

The Effectiveness of Teacher Performance Management in the Implementation of Student Learning

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ABSTRACT

The teacher's role in the process of providing education is very dominant to be implemented. Every educational institution must be able to have competitiveness that can be demonstrated through improving the quality of education services. Therefore, efforts in the process of improving human resources, in this case, professional teachers, need concrete affirmation, to carry out their roles and duties. The purpose of this study was to determine the effectiveness of teacher performance management in the process of implementing student learning at Madrasah Ibtidaiyah Nurul Asyrof Teluk Betung Barat Bandar Lampung. This research is qualitative research, with a descriptive approach that aims to obtain information about the effectiveness of teacher performance management in the process of implementing student learning at Madrasah Ibtidaiyah Nurul Asyrof Teluk Betung Barat, Bandar Lampung. While the data was obtained through the method of observation, documentation, and interviews. The results of this study explain the effectiveness of teacher performance management in the process of implementing student learning at Madrasah Ibtidaiyah Nurul Asyrof Teluk Betung Barat Bandar Lampung by the planning, implementation, and evaluation process can run well.

Keywords: *Management Effectiveness; Teacher Performance; Work management; Student Learning.*

INTRODUCTION

Education is one of the most important components in building a nation. According to Baharun (2016), the scope of success in the development of developed countries in the world is to produce an educated population at an adequate level, these countries focus on improving the quality of education as a top priority in their national development. Similar to what happened in Indonesia, the scope of education faces very serious challenges in facing the flow of globalization (Asbarin et al., 2018). Therefore, education has an important role in influencing one's ability (Maskur et al., 2020) so education in Indonesia must be more focused on being able to compete in national development with developed countries in the world.

Achieving educational goals is not only the role of teachers or teaching staff. Elements of education must be involved to achieve the planned educational goals

(Rahmawati et al., 2021). So, creating quality human resources must of course be accompanied by qualified educators, therefore quality human resources will certainly be able to compete in various areas of life because improving the quality of human resources is a process that cannot be separated from the process of improving the quality of human resources. quality of education (Yunus, 2016).

Madrasa is an Islamic educational institution (Munif, 2020), where the goal is the same as national education. Human resources are one of the successes in managing a madrasa, in its management, there are elements of the chairman of the foundation, the head of the madrasa, the teacher council, and education staff who have their respective responsibilities in managing it (Abdullah, 2020), related to this, its management must be supported by the availability of qualified educational infrastructure (Patiung et al., 2018) as well as qualified educators and professional education staff, having creative personalities and also good productivity (Sapini, 2020).

Improving education services in Indonesia should be directed at an educational process that is transparent, democratic, and open to all fields carried out and to all related parties (Kurnia, 2018). It must also be conditioned in the madrasa environment, in this case, the madrasa as a small community (mini-society) which is a vehicle for student development, is required to create a democratic learning climate (democratic instruction), to achieve the success of joyful learning for students (Mustopa et al., 2019).

According to Yulianingsih & Sobandi (2017) Teacher performance includes 10 criteria, namely: formulating learning targets, formulating learning materials, formulating learning designs, planning learning materials, formulating assessments of learning outcomes carried out, mastery in conducting early learning interactions, mastery in the delivery process, mastery in the process end learning, use the right method to evaluate student learning activities, and carry out further action plans from the learning outcomes process that has been carried out by students. The teacher's performance is closely related to the management functions in general, and it can be understood that all management activities cannot be separated from the planning, organizing, implementing, controlling, and evaluating processes. In line with previous statement, Zubair et al., (2017) said that teacher performance management is seen from the planning, implementation, monitoring, and evaluation processes. To achieve these results, educators must master qualified teacher performance management, as well as improving teacher performance must be carried out by each individual through their motivation and also the role of the school institution through existing coaching, if the components of teacher performance management are To run optimally, of course, schools will be created that have superior and quality graduates.

The achievement of good and quality performance is something that is highly expected both from the individual workers themselves and educational institutions, because essentially good performance proves that the performance is professional, to achieve good performance it is necessary to have motivation or abilities that exist in each individual or each worker. According to Rahmatullah (2016), the teacher's teaching ability has a very large influence on the improvement of teacher performance

and student learning outcomes. Besides, the student learning outcomes are influenced by teacher performance. In line with the previous statement, the research conducted by Sodik et al., (2019) the influence of teacher performance in the implementation of learning there is a significant influence on student achievement. Thus it can be understood that teacher performance plays an important role in the process of implementing learning. Based on the explanation above, the purpose of this research is to determine the effectiveness of teacher performance management in the process of implementing student learning at Madrasah Ibtidaiyah Nurul Asyrof Teluk Betung Barat Bandar Lampung.

