



**JOURNAL OF CONTEMPORARY
ISLAMIC PRIMARY EDUCATION**

Vol. 2, No. 1, 2023 Page 109-115

<https://zia-research.com/index.php/jcipe>

Monitoring and Evaluation of Teacher Performance Improvement

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ARTICLE INFO

Article history

Received 21 May 2023

Revised 15 July 2023

Accepted 27 August 2023

Keywords

Evaluation

Teacher Performance

Monitoring

ABSTRACT

This research aims to describe monitoring and evaluation of improving teacher performance in LC Laesansi (Mindanao-Philippines). This research uses a qualitative approach with descriptive study methods. Based on the research results, it was found that: First, management planning to improve teacher performance, namely, program personnel discuss determining the program and steps that must be taken by involving teachers in various education and training, activating teacher forums in the field of study, providing the necessary facilities and carrying out supervision. , pushing / directing. The efforts made by the school principal turned out to be effective. Second, monitoring and evaluation of teacher performance improvement management has been carried out by the school principal and an appointed team with the aim of finding out any deficiencies in implementation so that improvements can be made to plans that will be prepared and implemented next. Third, the problems found in teacher performance improvement management include external problems

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan monitoring dan evaluasi terhadap peningkatan kinerja guru di LC Laesansi (Mindanao-Filipina). Penelitian ini menggunakan pendekatan kualitatif dengan metode studi deskriptif. Berdasarkan hasil penelitian ditemukan bahwa: *Pertama*, perencanaan manajemen peningkatan kinerja guru yaitu, personil program mendiskusikan untuk menetapkan program dan langkah-langkah yang harus dilakukan dengan mengikutsertakan guru dalam berbagai pendidikan dan pelatihan, mengaktifkan forum guru, menyediakan fasilitas yang diperlukan dan melakukan pengawasan, mendorong/ mengarahkan. Upaya yang dilakukan kepala sekolah tersebut ternyata efektif. *Kedua*, monitoring dan evaluasi manajemen peningkatan kinerja guru sudah dilaksanakan oleh kepala sekolah dan tim yang ditunjuk dengan tujuan untuk mengetahui apa saja kekurangan dalam pelaksanaan sehingga dapat dilakukan perbaikan pada perencanaan yang akan disusun dan dilaksanakan selanjutnya. *Ketiga*, masalah yang ditemukan dalam manajemen peningkatan kinerja guru mencakup masalah eksternal

INTRODUCTION

The development of education with all kinds of increasingly complex problems leads to the task of school supervisors because of their responsibility for school progress which is supported by interrelated elements. One of the parties that has a very important influence on the world of Indonesian education is the existence of teachers as educators and instructors who will direct the nation's generation in the right and right direction. Teachers are the most important part in the teaching and learning process (Koswara, 2005).

Teachers are obliged to improve and develop academic qualifications and competencies in a sustainable manner in line with developments in science, technology and art. In this case, teachers are required to have: (i) a minimum academic qualification of S1 or D-1V; (ii) competence as a learning agent, namely pedagogical, personal, social and professional competence; (iii) educator certificate. A professional teacher is required to meet a number of requirements, including having professional education qualifications and scientific competence, having good communication skills with their students, having a creative and productive spirit, having a work ethic and high commitment to their profession and always carrying out continuous self-development (Sahmad, 2019).

In carrying out professional tasks, teachers have not shown adequate work performance (Danim, 2010). This can be seen in terms of: (i) students' ability to absorb the subjects taught by the teacher is less than optimal; (ii) incomplete character formation which is reflected in the attitudes and life skills of each student; and (iii) low reading, writing and arithmetic abilities of students at elementary level (Perdana, 2020). LC Laesansi Mindanao-Philippines is an educational institution located in Davao City, Philippines. The problems that exist in these schools are very many, including: teachers teach not in accordance with their areas of expertise, teachers lack discipline, teacher duties and functions have not been carried out optimally, and others. Therefore, researchers are interested in conducting research with respect to existing educational problems, especially those related to improving teacher performance.

