



Implementation of Teacher Performance Management to Improve Education Quality

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ABSTRACT

This research explores the implementation of teacher performance management and its impact on the quality of education. Through a descriptive qualitative approach, this research explores an in-depth understanding of teacher experiences, implementation challenges, and the contribution of performance management to student achievement. Teachers' awareness of performance management was found to be high, but was faced by implementation challenges, such as high workload and limited resources. School leadership plays a critical role in creating a culture that supports teacher performance management. These findings suggest that good implementation of teacher performance management correlates with improved quality of education. Recommendations include training program development, strengthening school leadership, implementation of a clear reward system, revision of school policies, and follow-up research. These recommendations are designed to strengthen practices and policies that support teacher engagement and education improvement. This research contributes to a better understanding of the complexity of teacher performance management implementation and its relevance to education quality. The implications and recommendations of this research can lay the foundation for improvements in practices and policies at the broader education level..

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INTRODUCTION

Education, as the backbone of the development of a nation and society, plays a major role in shaping the character, skills, and knowledge of the next generation. The quality of education becomes an important parameter that reflects the extent to which a country can achieve progress

and innovation. In this context, the role of teachers as the spearhead in the learning process becomes very crucial. Teachers not only convey information, but also shape students' mindsets and attitudes (Rifky et al., 2024).

Teacher performance management is a crucial aspect in maintaining and improving the quality of education. Well-managed teachers can make a greater contribution to the effectiveness and efficiency of the learning process. Evaluation of teachers' performance helps identify their strengths and weaknesses, so that appropriate corrective actions can be taken (An'ars, 2022). In addition, teacher performance management opens up opportunities for professional development, ensuring that teachers continue to improve their competencies in accordance with the demands of the times (Ahyani, 2023).

The impact of teacher performance management is not only limited to the individual level, but also has a significant influence on the quality of student learning outcomes. Teachers who perform well will be able to create a positive learning environment, stimulate students' interest, and support their academic growth. Conversely, less effective performance management can harm the educational process with the potential to reduce student motivation and learning quality (Jemmy et al., 2023).

By understanding the central role of teachers in education and the importance of teacher performance management, strategies and policies that support overall improvement of education quality can be formulated. Ongoing support for teacher professional development, implementation of equitable evaluation systems, and promotion of a culture of continuous learning can be key steps in improving educational effectiveness and achieving the goals of educated community development (Maisura et al., 2023).

This study aims to explore and analyze the implementation of teacher performance management as a key strategy in improving the quality of education, especially in Madrasah Ibtidaiyah NU Yapika Kebumen. The implementation of teacher performance management is a major focus because of its fundamental role in improving teaching quality, fostering a conducive learning atmosphere, and stimulating student academic achievement (Supriatna et al., 2024).

The success of the education system depends not only on the existence of a good curriculum and adequate educational facilities, but also is greatly influenced by the ability of teachers to carry out their duties effectively. Teachers are a key element in knowledge transfer and character building of students, so their role cannot be ignored. Therefore, the focus of this research is to exhaustively examine the implementation of teacher performance management as the main instrument in improving the quality of education (Ahyani & Saimima, 2023).

Teacher performance management involves a set of policies and practices designed to assess, develop, and support teacher performance. This includes the process of performance evaluation, professional development planning, and providing constructive feedback (Jaliah et al., 2020). The implementation of teacher performance management not only creates a clear framework for measuring performance, but also provides teachers with opportunities to continuously improve their skills and competencies according to educational developments and student needs (Ambarita, 2016).

In addition, teacher performance management has a direct impact on the quality of classroom learning. By monitoring teacher performance regularly, schools can identify areas for improvement and provide appropriate support. This creates an environment where teachers feel supported and valued, which in turn can motivate them to deliver more effective teaching (Tono, 2019).

It is important to note that the implementation of teacher performance management is not just an assessment process, but also a strategy of continuous professional development. By understanding teachers' potential and challenges, performance management can help create a vibrant learning culture in schools, resulting in a positive impact that can be felt across the board. Thus, this study aims to provide deep insight into how teacher performance management can act

as a major catalyst in improving the quality of education and directing learning towards a more effective and sustainable direction (Haryani, 2022).

By identifying critical factors in teacher performance management, this study seeks to make a positive contribution to the development of better education management practices. The findings of this study are expected to be the foundation for more effective and sustainable policy making in the field of Education (Sianturi, 2021).

This research is expected to provide great benefits in improving the quality of education by creating an environment that supports teachers' professional growth, produces higher quality teaching, motivates student involvement in the learning process, and opens opportunities for the development of new knowledge and best practices in the field of education. With a structured performance evaluation system, teacher performance management is also expected to increase accountability and transparency in the education system, help overcome problems that may arise in teaching practices, and improve the efficiency of educational resource management.

