

## **Teacher Performance Management in the Integrated Islamic Elementary School Qur'an Kisaran**

**Abdul Latif Hutagaol, Candra Wijaya, Neliwati**

Universitas Islam Negeri Sumatera Utara Medan

[abdullatifhutagaol@gmail.com](mailto:abdullatifhutagaol@gmail.com), [candrawijaya@uinsu.ac.id](mailto:candrawijaya@uinsu.ac.id), [neliwati@uinsu.ac.id](mailto:neliwati@uinsu.ac.id)

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### **ABSTRACT**

This study focuses on teacher performance management in integrated Islamic elementary schools Qur'an Kisaran, in this study a qualitative case study type method was used. data collection techniques using observation, interviews, and documentation. The research results show that first, in teacher performance planning, the school and teachers work together to set clear and measurable goals. Teachers also make specific performance indicators and develop detailed and structured lesson plans. In addition, professional development efforts must also be carried out by teachers to improve the quality of teaching, and they also make a performance evaluation plan. Furthermore, in implementing performance, the teacher carries out learning activities according to the curriculum, conveys subject matter in a way that is easily understood by students, measures student progress objectively, creates a classroom environment that is conducive to learning, and attends training and professional development regularly. Finally, in performance appraisal, the principal makes direct observations of each teacher with scheduled class supervision, teachers are assessed on the basis of academic progress and student achievement in the subjects taught, and assessments of other teacher colleagues or fellow staff provide input on the assessed teacher's performance, and teachers compile portfolios containing evidence of their performance. In addition, teachers are also asked to do personal reflection about their performance.

**Keywords:** *Teacher, Islamic, Management*

### **INTRODUCTION**

In an era of increasingly fierce global competition, the importance of efforts to improve the quality of education is positioned as a means to develop and cultivate a high-quality human resource. Every educational institution must exhibit excellent performance in various fields, especially those related to its stakeholders because the current environmental situation demands that an organization satisfies the interests of all parties.

Therefore, for an educational institution to effectively and efficiently achieve its goals, teachers, as self-motivated drivers, need to enhance their performance by

planning personal programs, as this is the primary key that must always be improved. Efforts to improve performance are initiated and carried out by teachers themselves, and school administrators support these efforts to make teachers high-quality educators.

This condition is caused by the low work enthusiasm, in the form of a sine wave, and at some point, it will reach a saturation point if there is no preventive and curative effort, both from the individual and the guidance from superiors. All parties realize that a teacher's performance is directly related to the improvement of the quality of education. However, there are many teachers who work below the set work standards, not because they are incapable but because they have not built a good work culture. As a result, management approaches that focus on improving performance are among the strategies that need to be utilized (Ramadona & Wibowo, 2016).

Teacher performance at school is a primary concern for all parties, especially school principals, supervisors, and other stakeholders. This calls for management to enhance teacher performance in order to optimize the learning process at school. Management is necessary to improve teacher performance, considering that professional teacher performance can contribute to achieving higher quality in the education process and its outcomes.

Teacher performance is an act of demonstrating or carrying out an activity, with the primary role of teaching. An effective teacher should have extensive knowledge, exhibit supportive attitudes in the teaching and learning process, and establish authentic interpersonal relationships. They should master the subject matter they teach, possess technical skills to facilitate student learning, and exhibit leadership, innovation, motivation, and more (Asiah, 2016).

A teacher is a professional educator who educates, imparts knowledge, guides, trains, assesses, and evaluates students. The competence standards stated in the regulations of the Minister of National Education regarding academic qualifications and teacher competencies define that professional teachers must have four professional competencies: pedagogical competence, social competence, intellectual competence, and professionalism. Several factors influence a teacher's professionalism, including qualification standards and the relevance of a teacher's expertise in the teaching task, abilities and motivation, the teacher's level of education, work experience, mastery of social and pedagogical competencies, and skills (Syarafudin and Hastuti, 2020).