Based on the description above, it is understood that management of improving teacher performance will be in line with expectations if it is based on good management, starting from planning, implementation, supervision and evaluation, as well as problems found in management. Therefore, on this occasion the author researched "Monitoring and Evaluation of Teacher Performance Improvement at LC Laesansi Mindanao-Philippines".

METHOD

This research uses a qualitative descriptive approach, which is a method for examining a condition, thought or an event in the present. This research represents the facts and circumstances that occurred at LC Laesansi Mindanao-Philippines, related to monitoring and evaluation issues. This approach is used because it requires in-depth information obtained from interviews, observations and documentation studies. This type of research, qualitative research is a research by collecting data in the field and analyzing and drawing conclusions from the data. Qualitative research is more open-ended, meaning that it provides an opportunity for the subject to answer the questions posed according to the subject's understanding and frame of mind.

FINDINGS AND DISCUSSION

Basic Concepts of Monitoring and Evaluation

Monitoring is the process of monitoring policy implementation which includes the relationship between implementation and its results (Putra, 2020). Monitoring has the objectives, namely, (1) compliance or compliance according to predetermined standards and procedures, (2) examination to determine the sources of services for the target group, (3) accounting to determine social and economic changes that occur after the implementation of a number of public policies from time to time, (4) the explanation of the results of public policy is different from the objectives of public policy (Nurmalasari, 2022).

Monitoring is the process of collecting data and information regularly to determine the progress of program implementation, providing early guidance about problems and solutions that need to be known by implementers and decision makers, without providing an assessment of whether they are effective and efficient or not. The focus of monitoring is on the components of the program implementation process, both regarding the decision-making process, institutional management, and teaching and learning activities in schools. Monitoring is carried out to determine the progress of program implementation, what obstacles are faced and how to overcome these problems. In other words, monitoring emphasizes monitoring the program

implementation process and providing suggestions to improve/perfect problems that occur (Suparno, 2019).

Monitoring di sekolah sering juga dipertukarkan maknanya dengan supervisi pendidikan. Supervisi pendidikan adalah segenap bantuan yang diberikan oleh seseorang (di sekolah biasanya dilakukan guru senior, kepala sekolah, dan pengawas) dalam mengembangkan situasi belajar mengajar di sekolah ke arah yang lebih baik. Supervisi meliputi segenap aktivitas yang dirancang untuk mengembangkan pembelajaran pada semua tingkatan organisasi sekolah (Triwiyanto, 2015).

Performance evaluation is a formal evaluation system of an organization that is used to assess the performance of individuals (employees) within a certain predetermined period, (generally once a year) by comparing it with performance standards that have been agreed upon and determined in advance (Zubair, 2017). Evaluation is needed to determine the level of development, obstacles and problems that arise when an activity is carried out, the results of the evaluation are also used as material for future consideration so that all possibilities can be anticipated.

Evaluation is an action of making a decision to assess a certain object, condition, event or activity that is being observed. Evaluation as a decision-making process through activities of comparing the results of observations of an object (Meinck, *et.al.*, 2022). In the opinion of Teddlie, *et.al.* (2003) evaluation is an act of making a decision to assess an object, condition, event or certain activity that is being observed.

Evaluation is a decision making process through the activity of comparing the results of observations of an object. describes evaluation as a systematic activity for measuring and evaluating objects based on existing guidelines arranged in a planned and systematic manner, as follows: (1) observation to collect data and facts, (2) use of established guidelines, (3) measurement of observation results with the guidelines of Zlatkin-Troitschanskaia, *et.al.* (2017) explain evaluation as a systematic activity for measuring and evaluating objects based on existing guidelines arranged in a planned and systematic manner, as follows: first, observation to collect data and facts; second, the use of established guidelines; third, measuring the results of observations with predetermined guidelines; fourth, decision making or assessment

From the several opinions above, monitoring aims to get feedback on the needs of the ongoing program. By knowing these needs, program implementation can be prepared immediately. Requirements can include costs, time, personnel, and tools. Implementing the program will determine how much money is needed, how much time is available for the activity. In this way, it is known how much manpower is needed and what tools must be provided to carry out the program. While evaluation aims to obtain appropriate information as material for consideration for making decisions about program planning, decisions about input components to programs, program implementation that leads to activities and decisions about output regarding the results and impacts of program activities.

