

Management Of Teacher Performance Improvement At SMK Negeri Tanjungpinang

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Abstract : *This research aims to describe the efforts needed to enhance the performance of teachers at SMK Negeri 1 Tanjungpinang. Teachers' performance significantly impacts students' academic achievements and character formation. In the evolving dynamics of education, improving teachers' performance is not just a task but a necessity. The research focuses on aspects such as understanding performance management, performance planning, implementation, monitoring, assessment, and evaluation. The research method used is qualitative descriptive with data collection through interviews. The population of this study is 100 teachers with a sample of 2 informants.*

Keywords: *Teacher performance, performance management, education*

INTRODUCTION

In the ever-growing dynamics of education, the role of the teacher is central to the success of an education system. In early childhood education in formal primary and secondary education, teachers are professional educators who are responsible for teaching, guiding, directing, training, assessing and evaluating students (RI Law No. 14 of 2005 concerning Teachers and Lecturers, 2005) . Teacher performance has a profound impact not only on students' academic achievement, but also on the formation of their character, motivation, and preparation to face future challenges. Therefore, improving teacher performance is a crucial goal in efforts to improve the overall quality of education.

Teacher performance is the result of the teacher's work progress and achievements in implementing learning, both in planning, implementing the learning process and assessing learning outcomes, organizing and training students, as well as their commitment to carrying out their work (Lailatussaadah, 2015) . As the educational landscape faced by teachers changes, both in terms of the continuously developing curriculum, student diversification, and the integration of technology, improving teacher performance is no longer just a task, but a necessity.

Teacher performance is not just numbers, but also a reflection of the quality of teaching, leadership in the classroom and the ability to inspire students. As agents of change in the

classroom, teachers must have the right skills, knowledge and motivation to guide students to understand and face future challenges. Professional teachers must fulfill many requirements, including having professional qualifications in the field of science, having the ability to communicate effectively with students, having a creative and productive mind, having a high work ethic and commitment to their work and always achieving personal development (Naoreen et al., 2014) .

By discussing improving teacher performance, we are not only discussing individual teacher success, but also making a positive contribution to the education system as a whole. This research aims to describe the efforts that need to be made to improve teacher performance. This research will contribute both theoretically and practically. Theoretically, this can increase knowledge in improving teacher performance. Practically, this research can increase knowledge regarding the implementation of teacher performance.

At SMK Negeri 1 Tanjungpinang, it is supported by a teaching staff of 100 teachers. Therefore, SMK Negeri 1 Tanjungpinang requires performance improvement management to improve the performance of teachers at SMK Negeri 1 Tanjungpinang.

LITERATURE REVIEW

1. Understanding Performance Management

Management is the process of planning, organizing, directing and controlling the use of human and material resources to achieve goals (Nursam, 2017) . Performance is the result achieved by an organization, whether the aim is to gain profits or not over a certain period of time (Fahmi, 2013) . In general, performance management can be defined as a series of activities in an organization that prioritize results. Thus, this management system emphasizes the measurement, evaluation and realization of organizational and individual results (Audenaert et al., 2021) . Performance management is a series of activities that include achievement, performance monitoring/assessment, performance appraisal, and monitoring in the form of rewards and punishments (Bintoro & Daryanto, 2017) . Meanwhile, according to Castello in (Baharun, 2016) performance management is the foundation and driving force behind every decision, work effort and resource allocation of an organization. Some of the key components of the management process demonstrated by leaders are planning, organizing, acting, and controlling.

