

Management of Teacher Performance Improvement at Madrasah Tsanawiyah Negeri 2 Padangsidimpuan City

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Abstract

This study's overarching goal is to describe the administration of teacher performance enhancement. The precise goals are to explain: 1) planning for increasing teacher performance, 2) putting the program into practice, and 3) assessing the management of teacher performance improvement. Interviews, observations, and documentation are used as data gathering methods in this descriptive qualitative research design. Teachers and principals served as the research participants. The outcomes demonstrated that management of increasing teacher performance through planning and evaluation was successful. However, several issues, including both internal and external issues, were discovered as a result of the management of increasing teacher performance.

Keywords: management, and teacher performance improvement

Abstrak

Tujuan umum penelitian ini adalah untuk mendeskripsikan penyelenggaraan peningkatan kinerja guru. Tujuan yang tepat adalah untuk menjelaskan: 1) perencanaan peningkatan kinerja guru, 2) pelaksanaan program, dan 3) penilaian pengelolaan peningkatan kinerja guru. Wawancara, observasi, dan dokumentasi digunakan sebagai metode pengumpulan data dalam desain penelitian kualitatif deskriptif ini. Guru dan kepala sekolah berperan sebagai partisipan penelitian. Hasil tersebut menunjukkan bahwa pengelolaan peningkatan kinerja guru melalui perencanaan dan evaluasi berhasil. Namun demikian, ditemukan sejumlah permasalahan, baik internal maupun eksternal, sebagai akibat dari pengelolaan peningkatan kinerja guru.

Kata Kunci: manajemen, dan Peningkatan Kinerja Guru

INTRODUCTION

Education is a way to reach your potential and become an intellectual who works on social, national, and national issues. Students, teachers and the educational environment are all involved in education (Asfiati, 2019). The quality of education is influenced by students, teachers, and learning environment. To make Indonesians' global challenge more competitive, Indonesian education quality improvement strives to improve the quality of Indonesians as a whole through hearts, tastes, and sports. According to Syafaruddin et al., (2015, p. 9), each education provider's responsibilities and performance of functions need to be optimized to maximize the achievement of the goals of the national education system. Leadership's contribution to the vision, mission, and strategic planning of national educational institutions impacts improved performance. Teachers and teachers must have an academic background, abilities, and educator certificates, and be physically and mentally healthy to achieve national educational goals, by Articles 14 and 8 of the 2005 Law for Teachers and Teachers.

Teachers must meet the requirements specified by law to be able to carry out their duties and duties. Educational goals are achieved by a certificate that meets legal requirements. Teachers are scientifically competent, have strong interpersonal and communication skills with students, are innovative and productive, have the strong work ethic and a commitment to the subject, and are committed to continuous professional development. You need to work on it. In reality, there are unqualified teachers, unmanageable classrooms, and many teachers who are unable to perform their duties and functions optimally.

Given this context, researchers are motivated to investigate how performance management can improve the performance of madrasa teachers. Planning, organizing, implementing, and controlling operations to achieve goals is the science of management. When this happens, teacher performance refers to the teacher's commitment to performance, progress, and task performance in conducting learning, such as planning, implementing, and assessing learning outcomes (Lailatussaadah, 2015). Madrasa's success is measured by the quality of his teacher. Effective education creates an ideal learning environment and can achieve educational goals (Slameto, 2017). Teacher performance is assessed in real-life situations. The actions are taken to complete a task and the quality of those actions are aspects of performance evaluation (Syafaruddin et al., 2015, p. 65). Seven factors indicate how poor a teacher's role is. 1) Lack of knowledge

about learning strategies. 2) Low-class management skills. 3) Action research cannot be conducted and applied in the classroom. 4) Lack of achievement motivation. 5) Lack of discipline. 6) Lack of professional commitment. 7) Low time management skills.

