



## Management of Teacher Performance Improvement in Realizing Professional Teachers

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### Abstract

*This study examined the management of teacher performance improvement in manifesting professional teachers in schools (Madrasah). The researcher conducted this study because of being motivated by the implementation of teacher performance management that has not been running optimally, especially in MAN 2 Majalengka and MAS Daarul Uluum PUI Majalengka. The sample in this study was the staff management of the schools, especially the principal, and teacher or educator staff in both schools studied, and the students, both at MAN 2 Majalengka and MAS Daarul Uluum PUI Majalengka. Then, the research method used in this study was descriptive-holistic aiming at finding out descriptive and holistic explanations as well as examining the assumptions used in more depth based on the findings and interpretations of the data in the research field. The data were collected through documentation techniques, interviews, and direct observation by the researcher. The results showed that the management of teacher performance improvement was able to make teachers professional, when the management of improving teacher performance was carried out based on the principles of scientific management and adjusted to the needs and characteristics of the school. Both schools (Madrasah) have been quite successful in implementing teacher performance management optimally. It could be seen in the efforts of both schools in several aspects examined. The planning aspects of both schools (Madrasah) involved a contextual analysis of all school resources and the school's goals. The implementation of the aspects, in both schools (Madrasah), involved various performance indicators such as; (1) providing the guidance and distributing teacher self-evaluation tools; (2) carrying out academic supervision; (3) studying and concluding the results of academic supervision; (4) communicating the results of academic supervision to the teachers individually; (5) discussed the follow-up including; (a) conducting a non-formal program covering of handling cases that were individual and casuistic in nature (curative); (b) conducting a formal program, namely handling cases that were general in nature, and carried out by all teachers through training in the form of developing and deepening performance points such as composing a lesson plan. Both schools (Madrasah) showed their uniqueness, especially in the indicators of problem solving and following up. The evaluation aspects of both schools (Madrasah) were quite good at measuring existing education services, as well as measuring the extent to which the school elements have achieved predetermined qualifications. In general, this study concluded that both schools (Madrasah) were quite optimal in implementing teacher performance management by referring to the functional aspects of management; planning, implementation, and evaluation.*

**Keywords** Professional Teachers, Madrasah, Performance Management.

### INTRODUCTION

Teachers are not only the main driver of educational practice itself, but their existence and role are the core factors in realizing good and quality education. If teachers can carry out their duties and obligations properly, it is certain that the education graduates produced will be in line with expectations. On the other hand, if teachers do not carry out



their duties and responsibilities properly, quality education graduates are difficult to realize. The amount of responsibility and expectations pinned on these teachers make teachers always faced with the imperatives and demands to be able to produce optimal performance.

Performance management for Armstrong is a process of systematically improving the organization by developing individual and team performance. Performance management is a tool to get results from the organization and the personnel in it, by understanding and managing existing performance based on a certain framework that involves planning goals, standards, and competency requirements. In the context of education and teachers in particular, the Teacher Performance Assessment (TPA) for example, is not only an illustration of the management of improving teacher performance itself, but also a way to understand how the performance of the organization or madrasa as a whole, with which the results of the education carried out are also carried out. can be measured effectively.

The importance of performance management, and especially good performance appraisal, will be closely related to efforts to improve the quality of education itself. This also makes the government have to prepare guidelines for the implementation of the Teacher Performance Assessment (TPA), as a guide for certain parties who have been determined to carry out the performance assessment. Through this kind of performance appraisal, it is hoped that evidence-based performance data can be obtained (evidence-based appraisal), with which educational institutions can understand what the weaknesses and shortcomings of teachers are, which aspects must be improved, what advantages must be maintained, and what efforts must be made by the madrasa as managers or education policy makers in this case the Ministry of Religion,

Another problem in terms of teacher performance improvement management is the general conditions faced by many madrasahs' educational institutions themselves. Starting from the lack of facilities and infrastructure to improve teacher competence, the absence of operational funds for the implementation of teacher quality improvement programs, a very tight teaching schedule, or other things related to the personal situation of the teacher concerned which makes it difficult to follow all the madrasa or government formulations. related to their performance. Some teachers, for example, often only carry out certain learning tasks, starting from the preparation of lesson plans, implementation of learning, to learning evaluations which merely abort obligations, and lack creativity.

This in turn of course makes the educational process and the learning process in madrasahs only run as they are, without certain changes that are expected to provide an increase in the quality of education itself. Managers of educational institutions, and teachers are often trapped in the rhythm of carrying out daily tasks, which makes the education and learning process never move from its original condition. Madrasahs are less able to run teacher empowerment programs effectively which makes it difficult for them to improve their performance. It is this trapping of rhythm and normative habits that makes teachers never really able to change.



Ideally, madrasas or educational institutions can design certain programs or agendas to improve teacher performance effectively and efficiently. For example, this can be done by referring to various theories in the field of management regarding performance management which generally involve three main stages, namely planning, implementation, and evaluation (Armstrong, 2006:16).

The basic problems that still include madrasah efforts in optimizing the management of teacher performance improvement, ranging from the lack of resources and modalities needed, the readiness of the institution in facilitating teacher performance improvement, to the personal factors of the teacher concerned (intrinsic and extrinsic), as previously mentioned, making many madrasas stuck in a static condition. Teachers also find it difficult to develop the quality of learning, teaching creativity, or the expected competencies. As a result, the existing educational or learning process cannot run optimally. students also cannot get learning outcomes that they can be proud of.