2. Performance Planning

Planning is the process of determining organizational goals, creating strategies to achieve them, and planning organizational work activities. Planning basically means

providing answers to questions such as what, who, when, where, why and how (Tsauri, 2014) . Teacher performance planning is the process by which teachers plan what teachers should do in the coming year, determine how performance should be measured, identify and plan ways to overcome obstacles, and achieve a general understanding of their work (Nurjanah et al., 2022) . A performance plan is a meeting between the employee being evaluated and his superior or auditor which considers other factors: 1) the job, duties and responsibilities of the employee being evaluated and the processes that will be followed. 2) skills that must be evaluated against job performance, as well as work habits and personal characteristics that employees must carry out and possess. 3) employee performance standards (useful) in carrying out their duties. 4) know how employees work to achieve efficiency. 5) assessors and examinees must understand the performance measurement system. 6) organize the development of candidate skills and train candidates if they do not yet have the skills to meet the position requirements. 7) Audited staff and auditors must also understand the vision, mission and goals or performance targets (Daryanto & Suryanto, 2022) .

3. Implementation

Implementation _ Work is effort together between employees and managers . Employees and managers each have not quite enough answer For carry out necessary tasks _ For reach specified performance _ in agreement individual . implementation work become not quite enough answer together between employees and managers . employees and managers each capable not quite enough answer in implementation work For reach performance that has been determined and mutually agreed upon (Rahmat Hakim, 2014).

4. Monitoring

Monitoring is the process of collecting data systematically periodically for learn how a program is implemented.p This give warning early to executor and taker decision about problems and possibilities results without give evaluation what is this program effective and efficient or No . Components of the program implementation process which include: administration institutional, taking decision, and activity education become focus main monitoring. Monitoring is carried out For know how much well the program is implemented, challenges what to face and how overcome it . In other words , the focus of monitoring is supervise the program implementation process and provide recommendation For increase or repair problems that arise (Dongoran et al., 2023)

RESEARCH METHODS

The research method used is descriptive qualitative with data collection through interviews. Where According to (Moleong, 2011, p.186) in (Linarwati et al., 2016) An interview is a conversation with a specific purpose. The conversation is carried out by two parties, namely the interviewer asking questions and the interviewee providing answers to these questions. Descriptive is a method used to objectively describe the nature and magnitude of sensory characteristics. This was a pioneering development for its time, and represented a major step forward that put sensory evaluation on a scientific footing through the ability to produce objective, statistically reliable and reasonably analysable data (Blackwell, 2018) . research that emphasizes the quality or most important thing about the nature of goods/services in the form of events, phenomena or social phenomena that can be used as valuable lessons for society in developing theoretical concepts (Lubis et al., 2022) . The key informants for this research were the Principal, Deputy Principal for Quality Management and Human Resources, and teaching teachers.

RESULTS AND DISCUSSION

Teacher Performance Management

From the results of the interviews we have conducted, the performance of teachers at SMK Negeri 1 Tanjungpinang is quite good, with evidence of several student achievements at the city, provincial and national levels. With several achievements, both academic and non-academic, it has proven that the teacher's performance has been carried out well.

Performance Planning

For performance planning in improving teacher performance at SMK Negeri 1 Tanjungpinang, every year the teachers carry out activities and take part in programs held by the ministry, such as last year the teachers took part in activities or programs at SMK Industry 4.0 and this year the teachers received the same assistance. but sustainable. In this program there is learning to improve the competence of teachers and students. This learning is carried out in many ways, such as bringing in resource persons from ministries, bringing in resource persons from official departments, and some even bringing in resource persons from DUDIKA (Business World and the World of Work Industry).

Meanwhile, other activities carried out in schools to improve teacher performance include an education report program which is already in the ministry's application. In the education report there will be recommendations for activities that can be carried out at school. These activities are planned at the end of each year to be carried out next year. At the beginning

of every semester, all teachers are also required to collect effective learning tools , which in the independent curriculum are called teaching modules. The teaching module is checked for suitability by the Head of Curriculum and will be approved by the Principal. Discipline also has an effect on improving teacher performance, which can be seen from the attendance list. Attendance at SMK Negeri 1 Tanjungpinang uses finger print at school, at the provincial level the teachers use the SIAP application which has been recorded by the Riau Islands Province BKD.

