

## The Management of Teachers' Performances Assessment at the Public Middle School in Banda Aceh

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**Abstract: The Management of Teachers' Performances Assessment at the Public Middle School in Banda Aceh. Objectives:** The objective of this study was to analyze the management of teachers' performance assessment at junior high schools in Banda Aceh. **Methods:** The method of this study was descriptive research by applying qualitative approach. The subjects were the principals and teachers. This study used observation, interview and documentation as the technique of data collection. The data analyze was completed by doing the data reduction, data presentation and verification. **Findings:** The results showed that: (1) The planning of teachers' performance assessment was organized by the teachers in the beginning of a new year which the function is as the reference for the teacher to accomplish the teaching and learning process; (2) The implementation of teachers' performance assessment was not implemented as well as possible therefore the class management does not meet the standard of the minimum service of learning; (3) The supporting factors in evaluating teacher's performance are: supervision activity, the teachers are engaging to the teachers training and workshop (training assessment), reward to the highest result or the score.

**Keywords:** Education management, teacher performance assessment, public middle school.

**Abstrak: Manajemen Penilaian Kinerja Manajemen Guru di SMP Negeri Kota Banda Aceh. Tujuan:** Tujuan dari penelitian ini adalah untuk menganalisis manajemen penilaian kinerja guru di sekolah menengah pertama di Banda Aceh. **Metode:** Metode penelitian ini adalah penelitian deskriptif dengan menerapkan pendekatan kualitatif. Subjek penelitian adalah kepala sekolah dan guru. Penelitian ini menggunakan observasi, wawancara dan dokumentasi sebagai teknik pengumpulan data. Analisis data diselesaikan dengan melakukan reduksi data, penyajian data dan verifikasi. **Temuan:** Hasil penelitian menunjukkan bahwa: (1) Perencanaan penilaian kinerja guru diselenggarakan oleh guru pada awal tahun baru yang berfungsi sebagai acuan guru dalam menyelesaikan proses belajar mengajar; (2) Pelaksanaan penilaian kinerja guru belum dilaksanakan dengan sebaik-baiknya sehingga pengelolaan kelas belum memenuhi standar pelayanan minimal pembelajaran; (3) Faktor pendukung dalam menilai kinerja guru adalah: kegiatan supervisi, keterlibatan guru dalam pelatihan dan lokakarya guru (penilaian pelatihan), penghargaan atas hasil atau skor tertinggi.

**Kata kunci:** manajemen pendidikan, penilaian kinerja guru, SMP Negeri.

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## ■ INTRODUCTION

The low performance of teachers will have an impact on the quality of student graduation which ultimately also affects the achievement of educational goals (Chen, Elliot, & Sheldon, 2019; Espinoza et.al., 2019; Chao, 2018; Pop et.al., 2016). The quality of learning is determined through methods, inputs, atmosphere, and the ability to carry out the management of the learning process itself (Bruno & Dell, 2018; Kotova&Pisarev, 2016). Quality learning processes involve various learning inputs. Learning process planning includes a syllabus and learning implementation plan that contains at least learning objectives, learning material, learning methods, learning resources and assessment of learning outcomes. The first learning process planning indicator is compiling the syllabus (Han & Ellis, 2019; Bogarín, Cerezo, & Romero, 2018; Cruz, Gálvez,&Santaolalla, 2016).

Based on the results of preliminary observational data through the ranking of the 2018 national examinations, there are some teachers in Junior High School at 1 Banda Aceh, Junior High School at 16 Banda Aceh, and Junior High School at 18 Banda Aceh that have not yet developed teaching materials, including learning plans such as syllabi and lesson plans so that it can affect the ranking of national exam results in each year. The average learning process has not yet implemented a Learning Implementation Plan in class, does not make adequate planning in carrying out teaching assignments, makes a Learning Implementation Plan only to meet the teaching administrative requirements and does not prepare instructional media. There are also teachers who teach with reference books, the use of teaching aids and learning media is very low, the methods, techniques, strategies and approaches of learning are not very varied, giving material during the teaching and learning process monotonously, can affect the mindset of students who follow learning, when learning carried out

monotonously or not varied students will feel bored then lazy to accept the material presented.

This requires no other serious handling from the principal, namely the optimization of the principal's role in the implementation of the teacher's performance appraisal management. Even teacher superiors such as school principals and supervisors are not easy to get data and observe the daily reality of teacher performance in front of students. Achievement of the subject that should be delivered to students. With this background, teacher performance appraisal is something that needs serious attention, especially by the school principal. Teacher performance evaluation is one of the competencies that must be controlled by school or madrasah supervisors. These competencies are included in the dimensions of educational evaluation competencies (Kraft, 2019; Leutner et.al., 2017; Zlatkin et.al., 2017). In assessing teacher performance, a supervisor and principal should have the ability to understand the scope of the variable to be assessed, especially teacher professional competence, have standards or develop assessment instruments, conduct data collection and analysis, and make judgments or final conclusions (Yang et.al., 2018; Siraj & Milfayetty, 2017; Lauermann & König, 2016).

