MANAGEMENT OF TEACHER PERFORMANCE APPRAISAL IN ACEH BARAT DAYA JUNIOR HIGH SCHOOLS

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Abstract

This study aims to analyze the management of teacher performance appraisal in public junior high schools (SMP Negeri) in Aceh Barat Daya. The research method used is descriptive qualitative with data collection through observation, interviews, and documentation. The research subjects include supervisors, principals, and teachers at SMPN 1 Susoh and SMPN 1 Setia. The results showed that: (1) Planning for teacher performance appraisal is carried out at the end of the academic year involving school supervisors, principals, senior teachers, subject teachers, and the school quality development team. Planning includes evaluating teacher discipline, reviewing learning administration, and teacher performance improvement programs. (2) The implementation of teacher performance appraisal is carried out annually by supervisors and principals by evaluating teacher reports, checking attendance, teaching administration, and implementing strategies for discipline development and teacher competency improvement. (3) Supervision of teacher performance appraisal is carried out by principals and supervisors in monitoring problems, discipline, and the availability of teacher instruments to improve professionalism and education quality. (4) Supporting factors for teacher performance appraisal include teacher qualifications, skills, motivation and personality, while inhibiting factors include curriculum changes, limited infrastructure, and time management that is not yet optimal.

Keywords: Teacher Performance Appraisal Management, Planning, Implementation, Supervision, Supporting and Inhibiting Factors.

1. INTRODUCTION

Teacher performance appraisal is a critical component of education management that aims to ensure the quality of teaching and learning in schools (Stronge, 2018). Effective management of teacher performance appraisal involves a systematic process of planning, implementation, and supervision to evaluate and improve teacher performance (Darling-Hammond, 2013). In Indonesia, the management of teacher performance appraisal is regulated by the Ministry of State Apparatus Empowerment and Bureaucratic Reform through Regulation No. 16 of 2009, which outlines the assessment of teachers' main tasks in career development, rank, and position (Peraturan Menteri Negara Pendayagunaan Aparatur Negara dan Reformasi Birokrasi No. 16 Tahun 2009, 2009).

Despite the existence of this regulation, the implementation of teacher performance appraisal management in schools still faces various challenges, such as the lack of understanding of the appraisal process, limited resources, and the need for continuous improvement in teacher competencies (Suryani et al., 2020). Therefore, it is essential to investigate the current practices of teacher performance appraisal management in schools to identify areas for improvement and develop strategies to support teacher professional development and enhance the quality of education (Maharani & Mustika, 2021).

This study focuses on analyzing the management of teacher performance appraisal in public junior high schools (SMP Negeri) in Aceh Barat Daya, Indonesia. By examining the planning, implementation, supervision, and factors influencing teacher performance appraisal management, this research aims to provide insights into the current practices and challenges faced by schools in this context. The findings of this study are expected to contribute to the development of effective strategies for improving teacher performance appraisal management and ultimately enhancing the quality of education in the region (Fitriadi et al., 2020).

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The significance of this study lies in its potential to inform policymakers, school administrators, and teachers about the current state of teacher performance appraisal management in public junior high schools in Aceh Barat Daya. By identifying the strengths and weaknesses of the current practices, this research can guide the development of targeted interventions and support mechanisms to improve teacher performance appraisal management. Furthermore, the findings of this study can serve as a basis for future research on teacher performance appraisal management in other regions of Indonesia and contribute to the broader discourse on education quality improvement in the country (Aswaruddin, 2021).

2. IMPLEMENTATION METHOD
2.1 Research Approach
This research employed a descriptive qualitative approach. As stated by Sugiono (2016), the qualitative descriptive method is used to study objects in their natural condition, with the researcher as the instrument. Qualitative descriptive research aims to describe, explain, elucidate, and provide detailed answers to the research problem by thoroughly and clearly studying individuals, groups, or events.

According to Creswell (2016), qualitative research presents a complex picture by investigating words, detailed reports from respondents' perspectives, and studying ongoing situations. Qualitative research is inherently descriptive and tends to use inductive analysis. Furthermore, the theoretical foundation is useful for providing a general overview of the research setting and as a basis for discussing the research findings.

Emzir (2011) defines the qualitative approach as aiming to understand phenomena experienced by research subjects, such as behaviors, perceptions, interests, motivations, and actions, through descriptive words and language. In this study, the qualitative approach aimed to obtain comprehensive information about "Teacher Performance Evaluation Management at SMP Negeri Aceh Barat Daya."

2.2 Research Location & Subjects
The research was conducted at SMPN 1 Susoh and SMPN 1 Setia, Aceh Barat Daya Regency, for two months, from February 2023 to March 2024. The research subjects were the Supervisor, Principal, and Subject Teachers at SMPN 1 Susoh and SMPN 1 Setia, Aceh Barat Daya Regency, who provided information about teacher performance evaluation management.

2.4 Research Instruments
In qualitative research, the main instrument is the researcher. However, after the research focus becomes clear, simple research instruments may be developed to complement data collected through observation and interviews (Sugiyono, 2009). Data in this study were collected using observation and interview guidelines (Table 1 & 2).

