

Management of Teacher Performance Appraisal in Madrasah

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ABSTRACT

The low performance of teachers will impact the quality of student graduation, which will also affect the achievement of educational goals. The quality of the learning process can be grouped into the quality of the input, the quality of the process, and the quality of the learning output. This study aimed to see the planning of teacher performance appraisals, strategies for implementing teacher performance appraisals, and supervision of teacher performance appraisals. Data collection techniques through observation, interviews, and documentation study. The subjects of this study are school principals, supervisors, and teachers at a Madrasah in Banda Aceh. Data analysis used data reduction, presentation, conclusions, and verification. The results showed: (1) teacher performance was carried out by the authorities stipulated by the government, based on the stated performance appraisal, had been running according to four teacher competency standards, including; pedagogical competence, social competence, personal competence, and professional competence (2) the strategy for implementing teacher performance assessments can be seen from the ability of teachers to carry out the teaching and learning process, namely: preparing learning plans, managing the class, using media or learning resources, understanding educational foundations, implementing BK program, carry out learning evaluation, (3) the purpose of supervising teacher performance by supervisors consists of principals and supervisors to determine the professional level of teachers in work and determine the teacher's availability of instruments. This supervision will improve the quality of education so that teachers will not underestimate the learning process.

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1. INTRODUCTION

The low performance of teachers will impact the quality of student graduation, which will also affect the achievement of educational goals. The quality of the learning process can be grouped into the quality of the input, the quality of the process, and the quality of the learning output (Tambrin, Wasliman, Hanafiah, & Mudrikah, 2021). Furthermore, Karwati and Priansa (2015: 53) say: "The quality of learning is determined through methods, input, atmosphere, and the ability to carry out the management of the learning process itself." The quality learning process involves a variety of learning inputs. The first component of teacher performance is planning the learning process. Government Regulation (PP) No. 19 of 2005 article 20 states: "The planning of the learning process includes a syllabus and a lesson plan that contains at least learning objectives, learning materials, learning methods, learning resources and assessment of learning outcomes." The first indicator of planning the learning process is compiling a syllabus.

The results of preliminary studies at MTS Darul Ulum YPUI Banda Aceh show that teaching materials have not been developed, including learning planning such as syllabus and lesson plans, so that they can affect student learning outcomes and have an impact on UN results. The average learning process has not implemented lesson plans in class, does not plan adequately in carrying out teaching assignments, makes lesson plans only to meet administrative teaching requirements, and does not prepare learning media. Some teachers teach concerning books. The use of teaching aids and learning media is deficient. The methods, techniques, strategies, and learning approaches do not vary significantly (Hasibuan, Lias, & Yusuf, 2020). Providing material during the monotonous teaching and learning process can affect the mindset of students who take part in learning (Demissie & Berhanu Endale, 2015). When learning is monotone or does not vary, students will feel bored and lazy to accept the presented material (Steinberg, Matthew, and Kraft, 2017).

This is a factor of treatment management in implementing teacher performance appraisal management which is very influential in capturing four teacher competencies, including the quality of classroom management with students. The need for teacher performance appraisal is more likely to lead to teachers' inability to implement the learning management process (classroom management), which leads to a decline in the quality of education. The incompetence of a teacher in delivering teaching materials in the learning process indirectly affects learning outcomes. The learning process can only be achieved with the competence of the teacher. Limited knowledge in delivering material, teaching methods, and other supporting books for learning will affect learning outcomes. The results of research in the classroom prove that effective teachers cause students who excel. Some expert opinions show that students who study with effective teachers will get more results than students with ineffective teachers (Jensen & Reichl, 2011). It would be better if the performance assessment were carried out with high commitment at all levels of education, including madrasas, which in this case were managed by the Ministry of Religion.

Problems always occur due to the poor implementation of performance management the educational institutions such as schools and madrasahs. According to Sakban et al., to improve human resources, principals must be intelligent, creative, and responsive and be able to overcome and find solutions to the problems through 1) personal or individual factors, which include knowledge, science, motivation, and high commitment, 2) creating an exciting work atmosphere and full of kinship, 3) income and salary are not the only significant factors in improving the teacher's work ethic and teacher performance, rather the comfortable working space and the peace of life (Sakban et al., 2019).

The principle is one of the components of education that has the most role in improving the quality of education. This is by the Regulation of the Minister of National Education Number 13 of 2007 concerning Standards for Principals of Schools / Madrasahs, which states that: "The principal manages teachers and staff in the context of optimally empowering human resources, creating a culture and school climate that is conducive and innovative for learning." As leaders and supervisors in schools, the roles and responsibilities of school principals are very strategic in improving the performance of teachers and other education personnel.