### ***Definition of Educational Management***

Management is an integral component that cannot be separate from the whole of the academic process of the education, because without the management is unachievable to achieve the goals of education that designed in the optimal, effective and efficient (Connolly, James, & Fertig, 2019; Dennison & Shenton, 2018; Hallinger, 2018). Management is a set of activity that directly guide to operate the organization source actively and efficiently in order to achieve the goal of organization. Educational management is a field of study and practice concerned with the operation of

educational organization. From the previous definition it can be inferred that the educational management is one of the studies and practical forms that focused on the activity in the circle of academic organization (Saitis & Saiti, 2018; Adams, Kutty, & Zabidi, 2017).

Based on the experts above, it can be determined that management of education can be defined as a process or a management of a system and the improvement of the humanity that is related to the academic system. The whole aspects that related to the education management process in achieving the arranged goal is including to the management of education. Management of education refers to a process of a systematic, systemic and comprehensive corporation to fulfill the national goal of education. The use of all sources is also the focus of a management where it should be used appropriately based on the goal of the implementation of the management itself.

Based on the explanation above, it can be concluded that one of the strategies that prescribe the quality of the improvement of the human resources in the school for the achievement of national importance in the future is the developing of contribution in educational management that oriented toward the productivity, whether a short, a medium or a long period of time. Management of education is every aspects that related to the educational management process in achieving the arranged goal, whether a short, a medium or a long period of time. Consequently, the headmasters as a leader of a school are able to manage the academic activities properly based on the target and the goal of the implementation of education process.

In other words, the function of educational management is a strategy to determine the quality of human resources in the school for the achievement of national importance in the future is the emerging of contribution in educational management that oriented toward the

productivity, whether a short, a medium or a long period of time. A leader of a school should be able to manage the academic activities properly based on the target and the goal of the implementation of education process. Planning (setting the objective), Organizing (giving the assignment), Staffing (employee recruitment, training and development), Leading (giving command), and Controlling (setting the standard, doing the repairs if necessary). The function of a management defines as the basic elements that will be attached to the process of management as a center for a manager in doing the academic activities to achieve the effective and efficient goals. There are several functions of a management that attached in it. Furthermore, the objectives and the advantages are to create the students that active in developing their potential to have the religious power, self-control, intelligence, noble character and also the skills. Thus, the students are able to be useful for the society. Therefore, the management of education is important to be held in forming the personality of the students that based on the national goal of education and the level of development as well as repairing of the age of education.

### ***Teachers' Performances Assessment***

The performances assessment is one of the aspects that need to be done in every context to define the specific level of achievement. In addition to the educator aspect, it also need the performance assessment or usually be called as teachers' performances assessment. Performance refers the work enactment of one self as in accomplishing the responsibility that entrusted to a person due to his/her function or position. The excellent performance is affected by the ability and motivation. Performance is an accomplishment that fulfilled by a person or an organization based on the performance criteria or specific measurement. Performance assessment is a process of the evaluation toward

how well an educator in doing his/her duty. Based on the views above, it clearly explains that the teachers' performances are involved to the palling activity and the implementation of learning, evaluation and assessment, analyze the result of the assessment and also carry out the follow up activity from the result of assessment. Teachers' performances are entangled to the implementation of learning process including the guidance or the consultation activities, evaluation and assess the result of guidance or consultation, analyze the results of consultation, analyze the evaluation of consultation and also include the follow-up activity from the result of consultation. Teachers' performance assessment is expected to have the positive impact toward the repairmen and improvement of the professionalism of the educators, and also have the impact on the development of the achievement of the learners.

The result of teachers' performances assessment can be benefited for organizing the profile of teachers' performances as an input to arrange the sustainable professional development program. The result is also denoted as the basic to determine the acquire teachers' credit score in order to develop the teachers' career. Along with the accomplishment of teachers' assessment, it will obtain the data about the students' learning progress. Teacher will discover whether the learning materials that have been taught by the teacher are suitable to the learners' ability. Consequently, it can be used as the consideration to determine the next learning material. By doing the assessment, the teachers can identify the method that is applied in the classroom is suitable or not.

