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## Improving the quality of teachers through assessing the teacher's performance

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### ABSTRACT

School is a social institution that plays an important role in developing a child's personality. The smooth implementation of education in schools is heavily reliant on the operation of school administration. Management activities, in addition to the principal's leadership in achieving quality schools, are the principal's primary responsibility. A number of dominant factors influence performance appraisal ineffectiveness, including a lack of management commitment to conducting performance appraisal in a systematic manner, performance appraisal methods that are not yet performance-based poor follow-up. Improving teacher quality was discovered to be one of the teacher's performance evaluation feedbacks that was not running effectively. This is influenced by a number of factors, including uneven awareness of improving teaching discipline, performance appraisal results that are not optimal as a reference in improving teacher quality, reliance on outside institutional assessment programs, a lack of follow-up on the results of upgrading or training attended, and a lack of empowerment to the fullest improvement or development forum in schools. School principals have made efforts to improve teachers' performance, including routine school meetings, collaboration with supervisors, random teacher performance assessments, collaboration with independent teams (school committees), improving reward systems (awards), and motivational training for teachers.



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## Introduction

School is a social institution that plays an important role in developing a child's personality. The smooth implementation of education in schools is heavily reliant on the operation of school administration. Of course, this cultural transformation occurs through learning according to a curriculum that includes various fields of knowledge and societal values. Management activities, in addition to the principal's leadership in achieving quality schools, are the principal's primary responsibility.

Today, it appears that many school leaders are less able to direct changes in their schools in response to societal demands. Despite the fact that each school must respond to various changes in education policies, curriculum, teacher professional development, teacher personnel, staff personnel, facilities and infrastructure, and student development. Teachers play an important role in the education system, particularly in schools (Aswaruddin, 2021). To determine a teacher's level of professionalism, an assessment of the teacher's ability to carry out the education and teaching process is made (Kurnia, Sitio, and Sinaga, 2018). A professional position must be developed through a certain level of education that prepares it by providing knowledge, skills, and knowledge relevant to the field of the profession (Gultom, 2020).

However, the school must truly respond to the needs of the community as customers, as well as factors from outside the development of the economy, science, and technology. Most schools have developed a

variety of excellent programs in response to the quality demands placed on each school by parents and society. Because school principals must understand the school's change strategy in order to fight for quality excellence as a school goal (Asvio et al., 2019; Rulitawati et al., 2021). The performance of teachers in carrying out their duties and responsibilities has an impact on educational quality (Firman et al., 2022; Muslim, & Wekke, 2018). The existence of a quality improvement program, the division of tasks and responsibilities, and the quality standards to be met are the main characteristics of management carried out by school principals in order to produce superior-quality graduates. Superior quality school graduates will be achieved with effective quality improvement management. In this context, a management strategy allows the teaching program to run smoothly. So that it is based on competence and leads to quality of service and school graduates are required.

However, because teaching development is at the heart of the school's function, the quality improvement management function is critical in improving teaching quality, which leads to graduate quality. As a result, the government is making various efforts to improve the quality of education, beginning with improving the quality of teachers through education and training, and so on.

Improving the quality of teaching for teachers is one of the efforts to improve teacher quality. Teachers are said to have high-performance quality if they have teaching, training, and experience skills (Putri et al., 2022; Sadtyadi, H., & Kartowagiran, 2018). Teachers must be placed in jobs that are appropriate to their fields, that is, jobs that match their expertise (Mawirianti, 2014). What this teacher does will influence student success in the teaching and learning process (Nellitawati dan Yunistisa, 2022). Improving the quality of teaching can be accomplished by increasing teachers' educational qualifications and supervising the execution of teaching duties. Of course, increasing educational qualifications will increase the teacher's insight and knowledge in the teaching process. Meanwhile, increased teacher supervision will improve teacher discipline. The principal, as the highest leader at the school level, can supervise the implementation of teacher duties. Improving the quality of school education is largely determined by principals' ability to empower teachers and members of the community as a whole (Gustiawati, 2015). As the leader, the principal is accountable for the teacher's performance in carrying out his responsibilities. The government's role in providing guidance for school principals to assess teacher's performance is to appoint, prepare, and train school principals. This is done so that the principal can properly carry out his duties. In this case, the Education Office, rather than the government, can develop performance evaluation guidelines for teachers. As a result, it is clear that teacher's performance evaluation is critical.