This proves that the principal's job is to communicate by supervising his subordinates to improve work performance and quality. The principal has a function and a duty to improve teacher performance so that teachers can improve their professional abilities.

2. METHODS

This research is qualitative because it is conducted intensively. Researchers participate for a long time in the field, note carefully what happens, analyze reflections on various documents found in the field and make detailed research reports. This qualitative approach will emphasize the aspect of the process more than the results. Therefore, it will be seen and analyzed how the actual picture of the management of teacher performance appraisals at MTS Darul Ulum YPUI Banda Aceh will be studied so that the data is more complete, in-depth, reliable, and more reliable meaningful. The research location is a part that cannot be overlooked because it has an essential role in the completeness of the research. For this reason, the authors chose the research location, namely at MTS Darul Ulum YPUI Banda Aceh. This research will be conducted in March 2021.

The subjects of this study were school principals, supervisors, and field teachers at MTS Darul Ulum YPUI Banda Aceh. The data collected in this study are words or expressions and actions from all activities and various events and documentation related to teacher performance appraisal planning, teacher performance appraisal, and supporting factors and obstacles in the performance appraisal faced by the teacher.

A research instrument is a tool used to obtain data in research. The data is accurate, following the expectations of the researchers. As a critical instrument (researcher as the vital instrument), qualitative researchers collect data through documentation, behavioral observation, or interviews with participants. They may use an instrument-like protocol to collect data, but they are the only instruments in gathering information. They generally do not use questionnaires or instruments made by other researchers.

The collection of data and information can be done effectively and adequately for the research purpose. In collecting data and information in the field, researchers use several instruments as data collection tools as follows:

1. The observation guide is a format that will guide researchers in conducting field visits. This sheet lists items of various aspects of data and information that will be explored about planning teacher performance appraisals, implementing teacher performance appraisals, and supporting factors and obstacles in teacher performance appraisal.
2. Interview guidelines are a format that contains a list of structured questions that have been prepared in advance, while the subject or respondent provides answers according to the content of the question. The collected data and information relating to teachers' ability to plan activities, implement, and support factors and obstacles in teacher performance appraisal.
3. Documentation is a format containing items regarding data and qualifications of school principals, work programs, school principal program implementation reports, documents 1 and 2, and various other data and information. In addition, the use of tools in the form of digital cameras, tape recorders, and field notes will significantly assist researchers in extracting information for research purposes.

In qualitative research, data can be declared credible if there is a similarity between what the researcher reports and what happens to the object under study. The data credibility test or the trustworthiness of qualitative research data consists of extending observations, increasing persistence, triangulation, negative case analysis, reference materials, and member checks. However, in this study, researchers used triangulation to test the credibility (credibility). Data collection techniques are one of the main steps to obtaining data in a study. Data collection in this study was carried out directly by researchers through observation, interviews, and documentation study. Data analysis started with data collection and data reduction, and conclusions were made by interpreting the classification results of the study.

3. FINDINGS AND DISCUSSION

The review of the previous problems shows that teachers' performance at MTs Darul Ulum YPUI Banda Aceh has been implemented according to the authorities determined by the government. The results were reported to the Ministry of Religious Affairs in Banda Aceh. The assessment of teacher performance in this study was observed related to teacher activities in planning and teaching preparation, mastery of the material to be taught to students, mastery of teaching methods and strategies, assigning assignments to students, the ability to manage classes and the ability to carry out assessment and evaluation.

The results of the field review proved that the teachers at MTs Darul Ulum YPUI Banda Aceh had done their best to improve their performance. However, there are still some obstacles to improving their performance that does not understand technology, even though the 21st-century learning activities require teachers to be able to understand it. In this case, the teacher has tried to apply to learn well to improve education quality, develop student creativity, increase graduation, and motivate students to continue their education to higher education. On the other hand, teacher performance is also influenced by the achievements of the teachers themselves. Teacher achievement is one of the things that influence the formation, change, and characteristics of these students because teachers are role models for their students. Therefore, good teacher performance will positively impact and vice versa (Ali, Holi Ibrahim Holi, 2012). The research results by Mualimin et al. (2020) show that the teacher performance is good. However, it is still not optimal or low and still needs to be improved more as in the aspect of the teacher compiling the grids of daily test questions, the teacher prepares the daily scoring guidelines, the teacher analyses daily tests, the teacher prepares a remedial program, and the teacher prepares a midterm exam. This aspect of evaluation is essential because it relates to whether the learning method is suitable or not that the teacher uses it, starting from planning to the learning implementation to the students. These findings indicate the need to improve teacher performance by improving various aspects. Therefore, teachers must be able to foster high achievement motivation, develop and create teacher attitudes, and enhance the quality of education. Besides, the government, school supervisors, and school principals need to facilitate and provide support to professional activities, workshops, and guidance on scientific work in classroom action research (PTK) for teachers to understand doing scientific work.