Etymologically, or from the verb to manage, which means to control, manage, carry out, and manage, comes the language of management, specifically management (nouns). Old French defines management as the "skill of implementing and managing" (Hasanah, 2019). It can be concluded etymologically that the language of management is an activity that aims to manage, regulate, and manage existing resources to achieve goals systematically effectively, and efficiently. At this point, resources are being used wisely to reach the goal, according to the Big Indonesian Dictionary (KBBI). Another definition of management is the art and science of organizing and planning, staffing, providing instructions, and controlling resources (especially natural resources) to achieve predefined goals (Zubair et al., 2017, p. 11). Sephiana defines management as the science or art of planning, organization, implementation, and control (Sephiana, 2021). Given goals can be achieved in an institution through the planning, organization, implementation, and management of activities. This understanding leads to the conclusion that management is the science and art of managing existing resources.

Management Concept for Education

Administrative measures implemented by the principles of education management determine the success of educational institutions such as schools. Subjects or participants completed tasks, and values endorsed by the organization/institution are four key elements in implementing educational management principles to achieve goals. The following principles are used as guidelines and, according to Engkoswara & Komariah, are believed to be effective in achieving the desired goals or programs set by the school. That is all staff working within the parameters of the school. 2) Transparency in the implementation of various activities. 3) Accountability in activity accountability. 4) Professionalism; ability and motivation to carry out various program activities. 5) Future-oriented (vision, mission) with a clear focus on the goals to be achieved. 6) Sharing permission; decision-making authority may be delegated to

subordinates who can exercise it. 7) Implementation of management. The estuary of points 1-6 (Sola, 2021).

Management of Islamic Education

The administrative role of Islamic education is important in achieving that goal successfully, efficiently, and in line with the aspirations and goals of the Institute of Islamic Education. The four administrative functions to consider are planning, organizing, implementing, and supervising Islamic education. Even if experts do not agree to develop a management process, there are certain basic similarities as Vessel Haya (2014: 4) said.

1. Planning (Planning) Islamic Education, as a decision-making process on several alternatives from several choices about goals and strategies that will be realized in the future in retrieve the desired educational goals so that implementation can run well, systematically, not overlapping, and nothing is missed. Planning is a thought process.
2. Organizing Islamic Education, which is a mechanism or structure, with which all subjects, software, and hardware can work effectively, and can be utilized according to their respective functions and proportions.
3. Actuating Islamic Education, a person's ability to provide enthusiasm, activity, and understanding, so that others want to support and work voluntarily to achieve the goals of an Islamic educational organization or institute with the tasks assigned to him.
4. Supervision (Controlling) Islamic Education, Supervision is an attempt to examine the activities that have been and will be implemented. Supervision is oriented to all objects of educational institutions and is the most important management factor to get to the goals to be achieved.

According to Daft & Marcic (2009, p. 9) management includes achieving organizational goals effectively and efficiently. Management is very important, just as the organization is very important. In an industrial society dominated by complex technology, organizations bring together knowledge, people, and raw materials to carry out tasks that no one person can do alone.

Madrasa Teacher Performance Management

Islamic education management takes place in the context of Madrasa's reign. To achieve the goals of Islamic education successfully and efficiently,

Qomar (2007, p. 10) defines Islamic education management as a practice of managing Islamic institutions in Islamic ways.

Islamic education management is the process of managing Islamic educational institutions in an Islamic manner. This aspect requires the existence of Islamic values in the process of managing Islamic educational institutions. The Islamic management process requires an inclusive nature, which means that managerial methods are formulated for the management of education other than Islamic education as long as the nature and mission are suitable. On the other hand, educational management methods in general, used in the management of Islamic education by Islamic values, reality, and culture faced by Islamic educational institutions. Meanwhile, the management of Islamic educational institutions shows an exclusive situation because they are the direct object of this study, only focusing on Islamic education.

Madrasa/School leaders are responsible for maintaining continuous communication through partnerships with all teachers and their staff through performance planning, ongoing performance communication, and performance assessment, closely linked to Madrasa/school performance management practices. Is related to Putri (2017, p. 5) Teacher performance management is an activity that must be carried out starting from the teacher entering the organization through the process of human resource planning, performance coaching, and performance appraisal. Teacher performance management is a factor that will determine teacher performance, which in turn will have an impact on unit performance. In madrasa or school education, the accuracy of utilizing and developing teacher performance will be important in increasing the school's capability in achieving its goals. Given the enormous benefits of teacher performance management, a study on the implementation of teacher performance management must continue to be carried out.