In other words, when teachers do not get the ideal service to improve their performance, their performance, especially as represented in teaching practice, will also not achieve the expected results. When teachers cannot teach well, it is also difficult to expect learning outcomes to be able to achieve maximum grades.

Therefore, certain efforts are needed to improve conditions like this. The madrasa, for example, must have an agenda of planned and measurable activities in terms of teacher performance improvement management, regardless of the limited resources they have. Teacher performance assessment must also be carried out seriously, where the results must be taken into consideration for improving teacher performance, and not just a ploy to abort academic obligations.

Based on the results of the researchers' initial interviews with the madrasa head, teachers at Madrasah Aliyah within the Ministry of Religion of Majalengka district, especially at MAN 2 Majalengka and MAS Daarul Uluum PUI Majalengka, it was revealed that there were still many teachers who had not shown optimal performance, this was motivated by The existence of teacher administration that is less effective or has minimal impact on improving teacher performance, as well as a very large curriculum burden, makes teachers seem to have lost the way to carry out the learning process optimally (professional and pedagogic competence). Efforts to design material structures that are easier and more systematic, as well as the implementation of learning models that are compatible with the character of the material have not been carried out properly. Of course, this

In addition, the discipline of teaching tasks and consistency with the schedule that has been set have not been effective in organizing more integrated learning activities. The lack of teacher discipline is also shown by the presence of teachers who are still late in entering the classroom and leaving the classroom earlier than the predetermined schedule, the presence of teachers who are not present without giving assignments for unclear reasons, the presence of teachers playing cellphones when the Teaching and Learning Activities (TLA) takes place, and the presence of teachers. who are not present in madrasah activities outside of TLA such as the implementation of the Subject Teacher



Consultation (STC) and other madrasah activities. This shows that their negligence in these activities is one of the problem points that must be resolved immediately.

Another problem is that some teachers at Madrasah Aliyah still do not meet the qualifications (mismatched), there is a mismatch between the fields of expertise and the subjects taught. In this regard, according to the Ministry of Education and Culture cited by Masoka, et al. (2017: 521) that the qualifications of teachers are below standard (under qualification) and less competent (low competencies), as well as mismatches between educational qualifications and the field being taught (mismatched) are also one of the factors for the low quality of education.

In this regard, based on data from the Ministry of Religion of Majalengka district that the number of Madrasah Aliyah in Majalengka district is 35 Madrasah Aliyah consisting of 3 state Madrasah Aliyah and 32 Private Madrasah Aliyah with a total of 588 teachers, of which 141 teachers PNS and 447 non-PNS. Furthermore, teachers who already have a professional educator certificate (certified) are 254 teachers, of which 138 teachers are already linear (54%), while 116 teachers (46%) are not linear between the fields of expertise and the subjects being taught. Meanwhile, data on Madrasah Aliyah teachers throughout Majalengka Regency who have not been certified amounted to 334 teachers, of which 279 (84%) teachers were linear,

Indeed, research related to the management of teacher performance improvement has been carried out by several researchers, among them by Gaol (2018). In his research he discusses efforts to improve teacher performance that can be carried out by school principals by (1) maximizing the focus on improving teacher competence, (2) allocating sufficient budgets for increasing teacher professionalism, (3) providing professional advice and guidance to teachers, (4) create a conducive school organizational culture; (5) creating renewal and excellence, and (6) providing rewards for teachers who are successful or perform well.

In addition, Mukhtar (2015) also conducted research related to the principal's strategy in improving teacher performance in junior high schools. The results of his research indicate that the principal's strategy in improving the ability of teachers can be done through fostering the ability of teachers in the learning process, increasing teacher discipline, teacher motivation, and teacher commitment to their duties at school.

Based on the results of the researcher's identification, it is known that previous research is only limited to examining the efforts and strategies carried out by school principals in improving teacher performance, especially in the learning process in schools. In contrast to the research conducted by the researcher, that the focus in this study is to discuss the management of improving teacher performance in realizing professional teachers which is carried out by the two heads of Madrasah Aliyah through planning, organizing, implementing, and evaluating activities. In addition, this study also discusses the factors of obstacles in the management of improving teacher performance in Madrasah Aliyah.



## IMPLEMENTATION METHOD

This study uses a qualitative approach with descriptive and holistic methods. Then, the main reason for using this qualitative approach is because it provides the breadth for researchers to be directly involved in situations where researchers can interact with participants more deeply.

While the use of the descriptive method is because it is in harmony with the characteristics of the qualitative approach itself which seeks to explore new meanings and interpretations of data by processing information and data as text for later analysis in depth. Then, the research instrument in this study is the researcher himself (human instrument).

The main focus in this research is extracting information about the management of improving teacher performance in realizing professional teachers, especially those at MAN 2 Majalengka and MAS Daarul Uluum PUI Majalengka, because of the openness of the madrasa to the research to be carried out.

The object of this research is all madrasah institutional personnel, teachers and students in the two madrasas studied. Sources of data used in this study came from:

1. Primary data sources, which include information on teacher performance management and learning quality, are contained in MAN 2 Majalengka and MAS Daarul Uluum PUI Majalengka. Data on teacher performance are taken from the results of teacher performance assessments in the two madrasas concerned.
2. Secondary data sources, which include all information materials that are not directly related to the subjects and themes, or issues studied in the study, but support the completeness of the overall data analysis.