The teachers' performances as the result of teachers' main duty in accomplishing the responsibility as the educators are including the arrangement of lesson plan, implementing the learning process, evaluating the result of learning, guiding and training the learners and also

implementing the additional tasks that relate to the main task. The teachers' performances as the result of teachers' task that have been accomplish by the teacher in attaining the task and the responsibility, which is executed the learning and teaching process through the professional principles, also in achieving the national goal of education. Based on the several views above, it can be assumed that the teachers' performance is the ability and the effort from the educators to conduct the teaching tasks as well as possible in the teaching and learning process. It is an implementation of teaching and learning activity, and it also the evaluation of the learning result. Teachers' performance refers to an achievement that accomplish by the educators in doing their tasks or their work in a period of time due to standard competences and the arrange criteria that have been establish based on the task itself. It cannot be apart from the attached competence and should be mastered by the educators. Teachers' competence is the important part that can determine the level of teachers' ability in doing the task as the teacher. It is a works' outcome and can be shown from the quality of work, punctuality, initiative and a speed and a good communication.

The factor that influenced the teachers' performances are: mental attitude (work motivation, work discipline, work etiquette); Education; Skill; Leader Management; Salary and healthiness; Social security; Work climate; Facilities and infrastructures; Technology and a chance of achievement. There are three factors that influenced the individuals' performances; the individuals' ability to do the task, the level of effort and the supporting organization. Based on the opinions above, it can be concluded that the factors that affected the performance are coming from the individual itself. As the factors are coming from the internal are motivation, skill and education. Whereas the external factors are work

climate, level of salary, facilities and infrastructure and others. Teachers' performances is important to be watched for and evaluated because of the teachers are carrying professional task which means those tasks are only can be done by the specific competence that is obtained from the academic program.

## ■ METHODS

The method of this study was descriptive research by applying qualitative approach. The method is chosen based on the data consideration which is giving the image of reality in the society with the complex and concrete tendency. This research is a qualitative research because it is done intensively. The researcher is also participated in the field, the researcher is writing the note carefully and analyzing the reflection toward the document that found in the field and the researcher is also organizing the report of research in detail. The main source of research is the words and the action, the rest is the data addition for instance the documents and others. The subjects were the headmasters and the subject teachers of Sciences, Math, Bahasa Indonesia and English at SMP Negeri 1 Banda Aceh, SMP Negeri 16 Banda Aceh, and SMP Negeri 18 Banda Aceh.

## ■ RESULT AND DISCUSSION

### A. The Planning of Teachers' Performances Assessment at Junior High School In Banda Aceh

The planning as a learning program have several definitions that have the same meaning which is a process of managing, organize and formulate the elements of learning. The samples are in formulating the objectives of learning, subject matter, learning method and learning evaluation. A planning is a process in regulating and utilizing the resources appropriately and it is expected to support the activities and efforts that accomplish effectively and efficient in order to reach the goal. In preparing the teaching activity,

the basic competence that is expected to be mastered by learner is should be clearly define, whether what to do, what to learn, how to learn and also how the teacher recognizes the learners are already mastering some of the specific competence.

An employee performance goal isa set of a work planning and an achievement target that should be achieved by a civil servant as an employee. Employee performance goals are consisted of the activities of employment task and the target that must be reached in period of time which is a real and can be measured. The planning of teachers' performances assessment is organized by all the subject teachers in every beginning of a new year which contain in the form of employee performance goals. The function is to be a center of all teachers in accomplishing the teaching and learning activity that is directed, effective and efficient. The work assessment of civil servant defines as a process of assessment in systematically and should be done by the assessor toward the employee performances goals and the manners of a civil servant along with the application the Regulation of Government number 46 year 2011 about the civil servant assessment of work achievement that started from 2014. Each of a civil servant has to organized the employee performance goals based on the work yearly planning and it is a must to reach the goals, by the end of the year it can be shown how was the progress. Basically, the employee performance goals are signed by the leader and agreed by the employee in every year.

The teachers' performances assessment is an assessment of the accomplishment of employee performance goals that basically goals are signed and agreed by the teachers and the leader as the assessor, also the daily behavior in doing the duty. The assessment of civil servant achievement is undertaken by the assessor once in a year (by the end of December of the born year/ the end of January in the next year) that began from January

1<sup>st</sup> in 2014. Employee performance goals contains of the tasks activity and the achievement target. A leader as an assessor is only assessed it and he/she is not given a right to clarify the result of the assessment and the following act after the assessment. The result of the assessment can be used by the teacher to report the students' learning progress to the parents of the students. From those objectives, it can be shown that the assessment of the result of learning is essentially is not only to evaluate the learners, but also the whole components the teaching and learning process. This is revealed that the ability of the teachers in planning the teaching and learning process is entirely good. It means that most of the teachers have increased the excellent performance in the aspect of planning the learning program. It cannot be apart from the guidance from the headmaster and partners who have more knowledge and experience in formulating an arranged and a better lesson plan.