Table 1. Research Instrument: Observation Guidelines

No	Aspect Observed	Description
1	Teacher Performance Evaluation Process	Observe the steps and procedures followed in evaluating teacher performance.
2	Stakeholder Involvement	Note the individuals or groups involved in the evaluation process (e.g., principals, supervisors, teachers).
3	Evaluation Criteria	Identify the criteria or indicators used to assess teacher performance.
4	Evaluation Frequency	Determine how often teacher performance evaluations are conducted.
5	Feedback and Follow-up	Observe if and how feedback is provided to teachers and what

No	Aspect Observed	Description
		follow-up actions are taken based on evaluation results.

Table 2. Research Instrument: Interview Guidelines

No	Interviewee	Interview Topics
1	Supervisor	- Role in teacher performance evaluation - Evaluation process and criteria - Challenges and areas for improvement
2	Principal	- School policies and procedures for teacher evaluation - Utilization of evaluation results - Support and resources for teachers
3	Teachers	- Experience with performance evaluations - Perceived fairness and effectiveness of the process - Suggestions for improving the evaluation system

2.5 Data Collection & Analysis Techniques

The data collection techniques used in this research were observation, interviews, and documentation. Data analysis in qualitative research is focused during the field process, concurrent with data collection. According to Miles and Huberman (Sugiyono, 2019), activities in qualitative data analysis are carried out interactively and continuously until completion, when data saturation is reached. These activities include data collection, data reduction, data display, and conclusion drawing/verification.

3. RESULTS AND DISCUSSION
3.1. Results

The study findings revealed several key aspects related to teacher performance evaluation at SMP Negeri Aceh Barat Daya. Firstly, in terms of planning, teachers demonstrated efforts in preparing various learning tools before commencing the teaching process. These included academic calendars, effective week schedules, annual programs, semester programs, minimum completeness criteria (KKM), syllabi, and lesson plans (RPP). The RPPs were developed based on the existing syllabus and adapted to the needs and characteristics of the students and the school situation (Table 1). The planning process involved several steps, as shown in Table 3.

Table 3. Learning Tools Prepared by Teachers

Tool	Description
Academic Calendar	Annual schedule of academic activities
Effective Week Schedule	Schedule of effective teaching weeks
Annual Program	Overview of annual teaching plan
Semester Program	Detailed plan for each semester
Minimum Completeness Criteria (KKM)	Minimum score required for mastery
Syllabus	Course outline and competencies
Lesson Plan (RPP)	Detailed plan for each lesson

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Table 4: Steps in Lesson Planning

Step	Description
1	Analyze learning objectives/indicators based on competency standards and basic competencies (SKKD)
2	Select teaching materials
3	Choose learning sources/media
4	Determine teaching methods/scenarios
5	Formulate assessment techniques and instruments, including answer keys and scoring guidelines

However, some teachers faced challenges in developing RPPs due to a lack of understanding and the frequent curriculum changes. Additionally, there were limitations in the availability of learning media and the application of appropriate teaching methods, strategies, and models to motivate students effectively (Erwandi Dedi, 2022).

In terms of implementation, the study found that teachers generally implemented the teaching process according to the planned RPPs. They utilized various learning media and resources, especially those related to Information and Communication Technology (ICT), and strived to create an engaging and motivating learning environment for students. However, some teachers struggled with technology integration and tended to use more conventional teaching methods, which could hinder student motivation and active learning. Classroom management was also a challenge, particularly for teachers dealing with students with special needs (Rismawan, 2015).

Regarding supervision, the study revealed that school supervisors played a crucial role in monitoring teacher performance, focusing on evaluating their professional competence. Supervisors were responsible for observing teachers directly, identifying variables to be assessed, setting assessment standards or instruments, collecting and analyzing data, and making final judgments. The supervision process aimed to help teachers overcome obstacles in the teaching and learning process, ultimately improving the quality of education and student achievement (Rahmah, 2018).

Finally, the study identified several supporting factors for teacher performance evaluation, such as the availability of relevant books in the school library, providing adequate learning resources for students. However, some inhibiting factors included the mismatch between lesson plans, teaching methods, and learning models, limited time due to holidays or other activities, and the dense curriculum content (Marwa & Fernandes, 2019). Teachers made efforts to overcome these challenges by focusing on important materials for examinations, preparing their own teaching aids when needed, and collaborating with subject teacher groups (MGMP) to find solutions for time constraints in delivering difficult topics.

3.2 Discussion

The results of this study highlight the efforts made by teachers at SMP Negeri Aceh Barat Daya in planning, implementing, and evaluating their teaching performance. The use of lesson plans (RPP) and various learning tools demonstrates their commitment to structured and effective teaching practices. However, the challenges faced, such as understanding curriculum changes, limited teaching media, and conventional teaching methods, indicate areas for improvement. Effective lesson planning, including the development of RPPs aligned with competency standards and student characteristics, is crucial for achieving learning objectives (Erwandi Dedi, 2022). The study found that while some teachers diligently prepared RPPs, others struggled with frequent curriculum changes and lacked understanding of the process. This highlights the need for continuous professional development and training to ensure teachers are well-equipped to adapt to curriculum changes and develop effective lesson plans.