While the data collection techniques used are as follows: (1) Observation; (2) Interview; (3) Documentation; and (4) Triangulation or a combination of the three previous techniques.

Each form of data in qualitative descriptive research can basically be categorized as text. Therefore, in the analysis, the researcher uses data analysis techniques consisting of data reduction, data presentation, and drawing conclusions. The validity of the findings of this study is determined by the following criteria: (1) trust, (2) dependence, and (3) certainty.

## RESULTS AND DISCUSSION

### Results

Management of teacher performance improvement will be in accordance with expectations if it is based on good management, starting from planning, implementation, monitoring and evaluation, as well as problems found in management.

This is in line with the expression of Sauri, et al. (2019:1) that the management function can be simplified into four parts, namely: (1) planning, (2) organizing, (3) implementing, (4) monitoring/evaluating. The four management functions are fully integrated and coherent.



Thus, the management of teacher performance improvement will be in line with expectations if it is based on good management, starting from planning, implementation, monitoring and evaluation, as well as problems found in management.

Through performance management that is managed in a planned, systematic manner and has a commitment to quality, a competitive advantage will be owned by Islamic educational institutions including Madrasah Aliyah.

Management of teacher improvement in realizing professional teachers in Islamic educational institutions requires the stages that must be carried out by the organization, namely planning, coaching and performance evaluation. By implementing performance management seriously, Islamic educational institutions will have advantages as a hallmark of institutions that are committed to the quality of education (Baharun, 2016: 251).

Therefore, in carrying out performance improvement management, the head of the madrasa in achieving the goals that have been set must perform the three functions above. Thus, in this discussion it can be described as follows:

### **Management planning for improving teacher performance in realizing professional teachers at MAN 2 and MAS Daarul Uluum PUI Majalengka**

Before carrying out madrasa activities, the head of the madrasa first consulted with the teacher to develop a learning plan and formulate performance expectations with an active and effective communication process. The results of this deliberation, according to Bacal (2001:27) are a mutual agreement in which all madrasah citizens must carry out a continuous communication process and be carried out in partnership. between the teacher and the principal. This process includes activities to build clear expectations and an understanding of the work to be done. This is a system. That is, it has a number of parts which all must be included,

Thus, continuous communication carried out by madrasa principals and teachers is important to develop which will lead to better learning planning and performance expectations because it will determine future achievements. This is also reinforced by the thoughts of Ken Blanschard and Garry Ridge quoted by (Wibowo, 2007: 25-33) that the management of teacher performance improvement must have a plan, namely by setting goals, targets and work standards so that the implementation will be directed and measurable. well so as to produce students.

Furthermore, Sauri, et al. (2019:240) that good teacher performance will produce students who have noble character and avoid cases of juvenile delinquency which are currently increasing significantly in society. In addition, when teachers have good performance, efforts to improve learning outcomes also become more optimal. Based on this, in producing good teacher performance, madrasah principal maturation is needed in planning teacher performance improvement management.

In line with what Aguinis (2014:39) said that the management function of improving teacher performance was simplified into three main parts, namely, (1) performance planning, (2) performance executions, and (3) performance evaluation. Regarding performance planning, at this stage all personnel must have a thorough



knowledge of the performance management system and the problems that are being and will be faced. In fact, at the beginning of each performance cycle, the principal and teacher meet to discuss and agree on what needs to be done and how it should be done together. This performance planning discussion includes consideration of outcomes, behavior and development plans.

This is in accordance with the findings of researchers in the field that the head of MAN 2 Majalengka plans to improve teacher performance management through the preparation of materials and teacher self-evaluation formats, classroom supervision, and training. In connection with that, the preparation of self-evaluation is intended for the teacher concerned to get a picture of himself related to his strengths and weaknesses in carrying out his duties as a teacher. Then the action of class supervision will produce observation data whose results can be juxtaposed as confirmation of the conclusions or descriptions of self-evaluation. From the results of this comparison of self-evaluation and class supervision, an objective picture of the quality of the teacher's performance will be found. If weaknesses are found in the teacher concerned, Then a follow-up plan was drawn up involving teachers and principals with the aim of correcting the weaknesses found in the results of self-evaluation and classroom supervision. There are two types of actions that will be planned by the madrasah principal:

1. If the findings of weakness are found in the majority of teachers, a follow-up in the form of training will be planned by previously disseminating the follow-up plan to all madrasah residents. Furthermore, if the findings are unique to the individual teacher and the problem, such as a personal weakness problem, then the head of the madrasa prepares a follow-up plan in the form of coaching, counseling, and curative efforts that only involve the principal and the teacher concerned. The implementation of coaching aims to make self-awareness, motivation, and curative efforts on the subject of the target teacher so that he becomes a professional teacher. In line with this, Mudlofir (2012:119-120) that professional teachers have the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in formal education. Professional teachers are teachers who are well educated and trained and have rich experience in their fields. The notion of being educated and trained is not only getting formal education, but also having to master various learning strategies and techniques, mastering educational foundations, and mastering the field of study to be taught (Suprihatiningrum, 2013: 70). This is in line with Izzan (2007: 72) that a professional teacher must have the ability to master the right material, methods and presentation of material, so that it is easily accepted, absorbed and mastered by students in a good and fun way. In addition, the presentation of interesting learning materials also greatly determines student learning outcomes at the time of evaluation. The presentation of interesting learning materials can foster interest and create motivation to learn. Likewise, the provision of numbers achieved through tests can motivate students to improve learning activities. (Sumiati & Asra, 2007:41). Thus, the element that is really considered in the teacher performance assessment (TPA) here is the competence of the teacher itself. These competencies cannot be separated from the ability of a teacher in