Alimah (2013), Iskandar (2013) and Hasdiah (2019) conducted extensive research on teacher performance, linking the efforts of school principals to improve teacher performance, teacher performance assessment, and teacher competency tests to improve teacher performance (Muslimin, 2020). Handayani dan Rasyid (2015) investigated the impact of principal leadership, teacher motivation, and organizational culture on teacher performance. The following section relates teacher performance to teacher certification and motivation (Efrilia, 2020; Melati, 2013). Lalupanda et al. (2019) have also conducted research on evaluating the performance of certified teachers using the Charlotte Danielson model. Elviya (2014) related teacher performance evaluation to the role of school administrators. Susanto (2012) investigates teacher performance management as well. Hartanti dan Yuniarsih (2018) conducted research on the effect of teacher professional competence and work motivation on teacher performance. Mutakin (2015) and Ashari investigated the relationship between teacher competence and teacher performance, as did Widiyaningsih (2016).

In contrast to previous studies, researchers will conduct research on teacher performance through monitoring or observation, focusing on aspects of teaching administration and teacher discipline in accordance with the attendance list, as well as the efforts made by school principals to improve teacher performance. Based on the problems described above, the author attempts to explain how teacher's performance evaluation is carried out, what factors influence teacher's performance evaluation implementation, and how the principal's efforts in improving teacher's performance evaluation at SMA N 7 Sungai Rengas.

## Methods

This research is an approach that allows researchers to conduct detailed descriptions and interpretations in order to gain a comprehensive understanding (Sugiyono, 2014). The sampling technique is a sampling technique to determine the sample to be used in research. The sample is part of the number and characteristics possessed by the population. Due to limited funds, manpower and time, the researcher can use samples taken from the population. According to Arikunto (2016), if the number of subjects is more than

100 people, between 10-15% or 20-25% or more are taken. This type of research is designed to provide an overview of the problem under investigation, specifically how to conduct teacher's performance assessments at State Senior High School 7 Sungai Rengas, Batanghari Regency. The reason for selecting this school is that there are still numerous issues at SMA 7 Negeri Sungai Rengas. Students have not seen or felt the effects of improved educational quality.

The authors discovered the following facts based on preliminary observations: (1) School principals' efforts to increase teacher discipline remained low, resulting in decreased teacher discipline (late, truant and others). This is visible during the first hour. Out of approximately 18 classes (grades X, XI, and XII), only about 60% - 75% of classes begin on time, implying that the remaining teachers arrive late; (2) The principal has not supervised the teacher in carrying out his primary task, namely teaching. As a result, enthusiasm and motivation to teach teachers remain relatively low. When the bell rings after recess, the teacher does not immediately enter the premises but instead talks with his colleagues at the office for five to ten minutes before returning to class (3) Another issue that arises as a result of the principal's lack of supervision is that there are still teachers who do not have preparation (teaching units, lesson plans, and so on) when they teach. According to initial observations, teachers only taught using the printed books/texts they bought or purchased with BOS funds, while other preparations were not brought into the locale, while professional teachers had the ability to plan lessons well, and (4) the school principal's control system on less-than-optimal teacher performance. Preliminary observations of teachers at SMA Negeri 7 Sungai Rengas revealed that the principal had never told them how the principal assessed them or what the assessment indicators were. This is what makes evaluating teacher performance less objective. Library research is used to collect data, which is supplemented by print media such as books, magazines, newspapers, and journals, as well as electronic media. This study's informants were chosen using a purposive sampling technique. Which of the existing informants will be selected and deemed capable of becoming informants or providing the required information in accordance with the research objectives? This study used observation, interviews, documentation, and a literature review to collect data.