In terms of implementation, the use of various teaching media and strategies to create an engaging learning environment is commendable (Hamalik, 2018). However, the study revealed that some teachers faced difficulties in integrating technology and relied on conventional methods, which could hinder student motivation and active learning (Rismawan, 2015). Addressing this challenge may involve providing training and resources for teachers to enhance their technological skills and knowledge of contemporary teaching methodologies.

The supervision process conducted by school supervisors and principals played a vital role in evaluating teacher performance, aligning with the principles of effective educational supervision (Rahmah, 2018). The focus on professional competence and the use of assessment instruments were essential for providing constructive feedback and promoting professional growth. Continuous support and guidance from supervisors and school leaders can contribute to enhancing teacher performance and addressing identified areas for improvement.

Supporting factors, such as access to learning resources, and inhibiting factors, such as limited time and dense curricula, were identified. To address these challenges, teachers collaborated with subject teacher groups and prioritized essential materials, demonstrating their commitment to overcoming obstacles (Marwa & Fernandes, 2019). However, it is crucial for school administrators and policymakers to provide adequate resources, restructure curricula, and ensure effective time management to create a more conducive learning environment.

4. CONCLUSION

This study aimed to investigate the teacher performance evaluation process at SMP Negeri Aceh Barat Daya, focusing on the planning, implementation, supervision, and factors influencing the evaluation process. The findings provide valuable insights into the current practices and challenges faced by teachers and educational stakeholders in ensuring effective teaching and learning. The results revealed that teachers at SMP Negeri Aceh Barat Daya made conscientious efforts in planning their lessons by preparing various learning tools, including lesson plans (RPP), aligned with the curriculum and adapted to the needs and characteristics of their students. However, some teachers encountered difficulties in developing RPPs due to frequent curriculum changes and a lack of understanding regarding the process.

In terms of implementation, while teachers utilized various teaching media and strategies to create an engaging learning environment, some faced challenges in integrating technology and relied on conventional teaching methods, potentially hindering student motivation and active learning. The supervision process, conducted by school supervisors and principals, played a crucial role in monitoring and evaluating teacher performance, with a focus on assessing professional competence. This supervision aimed to support teachers in overcoming obstacles and improving the quality of education and student achievement.

The study identified several supporting factors, such as the availability of learning resources in the school library, as well as inhibiting factors, including mismatches between lesson plans, teaching methods, and learning models, limited time due to holidays or other activities, and dense curriculum content. Based on these findings, several recommendations can be made to enhance the teacher performance evaluation process and promote effective teaching and learning at SMP Negeri Aceh Barat Daya:

1. Continuous professional development: Providing regular training and workshops for teachers to ensure they remain updated with curriculum changes, effective lesson planning strategies, and contemporary teaching methodologies. This will equip teachers with the necessary knowledge and skills to adapt to evolving educational requirements and develop comprehensive lesson plans.
2. Technology integration: Investing in technological resources and training programs to support teachers in integrating technology into their teaching practices. This can include the provision of digital learning tools, professional development on instructional

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technology, and the creation of a supportive infrastructure for technology-enhanced learning.

3. Curriculum review and restructuring: Conducting periodic reviews of the curriculum to address issues related to content density and time constraints. Restructuring the curriculum to ensure a balanced workload and adequate time for teachers to effectively deliver and reinforce learning concepts can enhance the overall teaching and learning experience.

4. Resource allocation and infrastructure development: Providing adequate learning resources, such as textbooks, teaching aids, and multimedia resources, to support teachers in delivering engaging and interactive lessons. Additionally, improving school infrastructure, including classrooms, libraries, and laboratories, can create a more conducive learning environment.

5. Collaborative support networks: Encouraging and facilitating collaboration among teachers through subject teacher groups (MGMP) or professional learning communities. This can foster the exchange of best practices, sharing of resources, and collective problem-solving strategies, ultimately enhancing teacher effectiveness.

6. Continuous evaluation and feedback: Implementing a comprehensive and systematic evaluation process that incorporates feedback from various stakeholders, including teachers, students, parents, and educational experts. This feedback can inform data-driven decisions for improving teacher performance and the overall quality of education.

By addressing these recommendations, SMP Negeri Aceh Barat Daya can create a supportive and conducive environment for teachers to excel in their roles, ultimately leading to improved student learning outcomes and the achievement of educational goals.

It is important to acknowledge that enhancing teacher performance evaluation and promoting effective teaching and learning is an ongoing process that requires collaboration and commitment from all stakeholders, including teachers, school administrators, policymakers, and the broader educational community. By working together and implementing evidence-based strategies, SMP Negeri Aceh Barat Daya can contribute to the development of a high-quality education system that prepares students for future success.

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