mastering knowledge, applying knowledge, and skills in teaching and guiding students in the madrasa environment. The element that is really considered in the teacher performance assessment (TPA) here is the competence of the teacher itself. These competencies cannot be separated from the ability of a teacher in mastering knowledge, applying knowledge, and skills in teaching and guiding students in the madrasa environment. The element that is really considered in the teacher performance assessment (TPA) here is the competence of the teacher itself. These competencies cannot be separated from the ability of a teacher in mastering knowledge, applying knowledge, and skills in teaching and guiding students in the madrasa environment.

2. In order to support the implementation of the madrasa head program planning, the madrasa head and the madrasa development team make a short-term plan (STP) which contains a follow-up to the findings of the class supervision results, which of course will be used as the basis for a separate assessment for the teacher. However, it is different from the findings of researchers at MAS Daarul Uluum PUI Majalengka, that the head of the MAS Daarul Uluum PUI Majalengka madrasa before planning teacher performance management, he explores problems first through data that shows the quality of learning, including: the quality of madrasas according to the eight achievements National Education Standards and the quantity of graduates accepted by State Universities (SU), and the presence or absence of superior programs. Although, from the data from the learning process above.

Organizing makes it easier for managers to supervise and determine the people needed to carry out the tasks that have been divided. Organizing can be done by determining what tasks must be done, who must do them, how the tasks are grouped, who is responsible for these tasks, at which level decisions must be made; and (3) directing is an action to ensure that all group members strive to achieve goals in accordance with managerial and business planning.

The problems that are often faced by madrasas in planning regarding the budget are limited financial resources from the government and from the community which are not sure to be collected. This causes every plan in the MTWP never to be maximally achieved. In line with Mulyasa's expression (2003:48) that the ability to finance is one of the key factors for the success of madrasa management practices, both those that are managed conventionally and based on Madrasah-Based Management (MBM). Concerning the cost associated with the quality of education underlines that the cost is a function of quality. In other words, the relationship between the increase in the cost of education and the improvement in the quality of education is linear.

Then, after the Medium-Term Work Plan (MTWP) has never been maximally achieved, madrasa cooperation is needed with the Madrasah Committee as a representative of the parents of students. Another thing that can be done by madrasas to meet the budget for madrasa activities, madrasa heads must be able to cooperate with outside parties such as obtaining CSR from institutions that incur costs.





### **Organizing management of teacher performance improvement in realizing professional teachers at MAN 2 and MAS Daarul Uluum PUI Majalengka**

Organizing is only a strong foundation to move teachers so that their performance is directed and measurable. All work programs that have been planned will be successful if the program is regulated, a person in charge is appointed, given instructions and clear job descriptions. With clear responsibility and task corridors, program overlap, and ambiguity can be avoided.

Terry (in Sukarna, 2011:46) also suggests the principles of organizing, as follows, namely:

1. The objective or purpose.
2. Departmentation or division of labor.
3. Assign the personnel or labor placement.
4. Authority and Responsibility or authority and responsibility.
5. Delegation of authority or delegation of authority

In line with the statement above, all work programs that have been planned will be successful if the program is regulated, appointed by a person in charge, given instructions and clear job descriptions. With clear responsibility and task corridors, program overlap, and ambiguity can be avoided.

In practice, the organization related to the management of improving teacher performance at MAN 2 Majalengka is quite good. This is spelled out in managing and empowering human resources. Based on the results of interviews with the head of the madrasah that the assignment of teachers as class teachers or subject teachers has been carried out based on expertise in accordance with the education they have. However, there are still some teachers who teach not according to their educational background.

Even so, the head of the madrasa always encourages the teacher concerned by participating in programs that are able to improve his skills in teaching, especially those related to the subjects he is capable of. In addition, he also motivates the teachers concerned to continue their studies at universities with majors that are in accordance with the subjects being taught.

In contrast to the organization of teacher performance improvement management at MAS Daarul Uluum PUI Majalengka which is categorized as good. This is spelled out in managing and empowering human resources. Based on the results of interviews with the head of the madrasah that the assignment of teachers as class teachers or subject teachers has been carried out based on expertise in accordance with the education they have.

The principal of the madrasa also always encourages the teacher concerned to participate in programs that are able to improve his skills in teaching, especially those related to the subjects he is capable of by participating in the STC program. However, there are still teachers who do not participate in the program. This is because the teachers are busy with their personal activities.

In addition, the head of the madrasa also always encourages to follow the BIPA program that has been programmed by the madrasa. The teachers were very enthusiastic



about this program, although not all teachers were able to join the program. One of the reasons is related to the cost which makes it an obstacle in participating in the program.