The results that teachers achieve after performing effective classroom activities are called their achievements. In this study, teacher performance is related to how well a teaching task is performed using four indicators. How well they engage students in education-learning activities. In this study, the elements of these four indicators serve as the minimum requirements for teacher performance (Khodijah, 2013, p. 3).

Weak performance results in not achieving educational goals. Teachers as educators are the most important part of the process of implementing education so it is necessary to improve performance to obtain a good quality education. Good performance improvement will be able to be achieved through good

management. Based on this description, researchers are interested in researching on "Management of Teacher Performance Improvement at Madrasah Tsanawitah (MTs) Negeri 2 Padangsidimpuan"

RESEARCH METHODODO

This research was conducted at Madrasah Tsanawiyah (MTs) Negeri 2 Padangsidimpuan which is located on Jl. H.T. Rizal Nurdin Km. 6.5 Educational Gang in PAL-IV Pijorkoling Village, Southeast Padangsidimpuan District, Padangsidimpuan City. This research was conducted in November 2021. The research conducted was qualitative phenomenological research. The data in the research are documents that support the research. In addition to the documents, the researchers also conducted interviews and observations of the class at the madrasa. Furthermore, data analysis was carried out through reduction, presentation, and concluding. For the validity of the data to be accounted for, observers' diligence, triangulation, peer checks conducted in discussions, and member checks through discussion.

RESEARCH FINDINGS AND DISSCUSSION

Brief Profile of MTsN 2 Padangsidimpuan

MTsN 2 Padangsidimpuan as an Islamic-based school was started in 1999 under the name Madrasah Diniyah Takmiliah Awaliyah Al-Barakah. With land in the form of a gift from the late Toras, Rahayu Nasution is a rich, generous person, who has a broad outlook and is an education observer. On June 19, 2009, the AL-Barokah Foundation was inaugurated and changed its status from private to the public which was legalized by the Head of the Regional Office of the Ministry of Religion of North Sumatra Province, Mr. Drs. H. Syariful Mahya Bandar, M.AP with the first Head of Madrasah Drs. Awaluddin Ritonga. To prepare MTsN 2 Padangsidimpuan for a better madrasa, since 2019 MTsN 2 Padangsidimpuan has become an Academic Madrasa that focuses on improving the quality, quality, and achievement of students in academic and non-academic fields as well as the quality and quality of teachers and education staff. Since MTsN 2 Padangsidimpuan was nationalized in 2009, there have been several changes to the head of the madrasa. The term of each madrasa chief varies, and the regional offices of the North Sumatra Ministry of Religion have the authority to replace the madrasa chief of MTsN2 Padang Sidempuan, a state/government agency. North of Sumatra. The retirement of Madrasa's board of directors, a

review of his or her achievements, and Madrasa's achievements are one of the factors that have led to a change in Madrasa's leadership.

Management of Teacher Performance Improvement at MTsN 2 Padangsidempuan

Teacher Performance Improvement Planning

Planning for improving teacher performance through a year plan prepared at the beginning of the 2020 fiscal year which will be carried out in 2021. Improving teacher performance has an important position in efforts to improve the quality of learning which will later improve performance focused on resource management, core business, and support processes. The key influence in this field is training and convenience for work teams, quality management, due to low customer satisfaction and too long a series of operational times so that when it comes to producing products from design to commercial, it is necessary to improve quality through training (Paladino, 2011).

Organizational performance will be largely determined by the elements of its employees, therefore, in measuring the performance of an organization, it should be measured in the appearance of the work of its employees. The achievement management employee achievement is achieved by the employee, job achievement is achieved by the employee, and the ability to work is linked to the use of office equipment (Ardial, 2017). According to Mangkunegara & Waris (2015) employee performance (successful work) is the quality of work done by employees while performing their duties according to their assigned duties and the result of quantity. The inner and outer aspects of an individual are very complex factors when considered in-depth and have a significant impact on the performance of individual employees. The factors that can affect a person's performance are individual factors and work situation factors. In the context of Islam as explained in the letter An Nisa 'verse 124 Allah SWT says "*Whoever does righteous deeds, both male and female while he is a believer, then they will enter heaven and they will not be wronged even in the slightest*" (Surah An Nisa 'verse 124).