Implementation

In implementing improving teacher performance at SMK Negeri 1 Tanjungpinang, all teachers implemented the plans that had been made. The school principal also routinely provides direction regarding improving teacher performance at SMK Negeri 1 Tanjungpinang. Discipline also influences the implementation of improving teacher performance. Attendance to see teacher discipline at SMK Negeri 1 Tanjungpinang, there is fingerprint attendance at the school and at the provincial level, the SIAP application is provided which has been implemented by the Riau Islands Province BKD. If there is a teacher who is often late, the teacher will consciously ask for a solution from the Deputy Principal for Quality Management and Human Resources so that the same mistake does not occur in the future.

Monitoring

At the monitoring stage at SMK Negeri 1 Tanjungpinang there is also a program to assess and evaluate the learning process in schools which is called supervision. This supervision forms a team consisting of 25 senior teachers to monitor, assess and evaluate the learning process of each teacher in each class which will then make a final report and submit it to the Deputy Head of Curriculum for analysis. And the 25 people who are members of the supervision team are also supervised by other teachers. From the learning modules that have been approved by the school principal, the supervision team will monitor or monitor whether the performance is in accordance with the learning modules that have been collected and approved by the school principal.

Assessment and Evaluation

After being monitored by the supervision team, if there is a discrepancy with the learning module that has been approved by the school principal, this will be noted by the supervision team, then the supervision team will hold individual meetings with the teachers being supervised. Supervision results reports are collected to the Deputy Head of Curriculum and deficiencies are analyzed and solutions are provided so that the material presented can be well received by students. Next, it will be evaluated so that the same problem does not happen

again. Assessments are carried out twice a year, and this assessment adjusts the readiness and schedule of the teacher who will be supervised. However, at SMK Negeri 1 Tanjungpinang, there is no punishment or reward for improving teacher performance. There is no punishment for teachers who teach not according to the learning module and there are no rewards for teachers who achieve performance targets.

To increase teacher competency, every teacher is required to take part in training activities or programs provided by the Ministry of Education and Culture. Like the previous year, teachers at SMK Negeri 1 Tanjungpinang took part in the SMK Industry 4.0 program, where the SMK Industry 4.0 program provided training to teachers so that the school could prepare superior graduates in accordance with the demands of the business and industrial world.

In the learning process, every teacher must interact with students to create an approach between teachers and students and create an inclusive learning environment. One of the interesting things in the learning process at SMK Negeri 1 Tanjungpinang is that many teachers hold ice breaking in the middle of the learning process so that students can concentrate more. To broaden horizons and knowledge, teachers give permission to students to use smartphones and laptops as well as the internet network available at SMK Negeri 1 Tanjungpiang. However, the internet network at SMK Negeri 1 Tanjungpinang is not adequate because of the large number of students. Therefore, some students use their own internet quota.

CLOSING

Conclusion

From the research results, it can be concluded that teacher performance management at SMK Negeri 1 Tanjungpinang is relatively good, as evidenced by student achievement at the city, provincial and national levels. Performance planning involves Ministry activities and programs, such as involving teachers in the SMK Industry 4.0 program. Performance implementation involves planning implementation with routine direction from the school principal, accompanied by high discipline which is recorded through attendance using finger print and the SIAP application. Monitoring is carried out through a supervision program by a team of senior teachers to evaluate the learning process and ensure consistency with the approved teaching modules. Evaluations are carried out twice a year, with a focus on correcting and preventing problems that arise during the learning process. Overall, this approach provides an overview of teacher performance management that is planned, implemented and continuously monitored to improve the quality of learning at SMK Negeri 1 Tanjungpinang.

Suggestion

There are suggestions for improving teacher performance management at SMK Negeri 1 Tanjungpinang, namely:

1. It is necessary to measure teacher performance at SMK Negeri 1 Tanjungpinang to evaluate the quality of teaching.
2. There is punishment for teachers who are not disciplined and rewards for teachers who have achieved their performance targets as additional motivation and to encourage enthusiasm to continue to improve the quality of learning.
3. Providing a more adequate internet network so that students can easily find learning resources via the internet.

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