learning leadership practices to improve the quality of learning in the classroom. The school principal is tasked with managing teacher performance improvement, as well as providing facilities that help teachers improve their personal competence, through workshops or other training (Priyatna, 2017).

Learning that is managed effectively and efficiently produces real outcomes and impacts on the development of human quality (Khorri, 2016). This further confirms the central role of management in the educational process (Subronto, *et.al.*, 2021). Furthermore, implementing management based on existing functions will help make it easier for education stakeholders to provide quality learning. Thus, management is needed to optimize teacher performance and create quality learning.

Teacher Performance

A good teacher is a teacher who is able to create a pleasant learning atmosphere and make students feel comfortable when studying with him (Munawir, *et.al.*, 2022). Then, a teacher with a high personality is a teacher who is able to be a role model for his students, as the saying goes, a teacher is someone who is worth emulating, someone whose advice is listened to, and followed and imitated (Rohman, 2020).

The increase in the quality of education cannot be separated from the role of teachers as the most important element in the entire educational process. Even with a pile of tasks and responsibilities that they carry out, teachers must be able to show that they are capable

of producing good performance in order to create quality education (Wardany, 2020). Without the support of good quality teachers, efforts to improve the quality of education will be empty and futile, even if supported by other adequate components (Lailatussaadah, 2015). Therefore, it is natural that currently the government is focusing more on improving the quality and performance of teachers as an effort to improve the quality of education (Kartika & Ambara, 2021).

The progress and decline of a school's performance is determined by the quality of performance of its teachers (Zubair, *et.al.*, 2017). Apart from that, another thing to consider is the motivation received by teachers to improve their performance. If the teaching staff at the school have high motivation in working so as to produce optimal performance, it does not rule out the possibility that the school will have good quality education (Istiarsono, 2018).

C. METHOD RESEARCH

This research uses a qualitative approach. According to Assingily (2021) qualitative research is research that produces descriptive data in the form of written or spoken words from people and observed behavior. One of the characteristics of qualitative research is descriptive, that is, the data collected is in the form of words, images, and not numbers. The qualitative approach is directed at the setting and individual as a whole. So, in this case it is not permissible to isolate individuals or organizations into variables or hypotheses, but it is necessary to view them as part of a whole.

Qualitative research is research that intends to understand the phenomena experienced by research subjects, for example behavior, perceptions, motivations, actions, etc. Holistically, and by means of descriptions in the form of words and language, in a special natural context and by utilizing various natural methods. Then, according to Sugiyono (2006), basically the theoretical basis of qualitative research relies fundamentally on phenomenology. Therefore, this research uses a phenomenological approach, because it is directly related to the symptoms that appear in the human environment organized in formal education units. The term phenomenology is often used as a general assumption to refer to 6 subjective experiences of various kinds and types of subjects encountered.

This research was carried out at MTsS Sepakat Segenep. Researchers chose this school because it is a school that is developing towards a school that has "best" status from its previous state of "good". Apart from that, this school is led by a principal who has competence in school management, and is able to carry out or carry out management

functions in managing the performance of his teachers, because he has an educational background that focuses on educational management.

Because he has an educational background that focuses on educational management, the principal at MTsS Sepakat Segenep is also trusted as a teacher and administrator at a private university. Apart from having a principal who is competent in school management, this school has teaching staff or teachers who have different educational qualifications, abilities, confidence, ages and commitments.

Data collection was carried out in natural settings, namely in schools that implement teacher performance management, namely at MTsS Sepakat Segenep. The data collected is data about Teacher Performance Management. The techniques used in collecting data for this research are through observation or participant observation, the results of in-depth interviews, documentation studies, the results of shooting (photography), as well as the results of recorded interviews using cellphones.

The selection of informants in this research was carried out using snowball sampling, that is, key informants will appoint people who know the problem to be studied to complete their information and if the information provided is inadequate, the people appointed will appoint other people who they feel understand and so on. This process will stop if there are similarities in the data extracted between one informant and another.

The selection of informants is based on certain considerations, for example the person is considered to have quite intense interactions with school teachers, or the person is a leader making it easier for the researcher, for this reason the researcher chose the principal at MTsS as the key informant, because the principal's position is as a leader in schools that carry out teacher performance management. The principal uses the snowball sampling method to select the next informant as a source, the data obtained is considered adequate after reaching the level of redundancy (the data is saturated, plus the informant no longer provides new information), meaning that by using the next informant it can be said that no more information can be obtained. additional meaningful new information.

D. RESULTS AND DISCUSSION

Schools do not hold teacher performance management planning meetings when the new school year begins, but are held some time or a few days before the end of the previous school year. This is intended so as not to disrupt the learning process in the new school year. According to the principal, this is effective because it does not interfere with learning at all. Several years ago the school held a planning meeting at the start of the school year, and in the end learning activities were disrupted and the work program did not run optimally.

In implementing performance management, school teachers found no obstacles in making Learning Implementation Plans (RPP). The teachers at MTsS Sepakat Segenep have prepared their lesson plans before they start teaching, the lesson plans are with the knowledge of the principal and then signed by the principal. RPP is a direction in learning activities. Teachers also evaluate students after each KD (Basic Competency).

The school principal has formed a program to carry out monitoring. Monitoring is carried out every week and every month. There are three components monitored by the school principal, namely input, process and output. For the input component, the principal only limits it to human resources or teachers. For the process, the principal is limited to how teaching and learning activities take place. Then for the process the principal focuses on how the teacher teaches, makes decisions, etc.