As an effort to fill the knowledge gap in understanding the vital role of teacher performance management and its impact on the quality of education, this study becomes a basis for detailing the theoretical framework, research methods, expected findings, as well as the significance and potential contribution of this research to the development of education administration as a whole.

RESEARCH METHODS

This research will apply a descriptive qualitative approach to explore and explain the implementation of teacher performance management in the school environment (Solihin, 2021). The study population included teachers at Madrasah Ibtidaiyah NU Yapika Kebumen, and sample selection was conducted purposively to ensure diversity of perspectives and experiences. Through structured interviews, research will gain an in-depth understanding of teachers' experiences related to performance management. Participatory monitoring will be conducted to actively engage in day-to-day activities at the school, while document analysis will involve reviewing school policies and teacher performance evaluation records.

The data collection process will begin with the identification of participants who have diverse experience in performance management implementation. In-depth interviews will be the primary instrument, with questions designed to delve into rich viewpoints and understanding. Participatory monitoring will allow researchers to observe day-to-day dynamics in schools, creating opportunities to gain better contextual understanding. In addition, document analysis will make an additional contribution by exploring perspectives from existing policies and guidelines (Yusanto, 2020).

The collected qualitative data will be analyzed using thematic analysis methods. The selection of key themes and patterns will enable researchers to develop in-depth interpretations of participants' experiences and views regarding performance management implementation. The validity of the data will be considered through triangulation, while the consistency and clarity of research steps will ensure the reliability of the findings.

This qualitative method is expected to reveal the complexities and nuances in the implementation of teacher performance management, providing a deep and contextual understanding of this key role in improving the quality of education in Madrasah Ibtidaiyah NU Yapika Kebumen.

RESULTS AND DISCUSSION

Result

This research reveals prominent findings related to the practice and impact of teacher performance management implementation in Madrasah Ibtidaiyah NU Yapika Kebumen. Teachers' awareness of performance management is evidently high, with a deep understanding of the importance of performance evaluation and professional development in an educational context. Nonetheless, the results highlight a number of implementation challenges that affect teachers' full engagement, including high workloads and limited resources.

In this study, the role of school leadership turned out to be critical in shaping the culture that supports teacher performance management. Schools with strong leadership tend to have more effective performance management implementations. The impact of good implementation is also reflected in improving the quality of education, where teachers who receive support and recognition through performance management processes tend to contribute more to student achievement.

The implications of these findings point to the need for the development of training programs focused on strengthening teacher performance management skills, particularly in addressing implementation challenges. Increasing the role of school leadership through training, support, and recognition is also proposed as a strategic step. The existence of a clear reward system, linked to performance management outcomes, can provide effective incentives for teachers to engage more actively.

In addition, the results of this study provide a foundation for revising or developing school policies that support the implementation of teacher performance management. The constraints identified in this study can be addressed by detailing policies that can support best practices in teacher performance management.

This research contributes to a better understanding of the dynamics of teacher performance management implementation and its relevance to the quality of education in the research context. The implications of these findings are expected to pave the way towards more effective practice and policy improvements at the broader education level.

Discussion

The results highlight the crucial role of teacher performance management in improving the quality of education in Madrasah Ibtidaiyah NU Yapika Kebumen. The following discussion investigates the main findings, implications, and subsequent directions of research.

Teacher Awareness and Implementation Challenges

Teacher awareness in the context of performance management implementation has a significant impact on the quality of education. This awareness includes a deep understanding of performance evaluation objectives, school policies, and education quality expectations. Teachers who are aware of the importance of performance management are more likely to be actively involved in the process of evaluation and self-development, recognizing its role in improving the quality of education (Zulqaidah et al., 2023).

However, challenges arise in implementing teacher performance management, especially related to the variability of teachers' perceptions and understanding of the evaluation process. The main challenge is teachers' resistance or concern to evaluation procedures that are considered unfair or too normative. In addition, sometimes teachers feel burdened by the demands of time and the pressure of evaluation results that can affect their motivation (Waluya, 2018).

Therefore, it is important to mitigate these challenges through an inclusive and collaboration-based approach (Amahoru & Ahyani, 2023). Clearly explaining the purpose of performance management and providing space for open dialogue can help reduce uncertainty and

increase teacher awareness levels. In addition, training and mentoring can be an effective means of ensuring that teachers understand well the evaluation process and how to improve their performance (Syafaruddin et al., 2020).

Full support from the principal and school management is also a crucial factor in raising teacher awareness. Encouraging a culture of continuous learning, where mistakes are perceived as opportunities for growth, can help create an environment where teachers feel comfortable participating in the performance management process without fear of stigma or punishment (Sudrajat, 2018).