Teacher Performance

The definition of performance according to Bui & Baruch (2012) is a measure of what employees do and what they do not do. Rosen, *et.al.* (1999) work performance (job performance/actual performance), namely the results of work in quality and quantity achieved by an employee in carrying out their duties in accordance with performance (performance appraisal) is a process used by leaders to determine whether a employees carry out their responsibilities. Larkins, *et.al.* (2013) explained that employee performance appraisal is basically an employee's work performance itself to the potential level of employees in their efforts to develop themselves for the benefit of the organization. Cadman (2000) explains the purpose of performance appraisal to produce accurate information about the behavior and work evaluation of members of the organization. Its specific purpose is as an evaluation and development tool.

Performance appraisal as a tool in decision making by leaders is useful for employees to find out employee deficiencies, potential, goals, plans and career development. Teacher performance is the teacher's perception of teacher work performance related to work quality, responsibility, honesty, cooperation and initiative. The compensation given to teachers greatly influences the level of job satisfaction, work motivation and work results. If the compensation given takes into account normal living standards and can meet the teacher's needs, this will automatically affect their work morale, which in turn will improve the quality of each work carried out. This is because teachers' work goals are greatly influenced by whether or not the minimum living needs of teachers and their families are met. Thus, the impact is an increase in teachers' full attention to their profession and work. If the compensation given is greater, job satisfaction will be better. This is where the importance of this research lies, namely work compensation. Teacher performance is determined by many factors.

These factors, individually or simultaneously, play a role in determining the achievement of maximum teacher performance. Efforts that can be implemented to improve teacher performance include: 1) receiving the teacher's presence well; 2) giving new teaching assignments in accordance with the fields and competencies mastered by the teacher; 3) forming and implementing work groups for teachers in similar fields of study and teacher deliberations as a forum for teachers to discuss planning problems and solving problems that occur in the classroom; 4) carry out administrative and academic supervision of teachers as a material for improvement and determining policies; 5) providing administrative, academic and teacher career development; 6) provide opportunities for teachers to take part in training carried out at school, district, provincial and national levels; 7) giving rewards to teachers who excel and punishing teachers who are lazy and problematic; 8) giving additional assignments to the teacher; 9) forming family ties at each school with meetings held at the homes of family members.

Monitoring and evaluation of teacher performance at the Mindanao-Philippine Laesansi LC

LC Laesansi Mindanao-Philippines carries out monitoring and evaluation of teacher performance in a different way, but still in accordance with the general process of money implementation from planning, implementation, evaluation and follow-up. This is in line with what was disclosed by Harvey (2002) that the basic process in monitoring includes three stages, namely first, setting implementation standards, where planning implementation standards to be monitored, secondly measuring implementation, namely monitoring activities or monitoring itself and thirdly determining gaps between implementation and standards and plans.

From the results of interviews and observations, researchers found that there was planning in management activities to improve teacher performance. Planning to improve the quality of teacher performance can be carried out by conducting a SWOT analysis (Strength, Weakness, Opportunity and Threat). Planning carried out in order to improve teacher performance at LC Laesansi Mindanao-Philippines is carried out through teacher council meetings. In this meeting, several agendas were discussed, including: objectives for improving teacher performance, time schedule for improving teacher performance, targets to be achieved, supporting facilities and infrastructure, activity agenda, and financing.

These assessment criteria are in line with what Geuna & Martin (2003) stated that in general there are three aspects of assessing teacher abilities. First, the teacher's ability to make teaching plans. Second, the teacher's ability to teach in class. Third, the teacher's ability to establish interpersonal relationships. The school principal revealed that the process of implementing monitoring and evaluation uses two methods of monitoring, namely online and offline.

Off-network (offline) monitoring, in offline form the school principal carries out monitoring in two ways, namely directly and indirectly. The school principal revealed that direct monitoring made direct visits to classes or just toured the school every morning, although not all

classes were in one visit, today's tenth grade skips to eleventh grade the next day and the twelfth grade again the next day. Because each study group in there are 2 classes.