In the field of education, student development is paramount, and high-performing teachers have a significant impact on their academic, moral, and professional growth. As a result, the issue of teacher performance is not a trivial matter; rather, it is a complex issue involving numerous interconnected factors.

In reality, teacher performance management is not widely understood and effectively implemented in schools. This is due to the fact that if individuals can satisfy their needs by achieving their goals and, at the same time, contribute to the organization's efforts to achieve its objectives, these individuals are likely to have higher motivation and achieve higher satisfaction. Teacher performance can be seen through their sense of responsibility in carrying out their tasks. This is based on the fact that if individuals can satisfy their needs by achieving performance.

Furthermore, the impact of this recognition needs to be balanced with maximum and high-quality productivity targets for both faith and science and technology. To achieve these goals, management functions such as planning, coaching, and evaluation need to be implemented and reflected in every aspect of the school, including the curriculum, educators, administrators, and students.

The explanations above clearly indicate that in order for instructors to play a leadership role, they must have adequate managerial skills. With effective teacher management, it can boost their performance to be in line with the required professional competencies.

Based on initial observations, the researcher found data at Qur'an Integrated Islamic Elementary School Kisaran (SD IT Qur'an Kisaran) that the school has relatively low teacher performance. The low performance of teachers at SD IT Qur'an Kisaran is evident in the aspects of planning, implementation, and assessment.

There are two issues identified in the planning aspect of teachers at SD IT Qur'an Kisaran; (1) Teachers have not formulated learning objectives in lesson plans in accordance with the curriculum/syllabus while considering the characteristics of the students. (2) Teachers have not selected learning resources and media in accordance with the material and teaching strategies.

In the implementation aspect of teachers, three problems were identified; (1) Teachers have not mastered the teaching material, (2) Teachers have not applied effective teaching approaches, methods, or strategies, and (3) Teachers have not utilized media in teaching.

Teacher assessment aspects were also subject to the researcher's observations. The issues in the assessment aspect include teachers not understanding how to analyze and interpret students' learning outcomes.

Based on the background provided above, it is clear that teachers' managerial skills are crucial for improving their performance. With the school leadership's policies, it is hoped that teachers can effectively and efficiently manage their performance to achieve quality education, especially in improving teacher performance to achieve maximum outputs.

## **METHOD**

This research method is a qualitative research method of the case study type. In this method, the researcher delves into an individual, a group, an organization, a program, etc., over a specific period. The aim is to obtain a comprehensive and in-depth description of an entity. Case studies generate data that can subsequently be analyzed to develop theories. As in the data collection procedures of qualitative

research, data in a case study are obtained through interviews, observations, and documentation.

In qualitative research, the researcher acts as the instrument, meaning that the instrument is a person or a human instrument. The data collection method is known as triangulation, which can be understood as the use of multiple data collection techniques in combination or simultaneously (Meleong Lexy, 2001). Data collection techniques are a fundamental step in research. The main objective of research is to obtain data. Without knowing the data collection techniques, the researcher will not be able to obtain data that meets the established data standards. In qualitative research, data necessary for this study are obtained using data collection techniques according to Sugiyono (2013). The data collection techniques involve observation, interviews, and documentation.

## **RESULT AND DISCUSSION**

### **The planning of teacher performance**

The planning of teacher performance at SD IT Qur'an Kisaran is crucial in ensuring that teachers can provide effective and quality education to students. Teacher performance planning helps in setting clear objectives and targets. Teachers can plan specific learning outcomes and direct them towards the desired results. With clear objectives, teachers can focus and be more directed in their teaching. Through teacher performance planning, the needs and understanding levels of students can be identified. By understanding students' needs, teachers can develop customized lesson plans to help students achieve their maximum progress.