METHOD

The purpose of this study was to determine the effectiveness of teacher performance management in the process of implementing student learning at Madrasah Ibtidaiyah (Elementary School) Nurul Asyrof Teluk Betung Barat Bandar Lampung. This research was conducted at Madrasah Ibtidaiyah Nurul Asyrof Teluk Betung located on Jl. W. A. Rahmah, Way Clear, Sinar Sari Village, Kel. Sukarame II, Kec. West Betung Bay, Bandar Lampung City, Lampung Province. The method used in this research is descriptive research using a qualitative approach (see Dalman et al., 2020; Kusuma & Apriyanto, 2018; Subyantoro & Apriyanto, 2020). The method in this research is descriptive research using a qualitative approach.

The data sources in this study were the head of the Madrasah, the teacher council, and the students of the Madrasah Ibtidaiyah Nurul Asyrof. The technique used in taking the subject of this research is the snowball sampling technique. In this study, the principal who was appointed as the main informant was the Head of Madrasah Ibtidaiyah Nurul Asyrof who was considered to have more understanding about the effectiveness of teacher performance management in the process of implementing student learning at Madrasah Ibtidaiyah Nurul Asyrof Teluk Betung Barat Bandar Lampung. The technique used in data collection is observation, interview, and documentation. The steps of data analysis in this study used the Miles and Huberman model, namely data reduction, data presentation, and concluding.

FINDINGS AND DISCUSSION

Madrasah Ibtidaiyah Nurul Asyrof Teluk Betung Barat was established in 2006 by residents of the Sinar Sari village as one of the only schools in the Sinar Sari village which is part of the Nurul Asyrof Education Foundation. At first, before this school was inaugurated as a madrasah Ibtidaiyah, it only opened an Al-Qur'an Education Park for residents of the surrounding villages. The location of Ibtidaiyah madrasa is located on Jl. W. A. Rahmah, Way Clear, Sinar Sari Village, Kel. Sukarame II, Kec. West Betung Bay, Bandar Lampung City.

Teacher performance in learning is the most important part in supporting the creation of an effective educational process, especially in building disciplined attitudes and the quality of student learning outcomes. Teacher performance is the ability of a

teacher to carry out learning tasks at school and responsibility for students under his guidance by increasing student learning achievement. Teacher performance is related to the task of learning planning, implementation of learning, and evaluation/assessment of student learning outcomes. In presenting the data, the author focuses on three dimensions of ability, namely, the dimensions of planning learning activities, implementing learning, and implementing assessments of learning outcomes.

Learning Activity Planning

Learning planning carried out by teachers at Madrasah Ibtidaiyah Nurul Asyrof Teluk Betung Barat includes: learning management planning, learning organization planning, classroom management planning, evaluation planning. Based on the results of teacher documentation at Madrasah Ibtidaiyah Nurul Asyrof Teluk Betung Barat, they have learning tools, and they develop competency standards and basic competencies in competency indicators that are quite relevant to the needs of their students. One is reinforced by the results of interviews with Madrasah Principals, who obtained information that they always develop competency standards and basic competencies in each subject into several competency indicators that are tailored to the needs and character of their students. The results of an interview with one of the class teachers at the madrasah that all teachers of Madrasah Ibtidaiyah Nurul Asyrof Teluk Betung Barat made lesson plans carefully and communicated them in the madrasa working group.

Based on the results of observations, the planning for organizing learning programs conducted by teachers at Madrasah Ibtidaiyah Nurul Asyrof Teluk Betung Barat has been systematic both in terms of structuring the order of organizing learning in a field of study, as well as the relationship between topics in the field of study. The results of the interview also found that according to one teacher at the madrasah, it is necessary to organize learning programs for every teacher because this is an important part of achieving good learning goals in particular, general, curricular, national goals to universal goals.

Classroom management is a term regarding how a teacher arranges a class for learning. The relation with classroom management planning carried out by teachers at Madrasah Ibtidaiyah Nurul Asyrof Teluk Betung Barat has been well standardized according to the documentation carried out by researchers, as stated by the Head of Madrasa that "class management must be carried out with good techniques, for that it is necessary the existence of special skills possessed by a teacher in managing classrooms because the better the management is carried out, the better the interactions in it, both teacher-student interactions and student-student interactions.

Implementation of Learning Activities

Teacher performance in teaching is seen from the implementation of the learning stage, namely at the initial stage, the core stage, and the closing stage of the lesson. In the early stages of learning the teacher has made a Learning Implementation Plan. Based on observations, teachers at Madrasah Ibtidaiyah Nurul Asyrof Teluk Betung Barat have learning tools, and they develop competency standards and basic

competencies in competency indicators that are quite relevant to the needs of their students. The results of the interview also obtained information that they always develop competency standards and basic competencies in each subject into several competency indicators that are tailored to the needs and character of their students.

Based on the results of the researchers' observations on the learning activities carried out, the teacher's performance in starting lessons was quite effective. Before the teacher starts the lesson, it begins by greeting, attending to students, and paying attention to the student's sitting position. After the students are seen as ready to follow the lesson, the teacher repeats the lessons/materials that have been given previously by asking students or explaining briefly to remind students to return to the previous material. Then the teacher enters the next material that will be given that day.