The following are data collection techniques: 1) Observation is the direct perception of an item in order to determine the reality of the article, circumstances, setting, and meaning, with the ultimate goal of gathering research data. The analyst serves as a participatory perception in this review. Observation is a complex process that combines biological and psychological processes. The processes of observation and memory are also important. 2) An interview is a qualitative data collection technique that employs an instrument, specifically an interview guide. Interviews are conducted by researchers with a limited number of research subjects. The same questions were asked to each participant in the same order. Unstructured interviews, on the other hand, begin with general questions in a broad area of research, and 3) Documentation is a data collection technique based on documents related to and relevant to the object under investigation. The descriptive qualitative data analysis technique used in this study is presentation and description, with a description of the research results obtained in this study in the form of results from interviews with related parties, as well as data from related documents. The procedure is as follows: (1) Data Reduction, which can be defined as the process of summarizing, selecting the main points, focusing on what is important, looking for themes and patterns, and eliminating what is unnecessary. The more time a researcher spends in the field, the more data there will be, and the more complex the data will be; (2) Data Display (Data Presentation) is the process of presenting data in qualitative analysis in the form of brief descriptions, charts, relationships between categories, and so on. (3) Conclusion Drawing or Verification In this study, drawing conclusions and verifying conclusions are about discovering something new that has never existed before (Sugiyono, 2014).

## Results and Discussion

### Teacher's Performance Evaluation Activities

Based on field findings, the assessment of teacher's performance at SMA N 7 Sungai Rengas is still not optimal. In reality, the school principal as an appraiser continues to rely on a government-mandated assessment model that appears incapable of accurately covering teacher's performance. Simultaneously, the follow-up to performance appraisal in the form of improving teacher quality has not been based on improvement for teachers with low quality, but rather on the training provider's request. Subject teachers' or class teachers' performance is evaluated in relation to the implementation of the learning process (Abidin dan Sutrisno, 2014). The main reason for the suboptimal evaluation of teacher's performance is the management committee of SMA N 7 Sungai Rengas, which makes teacher's performance evaluation an important part of educational staff management (teachers). This is reflected in the lack of management efforts. In this case, the

principal devises a unique strategy for investigating, assessing, and improving teacher's performance. According to field findings, performance appraisal is still buried beneath a slew of other human resource management activities. There is no performance appraisal system that is based on school needs, is scheduled, and involves other school management.

This evaluation is critical not only for the school, but also for the teacher in question (Idrus, 2019). Assessment is useful for teachers because it provides feedback on a variety of topics, including abilities, fatigue, determining goals, paths, plans, and career development (Nurmasari, 2015). The outcomes of teacher's performance evaluations are critical for schools in making decisions on a variety of issues, including identifying school program needs, acceptance, selection, introduction, placement, promotions, reward systems, and other aspects of the overall human resource development process.

Teachers' proclivity to always evaluate others while rarely evaluating themselves (Firyomanto, Wibawanto and Syamwil, 2016). This assessment is absolutely necessary to determine whether the teacher's performance is good, moderate, or lacking (Ahmad, 2017). Assessors use the Learning Teacher's Performance Assessment instrument to evaluate teachers who participate in the learning or mentoring process. Implementing teacher's performance evaluation entails the following steps: (1) observing class activities, (2) reviewing teaching plans and class notes, and (3) increasing the number of people involved in the evaluation (Munawaroh, 2017). Based on the research, it is clear that the principal of SMA N 7 Sungai Rengas' implementation of teacher's performance appraisal has not gone well, as evidenced by: (a) the school principal rarely comes locally to conduct assessments, (b) the principal still rarely conducts checking the teacher's preparation for teaching, (c) the principal has not explained in detail what the object of assessment is, and (d) the principal has not used a standard assessment form. When compared to Sudrajat's theory of how a school principal evaluates teachers, what the principal of SMA N 7 Sungai Rengas has done is not optimal.

According to the researchers' observations, there were flaws in the socialization between the school principal and the teaching staff, which occurred only when an assessment was to be conducted. The school principal should socialize the plan in general and do so at the start of the school year, as well as remind the teacher in question. This is done to ensure that teachers understand each other and can work well together in the future. Furthermore, it is in the context of ensuring teacher justice. The point is for the principal as assessor and the teacher to be open, honest, and fair. Continuous communication is a process in which school principals and teachers collaborate to share information about work progress, potential obstacles and problems, solutions to various problems, and how school principals can assist teachers (Sudrajat, 2008). Its significance stems from its ability to identify and overcome large-scale difficulties or problems.