Indirect monitoring of the school principal creates a policy of having a teacher coordinator for each parallel (batch). The function of the teacher coordinator apart from being a supervisor for each parallel teacher is also to accommodate the aspirations of colleagues, what problems or obstacles are experienced, which will later be discussed with the school principal. carry out daily monitoring of a general nature such as teacher discipline, going around the school to see the children praying in the morning and monitoring from the teacher coordinator. Then for special incidental monitoring such as supervision in terms of the learning process, the principal carries it out incidentally (when there is a certain opportunity or time). The results of the observations stated that the principal went around the school to monitor the teachers while guiding prayer in the morning. Then make visits to classes to specifically monitor teaching activities whether they meet the criteria set by the school or not (Vrasidas, 2000).

In terms of implementing monitoring and evaluation at LC Laesansi Mindanao-Philippines there are several time stages in MONEV, including during teaching preparation, implementation of learning programs and post-learning programs which have indicators that are measured. Based on interviews with the Principal, Deputy for Curriculum and Teachers, indicators measured during teaching preparation include completeness of learning administration, existence of an educational calendar, suitability of learning methods for the objectives that have been prepared. Use of teaching media and other things.

The principal has the obligation to improve teacher performance, which ultimately has an impact on the performance of the school organization. The school principal's strategic ideas are crucial in improving teacher performance. The following are activities that have been programmed by the principal of LC Laesansi Mindanao-Philippines in order to improve teacher performance, namely: first, teaching and learning activities in the classroom. This is implemented and controlled by the curriculum representative, which includes the distribution of teacher teaching hours (workload), whether the teacher arrives late or not, and whether or not the teacher is in the class. Second, teacher scientific meetings.

The school principal schedules teacher scientific meetings including panel discussions, seminars, conferences, symposiums, discussions, academic workshops and collegial seminars. These activities are carried out regularly every month or every third of the month. Third, teacher creativity competitions, school principals often hold teacher creativity competition activities, one of which is a competition to make I-based learning media. Fourth, training. To support teachers in completing their duties, schools send teachers to training activities, or schools can organize their own training activities for teachers. The school organizes media development training, project based learning, literacy training by writing research. 5) Subject Teacher Deliberations. Subject Teacher Deliberation activities can help teachers in guiding students' learning experiences, using information technology-based learning media, assessing students' learning abilities, and in making learning plans that will be implemented.

The findings obtained by researchers relate to monitoring and evaluating teacher performance, namely limited time constraints. Time is divided into two categories here. The first time was by the school principal himself, because the principal's job was not only to carry out so that supervision could stop at a later time. Another obstacle is the lack of a monitoring and evaluation team. Considering the large number of classes and teachers, it is not optimal for the principal to carry out monitoring and evaluation alone. Even though there is a teacher coordinator, this is not a monitoring and evaluation team that has been specially formed because the teacher coordinator was formed to facilitate school principals in solving problems experienced or felt by each teacher.

CONCLUSION

Based on the description of the results and discussion above, it can be understood that research in general shows that monitoring and evaluation of improving teacher performance at

LC Laesansi Mindanao-Philippines is seen from planning, implementation, monitoring and evaluation and the problems found have been going according to the plan that has been set schools include: First, teacher performance improvement management planning, namely, program personnel discuss to determine programs and steps that must be taken by involving teachers in various education and training, activating teacher forums in the field of study, providing the necessary facilities and carrying out supervision, encouraging/ direct. The efforts made by the school principal turned out to be effective. Second, monitoring and evaluation of teacher performance improvement management has been carried out by the school principal and the appointed team with the aim of finding out what are the deficiencies in the implementation so that improvements can be made to the plans that will be prepared and implemented next. Fourth, the problems found in the management of improving teacher performance include external problems (lack of parental support, lack of coordination between Madrasahs with supervisors and education boards) and internal problems (teachers lack discipline and teachers still carry out tasks not in accordance with their educational background).

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