A good plan will outline the objectives and targets to be achieved. Without planning, teachers cannot know how to organize the teaching and learning process effectively and optimally. Without planning, teachers have a small chance of achieving their goals or identifying deviations early. Planning allows teachers to make appropriate policies and decisions as persuasive, preventive, and educative actions (Tanjung et al., 2022).

This aligns with the findings in a study conducted by Ahmad Zubair in 2017 on improving the performance of teachers in MAN Kabupaten Bengkulu Selatan. Planning is the process of determining the objectives to be achieved and the steps to be taken to reach those objectives. From the presented data earlier, it can be stated that generally, the planning conducted by the head of Madrasah Tsanawiyah Negeri in improving the performance of teachers has been progressing well. This can be seen through the development of several qualities to improve teacher performance in their work (Zubair et al., 2017).

Teacher performance planning also helps optimize the use of time and available resources. Teachers can plan efficient time allocation for each aspect of

learning and allocate the appropriate resources, such as teaching materials, supplementary materials, and supporting technology. Through structured planning, teachers can prepare teaching materials effectively, design efficient teaching strategies, and evaluate the most suitable teaching methods. This can enhance the quality of teaching and help students better understand the material. Teacher performance planning includes evaluation and monitoring steps to measure student progress. By conducting regular evaluations, teachers can assess the effectiveness of their teaching methods, identify areas that need improvement, and provide constructive feedback to students.

This is consistent with the results of a study conducted by Yuniati in 2019 on lesson planning and its impact on the performance of teachers in public high schools in Mataram. The study showed that lesson planning management in public high schools in Mataram has a positive impact on teacher performance and determines the quality of teacher performance. Thus, although the influence on teacher performance is still low, this condition indicates that lesson planning management can still significantly affect teacher performance in public high schools in Mataram. As a result, the better the lesson management by teachers in public high schools in Mataram, the better the teacher's performance in the teaching process and the work results that a teacher can achieve in educational institutions according to their duties and responsibilities (Yuniati & Prayoga, 2019).

Teacher performance planning also allows for collaboration and coordination among teachers with colleagues, school principals, and other support staff. This facilitates the exchange of ideas, experiences, and best practices and ensures that all educational components work together to achieve the same goals. Overall, teacher performance planning is essential for creating an effective learning environment, improving the quality of teaching, and helping students reach their full potential. With proper planning, teachers can maximize their positive impact on student education.

In the study conducted at SD IT Qur'an Kisaran, teacher performance planning starts with setting objectives and targets. School principals base teacher performance planning on objectives and targets established by the school. These objectives may include improving student learning outcomes, developing teacher skills, participating in extracurricular activities, or other aspects relevant to education. The principal of SD IT Qur'an also establishes clear and measurable assessment standards to objectively evaluate teacher performance. Assessment standards may include teaching quality, participation in learning, classroom management, curriculum development, student assessment, and collaboration with colleagues.

In the planning of teacher performance at SD IT Qur'an, each teacher must also develop a detailed and structured lesson plan to ensure that the material

taught aligns with the curriculum and student needs. The lesson plan should include learning objectives, teaching methods, required resources, and evaluation methods. In addition, school principals also emphasize that teacher performance planning should include efforts for professional development to improve teaching quality. This may include additional training, participation in educational seminars or conferences, reading relevant literature, or collaborating with peers.

Teacher performance planning at SD IT Qur'an is also programmed to have an effective evaluation mechanism for monitoring and evaluating teacher performance. This evaluation can be conducted through classroom observations, peer observations, student assessments, or other evaluation instruments. Evaluation results can be used as the basis for providing feedback and supporting teacher performance development.

### **The implementation of teacher performance**

The implementation of teacher performance at SD IT Qur'an Kisaran plays a crucial role in the education system. Teachers who perform their duties well can provide quality education to students. They possess the knowledge and skills necessary to effectively deliver lesson materials. Therefore, good teacher performance implementation can enhance the quality of education in schools. Teachers who implement their duties well can create a conducive learning environment and motivate students to learn. They can design learning plans tailored to students' needs and employ varied teaching methods. Thus, effective teacher performance implementation can improve the effectiveness of teaching.