### **Factors Affecting Teacher's Performance Evaluation**

According to the findings, research on teacher's performance through monitoring or observation focuses on aspects of teaching administration and teacher discipline in accordance with the attendance list. The following are some of the factors that school principals consider when evaluating teacher's performance:

#### **Administration of Instruction**

The educational institution must have good educational administration management in order to be an outstanding educational institution. An education's output is successful, which means that the teacher's performance in implementing the education is successful (Sauri and Hanafiah, 2022). All structuring or regulatory activities to establish cooperation with a group of people to achieve the goals that have been set are included in these activities. In this regard, one of the assessments for school principals is, of course, teaching administration, which includes lesson plans, annual programs, semester programs, teaching preparation, improvement, and enrichment programs. A number of these concepts are top priorities for school principals when evaluating teacher's performance.

Managing teaching programs entails planning for a specific time period that includes what the teacher will do in class. As a result, teaching preparation is an effort to improve the actions that will be performed in learning activities. Learning components such as competency standards, basic competencies, subject matter, learning activities, learning tools and resources, and learning assessment must all be coordinated.

The role of the teaching staff in the learning process is critical, because the primary issue confronting the world of education is the issue of teacher's performance (Wibowo, 2015). Instructors must be proficient in a variety of scientific, technological, and teaching skills. The principal continues to assess teacher activities in managing the program, beginning with lesson plans to identify competency standards, basic competencies, subject matter, learning activities, learning tools and resources, and learning assessment, in order to achieve optimal performance.



### **Discipline**

Discipline is essential for achieving success. Success will be difficult to achieve without discipline. Some experts have emphasized the significance of discipline. Work consistency is the goal of discipline. Meanwhile, self-control is required to always carry out tasks in accordance with existing regulations in order to achieve this regularity. The disparity between regulations and field implementation is a sign of indiscipline. Furthermore, it was done on purpose. Of course, school, as an official government institution, has set ground rules. Starting with the task's time (hour), the procedure for carrying out the task, and the task's evaluation/assessment. This is done so that field assignment implementers (teachers, principals, and administrative staff) can carry out their duties in accordance with the government's rules.

However, some teacher indiscipline remains evident at Sungai Rengas 7 Public High School, for example, many teachers arrive late for various reasons, have not yet entered the local school when the entry bell has rung, and so on. Furthermore, motivation in carrying out tasks appears to be low, despite the fact that motivation is known to be an important factor in a job. Furthermore, motivation is one of the factors that influence work effectiveness.

The low motivation of teachers at SMA Negeri 7 Sungai Rengas can be seen in a number of ways, including the fact that many teachers still do not make good teaching preparations, teachers do not/have not used existing learning media, and many teachers still look relaxed and joke with colleagues when the entry bell rings. This highlights the significance of the principal's role as a motivator. The principal, as a motivator, must always provide motivation to teachers, education, and administration staff so that they are enthusiastic and passionate about carrying out their duties in order to improve educational quality (Sri, 2019).

### **Media and Instructional Methods**

Teaching necessitates peak performance. Each subject and topic in the learning process activities necessitates a different set of methods and techniques. The choice of methods and techniques cannot be determined solely by a teacher's taste and will. The subject matter, learning goals to be achieved, talents, interests, and age of students' abilities are all factors in selection.

So far, teaching media has proven to be extremely beneficial to teachers in conveying instructional messages. This is due to the media's positive power and synergy in changing people's attitudes and behavior toward creative and dynamic changes. In this regard, the role of the media in education is critical, as the media is no longer viewed as merely a tool, but as an integral part of the education and teaching system (Sitorus et.al, 2020). According to the school's assessment of teacher's performance evaluation, a number of teachers can use actual media and teaching methods in the learning process. The principal can conduct class visits or request reports from the vice principal assigned to it; however, because the principal cannot be said to have taken the time to monitor class performance, the principal's observation activities are more incidental (Kuntoro, 2012).