With increased teacher awareness and a deep understanding of performance management, it is hoped that implementation challenges can be overcome, and joint efforts to improve the quality of education can be successfully achieved. High teacher awareness will create a strong foundation for collaboration and positive transformation in the education system.

Impact on Education Quality

The implementation of teacher performance management has a significant impact on the quality of education. Teacher performance management involves monitoring, evaluating, and developing teachers' individual performance to improve student learning outcomes. By implementing effective performance management, schools can identify teachers' strengths and weaknesses, provide constructive feedback, and plan appropriate training to improve their competencies (Sholeh, 2017).

The first positive impact is the improvement of teaching quality. Through quality performance evaluation, teachers can focus more on improving critical aspects of their teaching. Performance management helps create a growth-centred learning culture, where teachers feel supported to continuously develop their skills and knowledge (Rohmah & Maunah, 2022).

The second impact is increased student engagement. Teachers who undergo good performance management can more effectively create an engaging and relevant learning environment. Students tend to be more motivated and actively participate in learning when teachers have high teaching quality and are committed to continuous improvement (Janan et al., 2022).

In addition, teacher performance management can strengthen the bond between schools, teachers, and parents. Through an open and continuous evaluation process, parents can more easily understand their child's progress and be actively involved in supporting learning at home (Eriyanti et al., 2021). However, challenges in the implementation of performance management also need to be addressed, such as the preparation of fair and accurate evaluation criteria, as well as providing adequate support to teachers to address the identified weaknesses. Overall, effective teacher performance management can be a strong foundation for improving the quality of education and creating an optimal learning environment for student development.

Implications and Recommendations

The implementation of teacher performance management has various implications that can affect the overall quality of education. One positive implication is increased accountability of teachers to the quality of their teaching. With a structured performance evaluation system, teachers are expected to be more responsible for student learning outcomes and motivate them to continue to improve the quality of teaching (Erwandi et al., 2018).

Another implication is an increased focus on teacher professional development. Effective performance management processes can stimulate teachers' interest in engaging in self-development activities, trainings, and workshops to enhance their skills and knowledge. Not only does this have a positive impact on teaching quality, but it also helps build a culture of sustainable learning within the school (Ikbal, 2018).

However, the implementation of teacher performance management can also pose some challenges, such as resistance from some teachers to the evaluation process or lack of resources to

provide adequate training. Therefore, recommendations to ensure successful implementation involve establishing clear and fair evaluation criteria, developing constructive feedback mechanisms, and providing adequate support to teachers who need it (Mastuti, 2020).

In addition, it is important to encourage collaboration between teachers and schools. Building a learning community among teaching staff can help improve the exchange of experiences and best practices. Support from principals and school management in providing an environment that supports teachers' professional development also needs to be strengthened.

Overall, these recommendations are holistic and involve all relevant parties in efforts to improve the quality of education through the implementation of teacher performance management. By paying attention to the implications and realizing these recommendations, it is hoped that schools can achieve the goal of improving the quality of sustainable education.

CONCLUSION

In summarizing the findings and discussion of this research, it can be concluded that the implementation of teacher performance management has a central role in improving the quality of education in Madrasah Ibtidaiyah NU Yapika Kebumen. Teachers' high awareness of performance management is an important foundation, despite being faced with various challenges such as high workload and limited resources. The critical role of school leadership in creating a culture that supports teacher performance management demonstrates the need for attention to organizational factors. The findings suggest that the implementation of teacher performance management has a real positive impact on the quality of education, with teachers who feel support and recognition likely to make a greater contribution to student achievement.

This research also has significant implications and contributions in the understanding and development of educational practices, especially related to the application of teacher performance management to improve the quality of education. Its main implication is to provide deep insight into the effectiveness of teacher performance evaluation strategies and their impact on student learning. The findings from this study can be the basis for schools and educational institutions to design and implement more effective teacher performance management systems. In addition, this research can also make a valuable contribution to the development of educational theory and practice, by identifying key factors that influence the quality of teaching and learning. Thus, this research is expected to be the foundation for the renewal of education policy and the improvement of the quality of education as a whole.

Policy recommendations involve the revision or development of school policies that support best practices in teacher performance management, in line with identified constraints. In this regard, this research contributes to a better understanding of the dynamics of teacher performance management implementation and its relevance to the quality of education in Madrasah Ibtidaiyah NU Yapika Kebumen.

By detailing the challenges and potentials in the implementation of teacher performance management, the conclusion of this study provides a basis for improvements in practices and policies at the Madrasah Ibtidaiyah NU Yapika Kebumen level. As the world of education constantly changes, it can also provide a foundation for more in-depth follow-up research, involving more specific variables or a broader scope. Thus, it is hoped that this research can make a positive contribution to the development of a better and more effective education system.

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