In the management and organization of learning programs, there are several steps or stages that must be carried out by the teacher, these stages are the same as the learning management stages, which are activities of projecting what actions will be carried out in a lesson, namely by coordinating the components of learning, so that the direction of activities (goals), the content of the activities (materials), the method of delivery of the activities (methods and techniques), and how to measure them (evaluation) become clear and systematic. According to the results of the researcher's observations, teachers can carry out learning management well. The teacher begins by writing down the title of the material to be discussed and an outline of the material to be explained. Usually, the teacher directly provides the material with lectures continues with practice if needed, and then asks questions. According to one student, the ability of the teacher at the madrasa in explaining the subject matter is quite good. Their teacher can explain it with good wording, not complicated and easy to understand.

Learning can be said to be a process that never stops because it is a continuous process towards perfection. Every time the end of interaction between teachers and students is only a terminal to then move on to the next interaction. Ending the lesson or closing the lesson is as important as starting the lesson, although of course, it has a different purpose and function. Therefore, the end of a learning process does not mean that the entire learning process or interaction has ended, but a good farewell impression at the end of the learning process is indispensable so that the next meeting can be accepted and take place optimally. It was said by the head of Madrasah Ibtidaiyah Nurul Asyrof Teluk Betung Barat in his interview that in terms of final or closing activities in-class learning it was considered optimal, so that the follow-up academic supervision of the Head of Madrasah Ibtidaiyah Nurul Asyrof through class visits became simpler and lighter because the head of the Madrasah there is no need to provide feedback on the closing activities of teacher learning at Madrasah Ibtidaiyah Nurul Asyrof Teluk Betung Barat. Furthermore, in the observation, the teacher's performance is also shown in closing the lesson. What the teacher does in closing the lesson is by giving assignments to be done at home and collected at the next meeting, asking whether the students have understood the material that has been conveyed, and providing reinforcement about the material that has been delivered.

Evaluation of Learning Activities

Everything that is planned must be evaluated so that it can be seen whether the planned realization has met expectations by the goals that have been set. In addition, by evaluating the teacher can find out whether the teaching method planned and used is right on target. From the results of interviews by researchers with teachers at Madrasah Ibtidaiyah Nurul Asyrof Teluk Betung Barat, in the planning process the assessment carried out by the teacher was very good and effective, was confirmed by the assessment planning document made by the teacher at the madrasa.

The evaluation process of assessment is generally student-centered, this means that evaluation is intended to observe student learning outcomes and seek to determine how to create learning outcomes. Interviews conducted with several teachers explained that almost all teachers at Madrasah Ibtidaiyah Nurul Asyrof carried out, managed, and checked the results of the assessment referring to the plans that had been made, it was only possible in terms of utilizing the results of the assessment which were not optimal. Based on the observations of researchers, teachers at Madrasah Ibtidaiyah Nurul Asyrof, rarely carry out remedial programs by first studying the factors that cause student learning difficulties. The teacher immediately assumes that it is the students who do not understand the material that has been delivered. The implementation of the remedial program is also by giving assignments to students in addition to the lack of value. After being planned, implemented, managed and checked, then utilized, the final stage of the evaluation of learning activities is to report the results of the assessment of learning activities both to the madrasa principal, homeroom teacher, education staff (TU), moreover to parents.

Overall, it can be concluded that the planning of teacher learning activities at Madrasah Ibtidaiyah Nurul Asyrof is very optimal both in writing and administratively. In the implementation of teacher learning activities at Madrasah Ibtidaiyah Nurul Asyrof, it is also fully optimal, only innovation, creation, and breakthroughs are needed to improve the performance of the teacher himself, with the hope that increasing teacher performance will have a significant impact on student achievement.

In terms of evaluating teacher learning at Madrasah Ibtidaiyah Nurul Asyrof, it is fully carried out properly and optimally, as can be seen from the very mature assessment planning, structured assessment implementation, management, and inspection, as well as the use of good assessment results to reporting the correct assessment results administratively and evidenced by existing supporting documents. This is closely related to management functions, that all management activities cannot be separated from the planning, organizing, implementing, controlling, and evaluating processes.

CONCLUSION

Based on the results of the study, it can be explained that at Madrasah Ibtidaiyah Nurul Asyrof Teluk Betung Barat Bandar Lampung The effectiveness of teacher performance management in the process of implementing student learning at

Madrasah Ibtidaiyah Nurul Asyrof Teluk Betung Barat Bandar Lampung. In terms of learning activities carried out by teachers in madrasahs, it can be said to be maximal, but in the process of implementation, it can be improved because in a good planning process there must be a line between theory and practice. The process of implementing learning activities at Madrasah Ibtidaiyah Nurul Asyrof Teluk Betung Barat Bandar Lampung has three stages of activities from the initial learning process, core activities to the end of learning activities. Likewise, in the learning evaluation process carried out in madrasahs, it can be carried out optimally as a whole, it can be seen from the process carried out, both in the planning of the assessment, the implementation of a structured assessment, the management process to the examination, as well as the utilization of the results of the assessment and reporting itself administratively goes well.

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