Furthermore, by assessing performance through the evaluation of ten teacher competencies based on observation and monitoring of the aforementioned aspects. However, according to the principal of the ten competencies, at least some elements receive special attention, such as mastery of educational foundations, understanding the principles and interpretation of educational research results, and other elements that must also be evaluated.

If the principal is too busy with other tasks, the author believes that he should delegate supervisory duties to the vice principals. Teachers can be delegated to a curriculum representative for teaching and administration, while additional teacher responsibilities (homeroom teacher, student council coach, scouts, and others) can be delegated to a public relations representative, and so on. As a result, the principal's workload will be lighter but still of high quality. This is the true management function: managing a job so that it runs more smoothly. The principal, as a supervisor, is required to provide guidance or direction to teachers, education staff, and other administrators. However, before guiding and advising others, the principal must develop himself. Supervision can take place in the classroom, the office, or wherever people work.

### **The Principal's Efforts to Improve Teacher's Performance Evaluation**

For a long time, the school principal was aware of the poor performance of the teachers at SMA Negeri 7 Sungai Rengas. The school principal has made several attempts. School principals have made the following efforts to improve teacher's performance:

### **Regular School Meeting**

Routine meetings are held at the beginning of each month, and in addition to conveying various staffing-related information, school principals have used them as a venue to provide teacher motivation. In general, the motivation provided has advantages and disadvantages. The disadvantage is that each teacher has not personally experienced the motivational stimulus, so they will feel mediocre after receiving it. While the advantage is that providing motivation in this manner takes less time, it is more efficient.

#### **Collaboration with supervisors**

The principal supervises, directs, and motivates teachers. The principal supervises the teacher either through the MGMP forum or by examining the syllabus/RPP and supervising the teacher. The principal provides direction and suggestions through meetings and directives so that teachers can properly plan lesson plans and carry out learning in the classroom (Hasdiah, 2019).

The school principal has made this effort to improve teacher's performance by collaborating with supervisors. The principal hopes that through this supervisor, teacher's performance will improve. As a result, the school principal engages in extensive collaboration with supervisors. Collaboration with supervisors is used to ensure that various teachers are complete in their teaching. Lesson plans, educational calendars, syllabus, annual programs, semester programs, and so on are examples of teacher completeness (Setyawan, 2018).

#### **Conduct random teacher's performance evaluations**

The school principal conducts random assessments without notifying the teacher concerned in order to maintain excellent teacher's performance (Lailatussaadah, 2015). In this way, the principal hopes that teachers will always perform well at all times, without needing to be warned beforehand.

#### **Collaboration with diverse teams (school committees)**

The school principal has also collaborated with independent parties, in this case the school committee, to improve teacher's performance (Safira, 2021). Collaboration with this committee is accomplished through the provision of incentives (welfare funds) for teachers based on the number of teaching hours worked. This method is used to keep teachers motivated. Of course, the principal and committee hope that with this allowance, teacher's performance will improve. This method, however, did not last long and was abandoned when the BOS funds arrived.

#### **Improve the incentive system (rewards)**

The reward system is used by awarding teachers who achieve success. Teachers, for example, accompany students in various competition activities. This is intended to increase the teacher's responsibility for the tasks that have been assigned to him, as well as to increase the responsibility of the accompanying teacher. It can also be used as a means of good motivation. As a result, a pattern like this must be established and maintained.

#### **Provide teachers with work motivation training.**

Motivational training for teachers has never been implemented. However, this has evolved into a schoolwork program. As a result, it is hoped that once the program is implemented, teacher's performance will improve significantly. If you look closely, you'll notice that the school principal's efforts have been running; it's just that they're still faltering. The stagnation is visible in several ways, including: the assessment does not run continuously (constantly), the assessment is not comprehensive, or in other words, only a few teachers are supervised in class, even though all teachers require it, the efforts made by the school principal, such as the service, still appear theoretical (Mukhtar, 2015), head schools have yet to evaluate teacher's performance, despite the fact that teacher's performance evaluation based on teacher assessment is critical. This is to provide teachers with feedback on various weaknesses in order to improve the future. The situation described above makes the school principal's evaluation of teacher's performance less effective.