#### B. The Implementation of Teachers' Performance Assessment At Junior High School in Banda Aceh

The implementation of teachers' performance assessment is accomplished by comparing between the work realization and the arranged target. In accomplishing the assessment, what to do is to analyze the obstacles of the implementation of work to obtain the feedback and also organizing the repair recommendation and determine the result of assessment. In order to acquire the objectivity in the assessment of work achievement, it is used a parameter assessment that consists of the real result of work that can be measured that denote as the interpretation of the vision, mission and the goal of organization. The implementation of teachers' performance assessment is not forming to give the difficulty for the teachers, but in the other hand this is should be execute in order to create the professional teacher, because of title and the

dignity of a profession is determined based on the service quality of a qualified profession. Find the precise aspect about teachers activities in the classrooms and assist them to improve the knowledge and skills will give a direct contribution that may be affected to development of the learning quality. Moreover, it will aid the teachers to improving their career as the professional educators. Thus, to convince that every teacher is professional on their field and as a reward for the work achievement, therefore the teachers' performance assessment is should be done toward the teachers in every unit of formal education that is held by government and the society.

#### C. The Supporting and the Obstruction Factors of Teachers' Performance Assessment at Junior High School in Banda Aceh

An educator would become a professional if he/she has a high level of academic, because it can support to form a professional performance that is expected by the society. The factors that affected the performance are coming from the inside of an individual the example as motivation, skill and education, while the outside factors are work climate, level of salary and others. The factors that affected the performance of the teachers are the level of academic, teaching supervision, training program, a beneficial climate, facilities and infrastructure, physic and mental condition of a teacher, leaders' style of the school principal, health security and the managerial ability of the principals.

Based on the views above, it can be decided that the supporting factor for the teachers to produce the professionalism performance is coming from the in the situation and the condition of the classrooms due to the classroom situation is influenced the educator in teaching and also the learners in learning. A supporting facility can maintain the teacher to produce the professional performance, because the facility can be used as

a tool for the educators in giving information or as a tool to support them in gaining the knowledge. The supporting factors of teachers' performance assessment are: it is need to have a set of the subject teachers' discussion forum, teaching supervision, motivating the teachers to construct the term papers, supporting the teachers to keep on the teachers' training activity that provided by education department, supporting teachers to use the technology to make it easier in produce the teaching and learning aid and for other administration.

The obstruction factors are: lack of teachers' interest in monitoring the teachers' discussion forum with the result that impact the teachers' performance assessment, lack of the ability in mastering the technology for instances laptop, projector, internet, audio/video player, and compact disc (CD), the time limitation for the teachers to make plans for the employee performance goals that cause the teachers have to organize it in the end of the year or when it needed to be used for promoted instead. Most of the educators are still using the old way and cannot bear with the advantages of the existed technology as an aid to facilitate the learning process. The technology is a challenge for the teachers in building the professional teachers' performance, hence it can be said that a teacher have to master all the equipment that have been by provided the government.

The application of technology in learning activity is marked by the usage of e-learning within all the level of variation that will facilitate the changes in learning activity that is delivered through all the electronic media for instance: audio/video, interactive television, compact disc (CD), and internet. The interaction among teachers and the students is not only complete in face-to-face way, but also through the use of those learning media. Along with the development of Communication and Information Technology, the e-learning can be defined broadly by the

learning that is accomplishing by the service of technology such as video-audio, smartphone, computer and internet. Consequently, the benefit from the development of technology can be found at the daily learning activity in the academic field.

## ■ CONCLUSION

Based on the explanation and the data analysis of this research, it can be concluded as follows: The planning of teachers' performance assessment was organized by the subject teachers in the beginning of a new year that were packed in the employee performance goal which is the function as the reference for the teacher to accomplish the teaching and learning process that is directed, effective and efficient. The employee working target is basically have been organized and agreed together between the teachers and the headmaster as the assessor along with the daily behavior assessment in carry out the assignment as the teacher. The implementation of teachers' performance assessment was intended to create the professional teachers, to increase the knowledge and skills, to give the direct contribution toward the improvement of the learning quality and to help the teacher in developing the career as the professionals.

The supporting factors of teachers' performance assessment are: there is a set of the subject teachers' discussion forum, teaching supervision, motivating the teachers to produce the term papers, supporting the teachers to follow the teachers' training activity that provided by education department, supporting teachers to use the laptop to make it easier in produce the teaching and learning aid or for other administration. The obstruction factors are: lack of teachers' interest in following the teachers' discussion forum with the result that impact the teachers' performance assessment, lack of the ability in mastering the technology for instances laptop, projector, internet, audio/video player, and compact disc (CD), the limited of time for the teachers to

organize employee performance goal that cause the teachers have to organize it in the end of the year or when it needed to be used for promoted instead.

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