Based on the teacher performance appraisal instrument previously stated, the factors that affect teacher performance need to be studied, studied and studied in-depth and in detail to provide a clear picture of the obstacles or constraints that affect teacher performance. The results of interviews and observations can be identified to clarify some of the internal and external factors in teacher performance assessment at MTs Darul Ulum YPUI Banda Aceh. The results obtained are reviewed or examined in-depth and in detail to obtain research data as accurately as possible. The principals and advisors of madrasah must guide the teachers properly through academic

Supervision activities, workshops, or training through MGMP activities and continuous professional development, including personal development, scientific work, and educational innovation. This is in line with the opinions proposed by Khoirina & Gunansyah (2018). Furthermore, teacher performance assessments are carried out to see the achievement and the quality of the learning process, student guidance, and the implementation of relevant additional tasks that are appropriate to the function of the schools or madrasah.

Planning for teacher performance appraisal at MTS Darul Ulum YPUI Banda Aceh

Teacher performance appraisal planning can be identified from several factors, both internal and external factors. Planning for teacher performance appraisals in internal factors is related to teacher activities before carrying out teaching and learning activities in the classroom. Matters related to teacher performance appraisal planning consist of; (a) Preparation of lesson plans in learning, (b) use of learning media, and (c) learning strategies, methods, and models. Every teacher must own this plan in any field of study to support PBM to be more effective and communicative.

In this case, the preparation of the lesson plan should be the primary reference in the completeness of learning tools. The lesson plan can be used as a guide in the implementation of learning so that the lesson plan includes the completeness of the steps contained therein.

The problem in preparing this RPP is also following the opinion expressed by Fatmawati (2015), which states that performance is the answer to the question of what results in someone has achieved after doing something". Performance is the implementation of work, performance, and work results achieved by employees following their authority and responsibility to achieve organizational goals, including goals, quantity, quality, effectiveness, and efficiency. Muchlisin (2017) showed that performance appraisal practice in Madrasah Aliyah Al-Ikhsan Beji is not yet maximal for factors that influence the lack of appraiser, assessment aspect, and utilization of teacher performance appraisal result. While the model used is Behavior Observation Scale (BOS) and Field Review, model.

Another opinion expressed by Ahmadiansah (2016) states that: "Teacher performance as a result of the work of a teacher in carrying out his main duties as an educator includes planning to learn, implementing learning, assessing learning outcomes, guiding and training students, and carrying out additional tasks attached to it. On the implementation of main tasks ". ". In this case, learning planning in making lesson plans is one thing that supports the learning process. Other learning planning can also be observed through the availability of learning media. This follows Miftah (2013: 97) that: "Learning media can briefly be expressed as something (can be a tool, material, or situation) that is used as an intermediary for communication in learning activities." Before teaching and learning activities take place, the teacher should provide learning media to support student learning success. The provision of learning media is a tool that supports the implementation of learning activities both inside and outside the classroom.

The review results also prove that the learning media does not only rely on the facilities provided in schools, but teachers must have creativity in providing media following the material to be studied. Media availability is prepared using simple tools made from used materials and the surrounding environment as a medium for learning activities. The review results at MTs Darul Ulum YPUI Banda Aceh also proved that the learning media provided in schools had not been maximally fulfilled. The limitations of this learning media make it difficult for teachers to increase student understanding directly. In this case, the learning media is one of the tools used by the teacher to improve students' understanding.

The limitations of learning media in schools also encourage teachers to create simple learning media made from used materials, make the environment more functional, and link the material studied with everyday life. According to Hamalik (2008: 49) that the functions of learning media are: 1) to create a practical learning situation, 2) media is an integral part of the learning system, 3) learning media is essential to achieve learning objectives, 4) learning media to accelerate the learning process teaching and helping students to understand the material in the classroom, 5) instructional media to enhance the quality of education.