Furthermore, organizing related to student management. The results of the researcher's interview with the head of the madrasah that MAS Daarul Uluum PUI Majalengka has added extracurricular activities and religious activities, it aims to grow and awaken the potential of students to motivate them in doing and following the learning process.

### **Implementation of teacher performance improvement management in realizing professional teachers at MAN 2 and MAS Daarul Uluum PUI Majalengka**

Wahjosumijo (2011:101) suggests that the principal as a leader must have a special character that includes personality, basic skills, experience and professional skills, as well as administrative and supervisory knowledge. In relation to the implementation of teacher management in madrasas, one of the important tasks of madrasah principals is to develop teacher professionalism through various educational and training activities, both carried out by madrasah educational institutions. Because in fact, the role of the madrasa principal, either directly or indirectly, can contribute to increasing teacher professionalism, and in turn can have an effect on improving the quality of education in madrasas.

Based on the findings of the study, it shows that the teacher professional development activities carried out by the head of MAN 2 Majalengka have been going well. Likewise, IHT coaching, training and activities are often carried out based on need. This means that the training held is aimed at improving the inability of teachers in several aspects of the competencies that teachers must possess both the ability to prepare learning documents and the ability to manage quality learning processes. In this case, the training was carried out based on the findings of class supervision and self-evaluation.

Self-evaluation by the teacher is carried out before the head of the madrasah supervises the class of the target teacher based on the scores generated from the TPA. The teacher gets a score from the TPA results. The results of class supervision are juxtaposed with a self-evaluation that has been filled in by the teacher and discussed jointly between the principal (supervisor) and the target teacher (selia).

The results of the study between self-evaluation and class supervision determine the steps that must be taken by the madrasa principal towards the target teacher. There are two types of follow-ups to the target teacher, namely: formal and informal follow-up.

Regarding the formal follow-up carried out by the head of MAN 2 Majalengka through training by bringing in resource persons who are experts in their fields. This activity requires careful planning; have training materials that suit the needs; determine resource persons who are experts/experts in their fields; determine the right time so as not to interfere with the learning process, calculate the accommodation needed and determine the source of funds from the available budget posts. In this case, the source of funds is often constrained when the budget that has been allocated is not available in accordance with the time required.



While the informal follow-up, the head of MAN 2 Majalengka took curative and persuasive actions through coaching the target teachers. In this process, the role of the madrasa head positioned himself not as a judge, but rather as a colleague who offered advice and broader insights so that individual target teachers and felt helped from feeling corrected. Furthermore, the results of the process of fostering the head of the madrasa are felt by the target teacher as a change in attitude on their own efforts.

Based on the results of interviews with the madrasah principal, the formal and informal follow-up described above is more focused on improving pedagogic competence. The intended pedagogic competence is the ability to understand students in depth and the implementation of educational learning. (Ramayulis & Nizar, 2011:90). Therefore, the pedagogical competence of a teacher is characterized by his ability to carry out a quality learning process, as well as attitudes and actions that can be used as role models.

One of the pedagogical competencies that must be mastered by MAN 2 Majalengka teachers is to utilize information and communication technology for learning purposes. This is in line with the Regulation of the Minister of National Education Number 16 of 2007 concerning Teacher Competency Standards point five:

1. Mastering learning characteristics from physical, moral, spiritual, social, cultural, emotional, and intellectual aspects.
2. Mastering learning theory and educational learning principles.
3. Develop a curriculum related to the subjects taught.
4. Organizing educational learning.
5. Utilizing information and communication technology for learning purposes.
6. Facilitating the development of learning potential to actualize various potentials.
7. Communicate effectively, empathically, and politely.
8. Organizing assessment and evaluation of learning processes and outcomes.
9. Utilize the results of the assessment and evaluation for the benefit of learning.
10. Carry out reflection actions to improve the quality of learning.

This is the same as the management of performance implementation carried out by the head of the MAS Daarul Uluum PUI Majalengka madrasa, the head of the madrasa carries out supervision which begins with distributing self-evaluation instruments to be filled out by all teachers. The self-evaluation tool means that self-evaluation becomes a strategy in continuous professional development that must be filled in according to a predetermined format. In addition, self-evaluation is a systematic effort to collect, select, and obtain valid data and information from the facts carried out by the teacher. Thus, a comprehensive picture will be obtained of the actual condition of the teacher to be used in the context of taking management actions for his/her self-development.

In this regard, the results of supervision are reviewed and concluded by the head of the madrasa which is then communicated to the teacher communally; if there are findings related to the problem of teacher attitudes in teaching, the results of this supervision are followed up informally through individual curative and persuasive actions. This is done to maintain the reputation of the individual concerned and not to injure the face (embarrassment) of the individual concerned.



Thus, the head of the madrasa as a supervisor has the burden of the role and responsibility of monitoring, fostering, and improving the teaching and learning process in the classroom or in the madrasa. These responsibilities are known as supervisory responsibilities. As an element of leadership in the organizational system of madrasah educational institutions, the head of the madrasah deals directly with the teacher as the implementing element of the teaching and learning process (Lasut, 1989:43).