The principal provides feedback on the weaknesses of his teachers after evaluating the results of the achievements of the teacher's work program. Giving feedback is done when you know how big the weaknesses or mistakes are and how many teachers have these weaknesses. If a weakness occurs in one or two work steps and is carried out by several teachers, the feedback is carried out non-formally, meaning that feedback is given individually to each teacher.

Then, if weaknesses occur comprehensively and are carried out by all teachers, the principal usually opens a forum or holds a formal meeting to provide feedback. Feedback activities are immediately carried out by the principal once he finds out there are weaknesses in the teacher's performance. This is done routinely by the school principal and not only for weaknesses but also when the school has achieved its goals. Because according to the school principal, feedback is not only for deficiencies or weaknesses in teacher performance but also for positive things or achieving school goals.

However, an obstacle that often arises at MTsS Sepakat Segenep is the lack of human resources (HR) for teachers in terms of Science and Technology (IPTEK). In this case, use a laptop. If we look at the implementation of the 2013 curriculum, almost all student assessments have used applications. This is where teachers are required to be able to use their own laptops. However, the reality is that at MTsS Sepakat Segenep there are still many teachers who cannot operate laptops.

According to the school principal, Mr. Zamil Hasibuan, S.Ag M.Pd that:

"...teachers' lack of interest in using laptops, even though they have been given lessons on using laptops for free. Teachers have been directed to learn to operate laptops at the administrative office, but most teachers are less interested in learning for various reasons. Some say they are old, can't stand looking at a laptop monitor for long, and don't have the courage to hold a laptop".

Apart from that, according to the deputy head of the madrasah for Curriculum, Drs. Salman Hasibuan that:

“...There is no awareness among teachers to change their lazy nature in working on applications. This is very different from teaching in the classroom, the teachers are very enthusiastic, but when faced with the application some teachers are immediately pessimistic. It's true that there are also teachers who can operate laptops and run applications, but if I look at the presentations, only 10% can”.

However, if we look at the responses of several teachers, they have their own reasons. One of them is Mr. Sarliyanto, S.Pd, he is a sports teacher at MTsS Sepakat Segenep. According to him that:

“...It's not that we don't want to study on a laptop at home, but we don't share the time to study at home. While at school it's already 24 hours, plus there's an extra afternoon outside, and when you get home you're tired, not to mention allocating time for your family at home. Apart from that, we can ask administrative staff to help us teachers type in grades or use applications. It cannot be denied that there will be additional costs for this, but if you look at the benefits, I think it's better”.

Apart from that, according to Mrs. Masitoh Simamora, S.Pd, a Guidance Counseling (BK) teacher, said that:

“...Teachers should be provided with their own laptops at school. It's true, there is no budget from the school for that. But at least there were some laptops provided for us. Then in the classroom teachers should be required to carry out the learning process using Infocus media, so that teachers get used to using laptops or Infocus every day”.

From several sources above, it can be concluded that there is a lack of awareness and interest among teachers in learning to operate laptops. Apart from that, the age factor also influences teachers' interest in learning about laptops. To evaluate the performance of the teachers at MTsS Sepakat Segenep, the head of the madrasah holds a meeting every month to see the extent of the performance of the teachers at MTsS Sepakat Segenep. The head of the madrasah will see several performance results (assessments) of teachers towards students over the last 1 month. The head will see to what extent the students have succeeded in receiving the knowledge conveyed by the teachers.

Apart from that, the madrasa head will also see the extent of the teachers' attendance. The madrasah principal can see teachers who are absent from the teacher attendance journal in each class. After the madrasa head sees the attendance and performance of the teachers in providing learning to students, the madrasa head will see teachers whose performance has not been optimal. Both in terms of teaching in class, and daily attendance. The madrasa head will provide motivation for teachers whose performance is less than optimal. Apart from that, the head of the madrasah also summoned teachers who were considered less serious or less than optimal in the teaching process. He will ask directly one-on-one in his room. The head will ask directly to teachers whose performance is deemed less than optimal.

Apart from the lack of maximum teacher performance at MTsS Sepakat Segenep, there are also some students who lack discipline in maintaining their attendance time. For teachers who lack discipline in arranging their attendance/absence schedules, the madrasa head also looks at the absence recapitulation which is recapped every month by the civil service administrative officer.

Moreover, the attendance system at MTsS Sepakat Segenep already uses finger print. Where if you use finger print, you cannot be even one second late from the predetermined schedule limit. For teachers who are late, their meal money will be deducted or not paid. However, there are several teachers who have had their meal fees cut. This is due to many factors, some are taking care of the family, it is a long distance from home to school, and some are because they are not healthy or the teacher's body condition is no longer as agile as before (he is old).

E. CONCLUSION

Based on the description above, it is concluded that the implementation of teacher performance management has been carried out by the madrasah as it should. This can be seen from planning, implementation, monitoring and feedback in teacher performance management. The school has implemented a teacher performance improvement program at MTsS Sepakat Segenep. This can be seen when the school holds a performance planning meeting which is held a few days near the end of the school year. This is intended so that at the start of the school year the teachers have implemented work programs without disrupting the new school year by formulating work programs. Then, in making decisions about school goals, the principal does so through deliberation so that teachers can provide input about the actual conditions in the field and what obstacles might arise. When the school's goals have been obtained, then the principal determines the concept of a work program which must then be developed into a work program by the teachers according to their respective duties and functions.

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