The management of teacher performance improvement begins with organizing the personnel involved, ensuring that each individual works within their designated responsibilities and authority (Zubair et al., 2017).

Performance represents a series of activities that reflect the extent to which someone has achieved results in carrying out their tasks and responsibilities, which includes both success and shortcomings. Performance requires a work ethic that encompasses several values of success for both an organization and an individual (Iskandar, 2013).

Research conducted by Ahmad Zubair in 2017 on improving the performance of teachers in MAN Kabupaten Bengkulu Selatan reveals the following processes in teacher performance implementation. First, teacher development. Second, fostering good cooperation. Third, motivating teachers to develop teaching and learning activities to improve educational quality. Fourth, promoting teacher professionalism to enhance student learning quality. Fifth, conducting Subject Teacher Meetings (Musyawarah Guru Mata Pelajaran) (Zubair et al., 2017).

Teachers who implement their duties well can serve as role models for students. They can inspire and motivate students to achieve their full potential. Effective teacher performance implementation can help create a positive learning

environment where students feel valued, supported, and motivated to learn. Through their performance, teachers can observe and analyze individual student learning progress. Consequently, they can identify students' specific needs and provide appropriate assistance or enrichment. Effective teacher performance implementation helps ensure that every student receives the attention and support they require.

Effective teacher performance implementation involves effective communication with students' parents and engaging the community in education. Teachers who perform well will hold meetings with students' parents, provide feedback on their children's progress, and collaborate with the community to enhance education. This can strengthen the collaboration between the school, parents, and the community in supporting the education process. Overall, effective teacher performance implementation contributes to the improvement of education quality, effective learning, student motivation, identifying individual student needs, and maintaining good relationships with parents and the community. Therefore, it is important for schools and the education system to provide support and guidance to teachers to implement their performance effectively.

From the research conducted by the researcher at SD IT Qur'an Kisaran, it is evident that the implementation of teacher performance at SD IT Qur'an Kisaran involves teachers conducting learning activities aligned with the curriculum, identifying learning objectives, and determining effective teaching strategies. Teachers at SD IT Qur'an Kisaran are also responsible for delivering lesson materials in a way that is easily understood by students, using diverse teaching methods and enjoyable learning media, and actively involving students in the learning process.

Teachers at SD IT Qur'an Kisaran objectively measure students' progress, provide constructive feedback, and analyze evaluation results to improve future learning. They create a conducive classroom environment for learning, manage discipline, and facilitate positive interactions among students. The school also has programs for teachers to attend regular training and professional development to enhance their competence and knowledge in the field of education.

### **Teacher performance assessment**

Teacher performance assessment is indeed a crucial aspect of the educational system. It serves various important purposes. Teacher performance assessment helps in identifying the strengths and weaknesses in their teaching methods. By recognizing where teachers excel and where they need improvement, performance assessment aids in enhancing their overall teaching quality. It offers opportunities for teachers to continue their professional development. With constructive feedback, teachers can learn from their experiences, pinpoint areas where they need to enhance their skills or knowledge, and take steps to develop themselves.

Research by Ambarita in 2016 on the implementation of teacher performance assessment in SMP Bandar Lampung highlighted how the school environment and the community's perception of its implementation directly impact the competence of teachers and enhance students' learning achievements. A positive attitude among teachers, as well as the relationships between teachers, between teachers and students, and between school principals and teachers, can contribute to the successful implementation of teacher performance assessment. The establishment of positive relationships and communication within the school environment allows teachers to unleash their creativity as they receive interaction and feedback from other components in the school. This interaction becomes a driving force for teachers in implementing their performance assessment effectively. It also encourages continuous improvement in teachers' innovative and creative abilities, not only in their primary tasks but also in other school-assigned tasks. Consequently, fostering good relationships and communication among the various components within the school is essential for boosting teachers' performance.