The good deeds as referred to in the verse are deeds or performances based on the intention or motivation to seek the pleasure of Allah. Both men and women are basically done to seek Allah's pleasure, the reward is eternal heaven in it.

According to Carter & McMahon (2005), the use of a performance improvement plan (individual development) to address the process from approving changes to ways of doing things is essential to providing a robust

system and ensuring professional handling of people towards change. Furthermore, (Carter & McMahon, 2005) explain that performance improvement plans (individual development) by arranging agreement from managers and people to determine what will be done in change and achieve the level of output achieved. The important aspect is the learning that the trainers can make as something to be achieved. What is emphasized is the place in conducting formal training as an activity that will lead to increased performance. Training is only one method that makes employees learn so that their performance can be developed and improved which is not the only way, but to develop performance through training with rotations, transfers, work projects, program improvements and placement in new jobs. With regard to performance as a manifestation of human potential and competence, it is explained by Allah SWT in the letter Al Isra 'verse 82: *"Everyone acts according to his own circumstances. Then your Lord knows best who is more righteous in the way"* (Surah Al Isra 'verse 84).

Ardial (2017, p. 24), is that achievement management employee achievement is achieved by the employee, and job achievement is achieved by the employee. And the ability to work is linked to the use of office equipment. According to Mangkunegara & Waris (2015, p. 9), employee performance (successful work) is the quality of work done by employees while performing their duties according to their assigned duties. And the result of quantity. he. The inner and outer aspects of an individual are very complex factors when considered in depth and have a significant impact on the performance of individual employees.

Implementation of Teacher Performance Improvement Program

The implementation of the Teacher performance improvement program is carried out according to the madrasa plan for the current year. In the findings of the performance improvement program in 2021 carried out are teacher training, workshops, and the Subject Teacher Deliberation program (MGMP) in several subject groups.

Managing teacher development also requires improving teacher performance. When it comes to working quality, responsibility, integrity, teamwork, and initiatives, teacher performance refers to how teachers perceive their work performance. The amount of salary a teacher receives has a significant impact on work satisfaction, motivation, and productivity. According to Yulianto et al., (2014), if teachers' requirements are met and their salaries reflect average living conditions, this inevitably affects their work ethic and raises the level of work produced. To improve the competence of teachers, the government

provides opportunities for higher education, requires teachers to take at least a bachelor's degree education, provides training and seminars, and provides certification allowances.



Picture 1. MTsN 2 Padangsidimpuan

Implementing a teacher performance improvement program will improve teacher performance by overseeing, subject teacher consultation (MGMP), training, and socialization on issues related to improving talent quality at MTsN 2 Padangsidimpuan. It is based on the plan of the head of Madrasas. According to the results of observations and interviews related to the management of teacher performance improvement.

Teacher Performance Improvement Evaluation

The evaluation of teacher performance improvement is carried out by the head of the madrasa and in collaboration with the madrasa supervisor. Usually, to find out the performance of the teachers, measurements are carried out using an instrument in the form of a checklist to know the performance achieved, with various questions.

Educational supervision is a type of inspection or supervision in which supervisors have disproportionate powers, work with teachers to improve learning outcomes, and promote a culture of lifelong learning among educators. The purpose of educational supervision is to help teachers become more specialized in their approach to teaching and learning and their ability to maintain high standards for themselves and their students (Muttaqin, 2017).

Supervision at MTsN 2 Padangsidimpuan is carried out by the Head of the Madrasa who is accompanied by the Deputy Head of the Madrasa for Academic Affairs, which is routinely carried out every semester. In the odd semester of T.A 2021/2022 learning supervision has been carried out, namely in October 2021

and arabic language education subjects and the decree of the minister of religion (KMA) number 184 of 2019 concerning guidelines for curriculum implementation in madrasas to provide opportunities for madrasas to innovate and be creative.

In improving the performance of teachers at MTsN 2 Padangsidimpuan, the teachers also participated in the training. The last one was the implementation of the Natural Sciences (IPA) Teacher Training and Education which was held at MAN 2 Padangsidimpuan. The head of the madrasa allowed 6 science teachers who participated in the training the training was held for 6 days.