From the concept of supervision as a process of helping teachers to improve and improve learning and curriculum (Oliva, 1984:81) it means that the head of the madrasa is a supervisor who helps teachers, individually or in groups, to improve teaching and curriculum and is still adding one supervisory field, namely aspects of teacher development. Meanwhile, Neagly and Evans (1980:55) put more emphasis on the assistance aspect in teacher teaching and student learning, in addition to curriculum improvement. In order for the principal to succeed in improving teaching, the principal needs to understand and use models and techniques that are considered appropriate in carrying out supervision. Strictly speaking, the principal role of the madrasah principal is also as a teaching supervisor.

The results of the supervision are then discussed carefully and carefully to determine the follow-up that must be done. This discussion can be done individually and communally. In practice, the head of the madrasa discussed very carefully to avoid the teacher concerned feeling blamed for his teaching performance in class. After that, the head of the madrasah held training to improve the competence of teachers communally.

However, according to the principal of MAS Daarul Uluum PUI Majalengka madrasa that in planning further formal follow-up through training to increase teacher competence in madrasahs, it cannot be separated from six aspects, namely: 1) training objectives, 2) target teachers, 3) training materials, 4) resource persons, 5) time, and 6) funding.

In fact, increasing teacher competence can be done through training programs, meaning that after participating in teacher training, their motivation will be motivated to improve performance, learning methods or refreshing knowledge and information. In general, according to Sikula (1981:64) training is defined as an activity to improve the mastery of various skills and techniques of carrying out certain work in a very short time. While the definition of the Center for Development Management and Productivity is learning to change the behavior of people in carrying out their work. Training is basically a process of providing assistance for employees or workers to correct deficiencies in carrying out work.

Therefore, in the future, teacher training must be tied to at least four components of competence proposed by Russell (Nurtain, 1989:71), namely (1) general cultural competence or what is called social competence, (2) special academic competence. (special scholarship), also called competence in certain academic knowledge fields., (3) professional knowledge competence (professional knowledge) that shows the types of teachers, (4) competencies related to arts and technical skills (art and technical skills) that



are demonstrated. In general, the purpose of teacher training stated by Moekijat (1993:46) is to increase the knowledge, skills, and improve attitudes of the trainees.

Morse cited by Tracey (1974:89) states that the direction of the training goal is the development of individual work performance and one's career development. While Lynton and Pareek (1984:52) stated that the purpose of the training process is the effective behavior of someone in the work in the organization in the simplest circumstances. From the description above, it appears that with the trainings attended by the MAS Daarul Uluum PUI Majalengka teacher, it is hoped that the teacher will be more familiar with the world of work, be able to develop his personality, individual work performance, develop a career, his behavior will be effective, and the teacher will become more competent.

Regarding the training objectives, the head of the MAS Daarul Uluum Madrasah PUI Majalengka emphasized that the training was designed based on the results of self-evaluation with the aim of increasing teacher competence so as to produce better performance. The training in question can be in the form of workshops, In House Training (IHT), seminars, colleagues, etc.

In addition, the head of the madrasa added that in training activities, the target teacher must be considered. The target teachers in question are teachers whose performance does not produce a quality learning process and does not produce good quality output so that education and training need to be provided to improve their competence.

Furthermore, the training material is determined by the problems that are generally faced by the teacher. Furthermore, resources in this training activity must be delivered by people who are experts in their fields. In addition, the training must also pay attention to the aspect of time. There are several conditions that must be met in carrying out the training as follows:

1. Participants are not carrying out learning assignments
2. Held during working hours
3. In accordance with the annual madrasa program
4. In contrast to MAN 2 Majalengka, based on the results of interviews with the head of the madrasa, that Mastering the material, structure, concepts, and scientific mindset that supports the subjects taught.
5. Mastering competency standards and basic competencies of the subjects taught.
6. Develop creatively guided learning materials.
7. Develop professionalism in a sustainable manner by taking actions of reflection.
8. Utilize information and communication technology to communicate and develop themselves.

The formal and informal follow-ups listed above are more focused on improving professional competence. Professional competence is the ability to master learning material broadly and deeply (Ramayulis & Nizar, 2011:84). Professional competence is the most core competence that must be possessed by all teachers. One of the professional competencies that must be mastered by MAN 2 Majalengka teachers is mastering the material, structure, concepts, and scientific mindset that supports the subjects being taught.



This is in line with the Regulation of the Minister of National Education No. 16 of 2007 concerning Teacher Competency Standards listed in the first point, namely:

Thus, the difference in the implementation of teacher performance improvement management between MAN 2 Majalengka and MAS Daarul Uluum PUI Majalengka is about the focus of formal follow-up through training that has been determined by the madrasa head according to needs.

### **Management evaluation of teacher performance improvement in realizing professional teachers at MAN 2 and MAS Daarul Uluum PUI Majalengka**

Evaluation of teacher performance improvement management, as can be seen in the two madrasas studied, is basically an evaluation of the overall movement of madrasa management related to their efforts to meet the required teacher standards and criteria and is specifically directed at analyzing the achievements of various existing work program designs. with reference to established standards. Self-evaluation, TPA and the results of the National Examination (UN), will see whether the madrasa in question can achieve the objectives of the teacher performance management planning that have been set.