Teacher performance assessment is also vital in setting accountability levels in the education system. By regularly monitoring teacher performance, performance assessment ensures that teachers meet specific standards and deliver effective instruction to students. Through teacher performance assessment, we can better identify students' needs. Teachers engaged in comprehensive performance assessments can track the progress of their students, identify struggling students, and take steps to help them reach their full potential optimally. The results of teacher performance assessments provide valuable insights for education policymakers. This information can be used to make better decisions about teacher training, curriculum improvements, or the development of other educational programs.

Khoirunnisa's research on teacher performance appraisal management at SMP IT Asy-Syadzili Pakis Malang in 2021. explained related to teacher performance appraisal as follows: (a) Planning; in the planning stage, the appraiser and the teacher to be assessed must do several things before the teacher performance appraisal process is carried out, (b) Organizing; In the organizing stage, the appraiser and the teacher to be assessed will organize several elements, (c) Implementation; In the implementation stage, the appraiser and the teacher to be assessed will conduct a teacher performance assessment. (d) Supervision; Supervision in teacher performance appraisal is needed as a direct control tool. This supervision is carried out by the appraisal team, as well as the principal. (Khoirunnisa, 2021).

Teacher performance appraisal is also an opportunity to provide rewards and positive feedback to outstanding teachers. This can increase teachers' motivation and job satisfaction and encourage them to continue providing quality



teaching. In order to achieve these benefits, it is important that teacher performance appraisals are fair, transparent and based on clear and objective criteria. In addition, performance appraisal should be part of a holistic approach to improving the education system as a whole.

As for the assessment of teacher performance at SD IT Qur'an Kisaran, what the researchers found is that the principal conducts direct observation of each teacher to assess teacher performance in the classroom through a scheduled classroom supervision program. The principal pays attention to teaching methods, interaction with students, ability to explain material, classroom organization, and so on. Principals also conduct assessments based on student learning outcomes. Teacher performance is assessed based on academic progress and student achievement in the subjects taught. This can include test scores, assignments, projects or other evaluation results.

Furthermore, the head of SD IT Qur'an Kisaran also conducts peer assessments of other teachers or fellow staff who can provide input on the performance of the teacher being assessed. They can provide opinions on teaching ability, collaboration, contributions within the team, and interactions with other staff. Teachers then compile portfolios containing evidence of their performance, such as lesson plans, materials, teaching materials, documentation of extracurricular activities, and personal reflections on teaching experiences. Then the findings on performance appraisal at SD IT Qur'an Kisaran, teachers are asked to conduct a personal reflection on their performance, identify strengths and weaknesses, and plan improvement efforts. This self-evaluation can be used as discussion material in performance appraisals with teacher colleagues, principals or supervisors from the education office in Asahan district.

## **CONCLUSION**

Based on the results of research into issues related to Teacher Performance Management at Qur'an Integrated Islamic Primary School in Kisaran, the following conclusions can be drawn. First, in planning teacher performance, the school and teachers work together to set clear and measurable goals. Teachers also create specific performance indicators and develop detailed and structured lesson plans. In addition, professional development efforts must also be made by teachers to improve the quality of teaching, and they also make performance evaluation plans. Furthermore, in performance implementation, teachers carry out learning activities in accordance with the curriculum, deliver subject matter in a way that is easily understood by students, measure student progress objectively, create a classroom environment conducive to learning, and attend training and professional development regularly. Finally, in performance appraisal, principals conduct direct observations of each teacher with scheduled classroom supervision, teachers are appraised based on academic progress and student achievement in

the subjects taught, peer appraisals of other teachers or fellow staff provide feedback on the appraised teacher's performance, and teachers compile portfolios containing evidence of their performance. In addition, teachers are also asked to conduct personal reflections on their performance. Thus, these steps are important in teacher performance management at SD IT Qur'an Kisaran.

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