MTsN 2 Padangsidimpuan also frequently conducts outreach and meetings with educators and education staff at MTsN 2 Padangsidimpuan. Such as the socialization of the SiEka application, which is an application for reporting the performance of teachers and education personnel with the status of civil servants (PNS). SiEka is filled out every day as a daily performance report for PNS and will be submitted at the end of every month to the Deputy Head of Madrasah for Academic Affairs which is then reported to the Head of Madrasah. Through SiEka the Head of Madrasah can assess and find out the performance of civil servants at MTsN 2 Padangsidimpua and a meeting will be held as a follow-up to the results of the performance of the Educators and Education Personnel of MTsN 2 Padangsidimpuan.

KEMENTERIAN AGAMA REPUBLIK INDONESIA		LAPORAN BULANAN KINERJA Oktober 2021			
No	I. Pejabat Penilai	No	II. Pegawai Negeri Sipil yang dinilai		
1	NAMA	UMMI KALSUM, S.Pd	1	NAMA	NURHALIJAH POHAN, S.Pd
2	NIP	197202012006042011	2	NIP	198503202019032015
3	Pangkat - Gol.Ruang	Pembina - IV/a	3	Pangkat - Gol.Ruang	Penata Muda - III/a
4	Jabatan	Guru Ahli Madya / Kepala MTsN 2 Padangsidimpuan	4	Jabatan	Guru Ahli Pertama MTsN 2 Padangsidimpuan
5	Unit Kerja	Kantor Kementerian Agama Kota Padangsidempuan (PMA 19 Tahun 2019)	5	Unit Kerja	Kantor Kementerian Agama Kota Padangsidempuan (PMA 19 Tahun 2019)

No	Kegiatan Bulanan	Kegiatan Tahunan	Target	Realisasi	Hasil
1	Melaksanakan Kegiatan Belajar Mengajar Mata Pelajaran Ilmu Pengetahuan Sosial Pada Kelas VIII- 7	Melaksanakan Kegiatan Belajar Mengajar	8	8	100 %
2	Melaksanakan Kegiatan Belajar Mengajar Mata Pelajaran Ilmu Pengetahuan Sosial Pada Kelas IX- 1	Melaksanakan Kegiatan Belajar Mengajar	8	8	100 %
3	Melaksanakan Kegiatan Belajar Mengajar Mata Pelajaran Ilmu Pengetahuan Sosial Pada Kelas IX- 2	Melaksanakan Kegiatan Belajar Mengajar	8	8	100 %
4	Melaksanakan Kegiatan Belajar Mengajar Mata Pelajaran Ilmu Pengetahuan Sosial Pada Kelas IX- 3	Melaksanakan Kegiatan Belajar Mengajar	8	8	100 %

Gambar 4. Laporan SiEka PNS

In this context, the management of teacher performance improvement at MTS N 2 Padangsidimpuan is carried out by managing existing teacher resources through planning, program implementation, and evaluation activities to control to achieve a predetermined goal in an institution. Teacher performance management is an activity carried out since a teacher enters an educational organization through the process of human resource planning, performance

coaching, and performance appraisal. Teacher performance management determines teacher performance, which has an impact on the performance of madrasa education units or schools, the accuracy of utilizing and developing teacher performance will be important in increasing the capability of schools in achieving their goals. Management of teacher performance improvement at MTsN 2 Padangsidempuan carried out routine programs, namely supervision, MGMP, and socialization. The performance of teachers and education personnel are routinely checked every month through Eka's report.

CONCLUSION

Planning for improving teacher performance through a year plan prepared at the beginning of the 2020 fiscal year which will be carried out in 2021. Improving teacher performance has an important position in efforts to improve the quality of learning which will later improve performance focused on resource management

Implementation of the Teacher performance improvement program is carried out according to the current year's madrasa plan. The findings of the performance improvement program in 2021 carried out are teacher training, workshops, and the Subject Teacher Deliberation program (MGMP) in several subject groups.

The evaluation of teacher performance improvement is carried out by the head of the madrasa and in collaboration with the madrasa supervisor. Usually, to find out the performance of the teachers, measurements are carried out using an instrument in the form of a checklist to know the performance achieved, with various questions.

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