In other words, the evaluation of the management of improving teacher performance in the two madrasas studied can be seen as an attempt by the madrasa to measure existing educational services, or to measure the extent to which the madrasa elements have achieved the specified qualifications. So that the evaluation of teacher performance improvement management in an effort to create professional teachers is directly related to this teacher or educator through the Teacher Performance Assessment (TPA), as can be seen in the two madrasas studied. Teacher performance appraisal means a form of performance evaluation that is more directed at analyzing personal achievement of predetermined qualifications and standards. The achievement of these competency and qualification standards will represent the relevant personal performance,

Based on the results of interviews with the head of MAN 2 Majalengka that the evaluation of teacher performance improvement is an effort to photograph the implementation of teacher work, especially in providing quality learning services to students and their efforts to support it.

The results of teacher performance evaluations become material for guiding, directing, administrative purposes, promotions, and further managing teachers. The substance analyzed in the evaluation of teacher performance refers to the duties and roles of a teacher.

Furthermore, he also emphasized that the evaluation aims to assess the success rate of follow-up (training examples) carried out by the madrasah principal. In fact, evaluation can be done through classroom supervision and observation. However, the head of MAN 2 Majalengka in evaluating tends to use supervision as an evaluation measure, because class supervision can be done through observation and self-evaluation. Class supervision places more emphasis on joint assessment between supervisors and supervisors, and in solving problems generated through collaboration between supervisors and supervisors to determine follow-up.



The indicators for the success of follow-up can be seen from the presence or absence of changes in teacher performance in carrying out their duties as educators and teachers. This can be seen from:

1. Enthusiastic in participating in learning
2. The learning process is active and fun
3. Students are able to complete the tasks given by the teacher

However, if the evaluation results show static changes, it is necessary to re-evaluate yourself.

It is the same with the head of MAS Daarul Uluum PUI Majalengka that in utilizing the follow-up carried out by the madrasa principal, both formal and informal, the madrasa head evaluates through academic supervision, interviews with students, and conducts TPA for the current year. This evaluation was carried out by previously, the head of the madrasa formed a formulation team to find out the benefits of implementing follow-up. The formulation team was taken from the TPA team which had been formed by the madrasa head in the planning stage. Academic supervision is carried out to measure the increase in teacher competency strengthening after the person concerned has received training. The results of academic supervision have not been maximally convincing because the teacher's performance in front of the supervisor can tend to be unnatural,

Therefore, the principal of the madrasah conducted interviews with students to find out how students felt about the teacher's performance in the classroom as an indicator of the quality of learning. Communally, as part of the madrasa work program, the madrasa principal responds by evaluating teacher performance to all madrasa teachers.

In addition, objectively, to find out the achievement of the quality of learning carried out by all teachers at MAN 2 Majalengka and MAS Daarul Uluum PUI Majalengka, it can be seen through the results of the National Accreditation Board for Madrasahs (NABM) in 2015, the achievements are guided by the eight National Education Standards (NES):

1. Graduate Competency Standards (GCS)
2. Content Standard
3. Process Standard
4. Educational Assessment Standard
5. Standards of Educators and Education Personnel
6. Educational Facilities and Infrastructure Standards
7. Education Management Standards, and
8. Financing Standard

However, in this case, to determine the quality of learning at MAS Daarul Uluum PUI Majalengka, it can be seen through the achievements of four national education standards, namely: 1) glasgow coma scale (GCS), 2) Content Standards, 3) Process Standards, and 4) Education Assessment Standards. Based on the results of the documentation study, the researchers found that the achievement of the learning quality of



MAS Daarul Uluum PUI Majalengka which consists of four aspects has shown good achievement.

### **Management constraints for improving teacher performance in realizing professional teachers at MAN 2 and MAS Daarul Uluum PUI Majalengka**

From the previous explanation, the principal in planning, organizing, implementing, and evaluating teacher performance improvement management aims to create professional teachers. However, in reality, this cannot be separated from the obstacles faced by each madrasa.

The obstacles that arise in efforts to improve teacher performance in Madrasah Aliyah are challenges that must be resolved immediately because they will be valuable lessons for making decisions in the future.

Based on the results of the researcher's interview with the heads of MAN 2 Majalengka and MAS Daarul Uluum PUI Majalengka that the management constraints for improving teacher performance in realizing professional teachers are described as follows:

#### **1. Limited and rigid budget**

Although madrasas are considered equal and equal to public schools, madrasas have not received a fair and equitable education development budget. Therefore, the ability of madrasas to build institutional facilities and infrastructure, renovations, procurement of educational support equipment including conducting training activities for teachers is very minimal. Whereas according to Yamin & Maisah (2009:164-166) in improving the quality of learning, we must pay attention to several components that can affect learning.

#### **2. Lack of teacher discipline**

Indeed, teacher discipline is an achievement shown by the teacher in carrying out his main duties as a teacher, namely: teaching, educating, and training. In teaching, what the teacher shows is conveying teaching materials (attitudes, knowledge, and skills) to students. In addition, discipline is also the most important part and a factor that affects teacher competence, including professional competence. This is in line with the opinion of Asmarani (2014: 509) that there are two factors that influence professional competence, namely: (1) internal factors that include teacher education background, teaching experience, teacher welfare and teacher health. (2) external factors which include educational facilities, application of discipline in madrasas and supervision of madrasah principals.

Functionally, teachers have the ability to plan, organize, implement, and evaluate the teaching and learning process in an atmosphere of educational interaction in madrasas. Teachers who have high teaching discipline are teachers who prioritize their duties (planning, organizing, implementing and evaluating the teaching and learning process), so that they will continuously realize and improve work performance, which is manifested in the form of hard work, perseverance, and forward-looking.