Teacher performance appraisal planning can also be identified through teacher planning in determining a strategy, method, and learning model. The interviews with several teachers prove that the implementation of learning methods, strategies, and models has been carried out, but not optimally. In this case, Zubair (2017:310) explains: Efforts to improve teacher performance by the principal cannot be separated from monitoring and evaluation because monitoring and evaluation are a means of controlling the activities of a process and management action. Monitoring and evaluation are carried out as a reference in measuring the level of success of an institutional goal that has been planned and carried out to meet targets which are then followed up to identify any problems that arise (Adhar Almursyid et al., 2020).

The teacher's learning activities so far are still conventional, even though the teacher has provided lesson plans to implement learning. The lack of application of learning methods, strategies, and models causes the class to be inactive and less motivating students to learn. Learning activities so far still use more teacher-centered methods than the student. However, based on the provisions of the 2013

curriculum that involves a scientific approach, learning activities are more student-centered than teachers.

Strategy for Implementing Teacher Performance Assessments at MTS Darul Ulum YPUI Banda Aceh

The findings of interviews, observations, and documentation at MTS Darul Ulum YPUI Banda Aceh teachers have tried to carry out their performance as much as possible. However, there are still several factors in the implementation process that affect teacher performance. This is in line with teacher performance planning, so in practice, the teacher must be able to carry out all previous perceptions, one of which is the learning implementation plan.

The results of the field review also prove that several things related to the implementation of teacher performance at MTS Darul Ulum YPUI Banda Aceh can be identified through seven aspects, including; the ability to prepare lesson plans, manage classes, use media or learning resources, understand educational foundations, carry out counseling guidance programs, and carry out learning evaluations and carry out school administration for the smoothness of the teaching and learning process. The implementation of learning is the initial basis for teachers to implement everything that can support student learning outcomes. In this case, Emma (2016.114) states that: "Teacher performance can be seen from the ability of teachers to carry out the teaching and learning process, namely preparing Learning Plans, managing to teach and learning programs, managing classes, using media or learning resources, understanding educational foundations, implementing the BP program. Carries out learning evaluations and carries out school administration for the smoothness of the teaching and learning process.

The teacher's implementation of the lesson plan steps is the initial step for implementing learning. This is because the lesson plans contain several things related to learning procedures. Classroom management is the most important thing after the RPP. By implementing the lesson plans, the teacher must be able to manage the classroom into a pleasant learning atmosphere. In this case, Muslim (2018.39) states that: "Teachers as workers must have abilities which include mastery of subject matter, professional mastery of teacher training and education, mastery of ways of adapting themselves and personalities to carry out their duties, besides that the teacher must be a developing and developing person. Is dynamic".

Classroom management is all efforts directed to create effective and enjoyable teaching and learning environment and can motivate students to learn well according to their abilities. Classroom management is a conscious effort to organize teaching and learning activities systematically. This conscious effort leads to the preparation of learning materials, facilities, and teaching aids, setting up learning spaces, realizing situations for the teaching and learning process, and setting time, so that the teaching and learning process runs well and curriculum objectives can be achieved.

The results of the field review also show that classroom management has been implemented following the 2013 curriculum reference, which dominates student activity compared to teachers. Learning activities so far provide opportunities for students to solve learning problems independently so that students have the opportunity to develop their learning experiences. Through this activity, students will be more motivated and interested in learning. In addition, the implementation of learning using learning media is one the essential things in increasing student understanding.

The results of the field review prove that as an educator, the foundation of education is understood by all teachers. In the educational foundation, teachers must understand the nature of education itself. Some educational foundations that can be used as a fulcrum in conducting critical analysis in educational practices include; the philosophical and sociological foundations. Elviya (2014.50) explains: "Evaluating teacher performance needs serious attention, especially by supervisors. Teacher performance appraisal is one part of the competency that school/madrasah supervisors must master. These competencies are included in the dimensions of educational evaluation competencies".

Teacher performance can also be informed by implementing a counseling guidance program (BK). This counseling guidance activity can be used as a solution for students in solving problems related to learning. Guidance is a process of assisting individuals sustainably and systematically, which is carried out by an expert who has received special training so that individuals can understand themselves and their environment and be able to direct themselves and adapt to the environment to be able to develop their potential optimally, for the welfare of themselves and the welfare of society. Counseling is a series of meetings between counselors and clients. Muspawi (2021:104) explains that the principal is a teacher who is formally appointed and assigned to be a leader for a school to empower and lead school resources to improve school quality—remembering the principal who meets the teachers every day and knows firsthand all the activities and processes in the school. So at least the principal knows all the shortcomings and strengths of the school.