According to the researcher, in order to provide assessments and awards for teachers, the principal does not have to be strict (rigid), must follow a specific format, and so on, as stated by the author in the literature review. In this case, the principal can express appreciation and appreciation for the teacher's performance, for example, by verbally expressing, thanking, or congratulating teachers who have carried out their duties properly. Furthermore, awards and appreciation can be given in other ways, such as expressing satisfaction with what the teacher is doing.

The above pattern of giving assessments and awards to their staff by the leadership will be able to improve staff performance (because they will be more motivated) as well as improve close relationships. This is because, psychologically, teachers will be less shy with the principal, allowing them to open a communication channel. Close relationships will flourish as a result of this communication. Because the

principal is an educational leader at the school level, he must avoid rhetorical discourse and demonstrate his ability to work professionally while avoiding activities that can make school work very boring.

Teachers or other functional staff, administrative staff (staff), and groups of students or students must be able to instill, advance, and enhance mental, moral, physical, and artistic values in principals. To instill this role, the principal must be persuasive and role model. This persuasive and exemplary attitude will color the leadership, including the principal's coaching of the school's teachers. The principal must feel a strong sense of responsibility for improving teacher performance through work motivation, which is the willingness to exert a high level of effort toward organizational goals, which is conditioned by that effort's ability to meet an individual need.

Teacher performance will improve if the teacher has demonstrated high loyalty and commitment to teaching assignments, mastery and development of subject matter, discipline in teaching and other tasks, creativity in implementing teaching, collaboration with all school members, leadership that serves as student role models, a good personality, honesty and objectivity in guiding students, and accountability for their duties. As a result, the principal's role as a manager is to assess teacher performance. This evaluation is critical because it serves as a motivator for leaders to teachers and for teachers themselves.

According to the findings of the study, this is consistent with the findings of Alimah (2013), who discovered: 1) School principals' efforts to improve teacher performance include: a) involving teachers in training; b) providing the necessary facilities in the learning process; c) encouraging/reminding teachers to take advantage of the facilities provided; d) giving teachers freedom in using learning methods; e) providing presence and checking on a regular basis; f) setting up the teacher's desk to facilitate communication; g) supervising each learning activity; and h) providing motivation, direction, and guidance. 2) These efforts can be said to be effective in improving teacher performance because teacher performance is improving and becoming more orderly, beginning with planning and progressing to carrying out learning and evaluating/assessing learning.

Elviya (2014) and Iskandar (2013) conducted subsequent research that supports the authors' findings, in which the school principal evaluates the teacher. The principal of the school is responsible for motivating teachers to improve their abilities and skills in planning, implementing, and evaluating learning activity programs in order to become even better and more professional during the learning process. Teachers must also participate in training or education in order to improve their skills. Next, the researchers' findings are consistent with the findings of Lalupanda et al. (2019) and Efrilia (2020) who state that the school principal plays a critical role in improving teacher performance. Based on these findings, the following recommendations can be made. Following research can carry out performance appraisal through other aspects, which can also involve students connecting with classroom learning methods. As a result, teacher performance evaluations are not only subjective but also objective.

## Conclusion

Several conclusions can be drawn from the research findings. First, teacher's performance evaluation at SMA N 7 Sungai Rengas has not been performance-based, as it has not been carried out systematically, there have been a number of biases in assessments, there is a lack of feedback on performance appraisal results, and the assessment results have not been used as a basic reference in making decisions regarding improving teacher's performance. Second, the factors that influence teacher's performance at SMA N 7 Sungai Rengas are seen in the teaching administration, which includes the annual program learning plans, semester programs, teaching preparation, improvement and enrichment programs, discipline, where many teachers still come to school late for various reasons, still not entering the local area when the entry bell has rung, and the use of media and teaching methods is not maximized. Third, the school principal's efforts in improving teacher's performance appraisal at SMA N 7 Sungai Rengas include regular school meetings, among other things, collaborating with supervisors, conducting random teacher's performance assessments, collaborating with independent teams (school committees), improving the reward system), and conducting work motivation training for teachers.

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