However, based on the results of interviews with the head of the madrasah, the discipline of teachers at MAN 2 Majalengka and MAS Daarul Uluum Majalengka is still low. This is marked by the presence of teachers who do not prepare the Learning Implementation Plan (LIP) in advance, there are still teachers who are late for class, the teacher leaves the class quickly before the face-to-face hour ends, the presence of some teachers playing cell phones while the learning process takes place, the presence of teachers who only gave assignments in class and homework assignments (HA), Hatta, students were waiting for the teacher without any lesson activities.

Furthermore, in the implementation of learning, a teacher must be in the classroom to provide guidance to all students. However, based on observations, there are still teachers who leave the class even though they are still teaching hours. When the teacher is about to leave the class, the teacher must always give permission to the head of the madrasa. In addition to having to get permission from the head of the madrasa, the teacher must also give assignments to students in the class that will be left according to the time and allocation.

Teacher discipline in the implementation of this learning can also be seen from the teacher's discipline in starting and ending learning. Of course, a disciplined teacher is a teacher who starts and ends learning in accordance with the rules that apply in the madrasa.

## **Discussion**

### **Teacher Performance Improvement Management Planning**

Teacher performance improvement management planning is based on the first; the vision, mission, and goals of the madrasa are formulated as clearly as possible so that they can be understood and implemented easily. Second, analyzing the actual condition of the madrasa, where the strengths, weaknesses, opportunities that must be captured and the challenges to be faced can all be clearly mapped. For teaching services, teachers will recommend appropriate training or treatment needs.

### **Organizing Teacher Performance Improvement Management**

Organizing teacher performance improvement management that is carried out properly and naturally can improve organizational performance that is good, effective, efficient, and in accordance with the needs in achieving its goals. In order for the management objectives of improving teacher performance to run optimally, complete cooperation between organizational components is needed. The role of the madrasa principal is very important in organizing the management of teacher performance improvement.

### **Implementation of Teacher Performance Improvement Management**

Management of teacher performance improvement is carried out with full commitment to the predetermined planning, which is carried out in stages, stages and continuously; first, to socialize and strengthen the program, so that it can be carried out in a directed manner and not multi-interpretation. Second, dividing the work program in units of time; daily, weekly, monthly and yearly. So that overall performance management efforts can be controlled and controlled. Third, the role of the head of madrasa in the



implementation of teacher performance improvement management places a central position in provide direction and distribute teacher self-evaluation tools:

1. Carry out academic supervision.
2. Reviewing and concluding the results of academic supervision.
3. Communicating the results of academic supervision to teachers individually.
4. Discuss follow-up

### **Teacher Performance Improvement Management Evaluation**

The evaluation of teacher performance improvement management carried out is able to measure the implementation of predetermined plans. Thus, an evaluation of the management of teacher performance improvement must be carried out to measure the overall achievement of the management steps in meeting the required teacher standards and criteria, which are specifically directed at analyzing the achievements of various work program designs, with reference to the standards that have been set.

For this reason, the head of madrasah is routinely able to carry out evaluations based on the following activities:

1. Conduct regular academic supervision.
2. Conduct interviews with students at random.
3. Conduct and review the results of the current year's TPA;
4. Teacher performance increases.
5. The quality of learning increases.
6. Student achievement increases.

### **Management Obstacles for Teacher Performance Improvement**

The obstacles found in the two Madrasah Aliyah in improving teacher performance are an effort to measure the preventive and curative efforts that will be carried out by the madrasah principal. So in solving the problem focused and on target. The management constraints of improving teacher performance in this study are more tendentious to the internal and external factors faced by madrasahs in identifying teacher performance problems in the two madrasahs.

One of the obstacles in this research is the weakness of teacher qualifications. This can be a reference for how to solve the problem of teacher performance improvement management carried out by the madrasah principal in order to create professional teachers so that it has an impact on improving the quality of learning. Basically, every teacher is able to complete the learning process. However, not all teachers can produce quality students.

In this regard, in this study, researchers found that teachers who teach not in accordance with their field of expertise will give birth to students who are not as expected. Very different, when students are taught by teachers in accordance with their field of expertise, it will give birth to quality students. This illustrates how important the linearity of a teacher is between diploma background, professional educator certificates and the subjects taught.



### Recommendation

Based on the benefits of the research that has been made, the recommendations for this research are as follows:

1. The head of the madrasa as education supervisor is more focused on improving teacher performance in an effort to create professional teachers and in turn giving birth to good quality learning, through systematic performance management stages.
2. Supervisors should provide assistance and assessment to madrasah principals and teachers on the programmatic and systematic class visit supervision program to improve the professionalism of teachers at MAN 2 Majalengka and MAS Daarul Uluum PUI Majalengka.
3. Teachers are expected to master the four basic competencies of teachers, especially pedagogic and professional competencies so that education is of higher quality. Teachers must also be able to maximize the ability to utilize materials in the madrasa environment that have limitations in media or learning resources to be circumvented in order to produce quality learning.
4. For further researchers, it is recommended to examine strategies in improving the four teacher competencies and increase the time period used in conducting research. So that the results obtained can be better and produce new findings.

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