To improve performance, the teacher must also evaluate learning. Learning evaluation is a process to determine the value of learning and learning that is carried out through assessment activities or measurement of learning and learning. With the existence of evaluation, students can find out the extent of success that has been achieved while attending education. This is following the opinion expressed by Wijaya (2019: 20) that: "Evaluation is part of the learning process which as a whole cannot be separated from teaching activities, carrying out evaluations carried out in educational activities has significant meaning because evaluation is a tool—measuring or a process to determine the level of achievement of success that students have achieved with the teaching materials or materials that have been delivered so that with the evaluation, the objectives of the learning will be seen accurately and convincingly."

Based on the results of the above review, it can be concluded that the strategy for implementing teacher performance appraisal at MTS Darul Ulum YPUI Banda Aceh has several obstacles both in terms of implementing learning according to RPP, availability of learning media, understanding educational foundations, conducting counseling guidance, and evaluating learning. In the learning process, it is essential, but these problems can sometimes be overcome by the teacher and cannot be overcome.

Supervision of teacher performance appraisal at MTS Darul Ulum YPUI Banda Aceh

Supervision of teacher performance appraisal is an observation by superiors of their subordinates. In the world of education, school supervisors have an essential role in observing the results of teacher performance. This is following Rahmawati (2016: 4 4): "Improving the quality of education is not an easy matter. It requires a close relationship between various factors by considering past, present, and future conditions that are difficult to predict. The lack of understanding in predicting future needs makes it difficult to solve various educational problems concerning education's quality, relevance, efficiency, and effectiveness. The quality education process is determined by various dynamic elements in the school and its environment as a unified system". In this case, it shows that it can support the quality and quality of education through supervision.

Based on the findings from interviews, observations, and documentation, it shows that the function of the principal can be known through several things, including; understanding the scope of the variables that should be assessed, especially the professional competence of teachers, having standards and develop assessment instruments, collect and analyze data, and make final judgments or conclusions. According to the Law on Teachers and Lecturers no.14 of 2005, article 1 paragraph 1, it is stated that "Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education through formal education, primary education, and secondary education." The form of teacher performance behavior in question is an activity in the learning process, namely how a teacher plans to learn, carries out learning activities, and assesses learning outcomes."

The results of the field review show that the supervisor's function is to oversee all teacher activities in the learning process. The supervision that has been carried out so far has been carried out to the

maximum extent possible to improve student learning success. The review results illustrate that supervisors can carry out their duties as supervisors. This is because supervisors function in supervising teacher performance in four competency standards, including the four competencies. Muslim (2018:40) explains that: "If the teacher's teaching performance is not good, then the quality of the resulting education is not good. The teaching performance of the teacher has a vital function in the administration of education because the teacher's teaching performance is both the spirit and the body of the educational process ". In this case, to get competent and professional supervisors, it is necessary to empower school supervisors. Efforts to improve the performance of school principals are the responsibility of the school principal towards the institution and society; therefore, the assessment must be carried out objectively, transparently, and can be accounted for by the community (Muchlisin, 2017). The assessment for school principals is not assessed only once a year, but the behavior of their performance is constantly observed and recorded, which is carried out by the school supervisor as the direct supervisor of the school principal.

4. CONCLUSION

Planning for teacher performance appraisals at MTS Darul Ulum YPUI Banda Aceh has been carried out by compiling learning implementation tools (RPP), using instructional media, and using strategies, methods, and learning models. The review results show that the preparation of the lesson plans has been carried out as optimally as possible, but there are several obstacles faced by teachers regarding curriculum changes that have caused a lack of understanding in the preparation. Then the provision of media has been able to run, and the implementation of strategies, methods, and learning models can be carried out well. The strategy for implementing teacher performance appraisals at MTS Darul Ulum YPUI Banda Aceh has been carried out with several things, including preparing Learning Plans, managing classes, using media or learning resources, understanding educational foundations, implementing BK programs, and carrying out learning evaluations and implementing school administration for smooth operation. Teaching and learning process. Supervision of teacher performance appraisals at MTS Darul Ulum YPUI Banda Aceh in terms of the supervisor's ability to understand the scope of variables that should be assessed, especially teacher professional competence, have standards and or compile assessment instruments, collect and analyze data, and make final judgments or conclusions. . In this case the supervisor's ability to find out how much success the teachers are performing at school. Therefore, supervisors have an essential role in serving education stakeholders, where they know the improvement of the quality and quality of education. The recommendations of this research are required to implement and evaluate teachers' performance following the Standard Operating Procedures (SOP) issued by the Ministry of Religion of the Republic of Indonesia. Nevertheless, the results were still ineffective due to problems of various resource limitations.

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