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## Teacher Performance Management in Madrasa

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### Abstract:

Teachers in madrasas have a central role in realizing educational goals. Teacher performance affects students' academic achievement and shapes their attitudes, values, and moral character. Managing teacher performance in madrasa has its challenges, including fulfilling training and professional development needs, objective performance appraisal, appropriate motivation and rewards, and efficient resource management. This study aims to analyze teacher performance management at MTs Negeri 1 Lampung Utara. The research method used is qualitative. Data collection techniques were interviews, observation, and documentation. The research subjects were the madrasa head and teachers. The results showed that teacher performance management is carried out in four aspects, namely planning, organizing, implementing, and supervising. Based on the research data, it was found that planning and supervision were effective. However, in terms of implementation, several problems were found, namely external and internal problems. To overcome these problems, several things are applied, namely, developing several characteristics in planning, organizing personnel, implementing programs, providing intensive supervision, instilling Islamic values and brotherhood, and optimizing the functions and roles of teachers.

Keywords: Madrasa; Management; Performance; Teacher

### Introduction

Madrasas are educational institutions that play a vital role in disseminating religious and general knowledge to students (Daheri, 2022). The quality of education provided in madrasas has a huge impact on student's development academically, socially, and spiritually (Syarnubi et al., 2021). Teachers in madrasas have a central role in realizing educational goals (Anwar et al., 2019). Teacher performance affects students' academic achievement and shapes their attitudes, values, and moral character (Susilawati et al., 2022). Managing teacher performance in madrasa has its challenges, including fulfilling training and professional development needs, objective performance appraisal, appropriate motivation and rewards, and efficient resource management (Ishaq, 2019).

The study of teacher performance management in madrasas can serve as a foundation for improving educational effectiveness, including the development of appropriate management strategies to improve

performance, the evaluation of existing educational policies, and the identification of critical success factors in advancing the quality of education in madrasas (Mutohar & Trisnantari, 2020). In managing teacher performance in madrasas, it is important to look at it holistically, not only from the academic teaching aspect but also involving personal development, leadership, communication, and interpersonal skills that can affect the relationship between teachers and students (Bahzar, 2019). Amidst the changing educational and technological environment, the role of teacher performance management in madrasas must also adapt and adopt innovations to ensure its relevance in preparing students to face the demands of the times (Lubis et al., 2022). The quality of education provided in madrasas not only affects individual students but also has far-reaching social implications, including its contribution to the formation of a civilized and well-rounded society (Ali, 2022).

Well-performing teachers play an important role in improving the quality of education (Padillo et al., 2021). By understanding the factors that influence their performance, this research can help identify ways to improve education standards in madrasas (Mutohar & Trisnantari, 2020). Teacher performance directly impacts student achievement (Madigan & Kim, 2021). Research on teacher performance management in madrasas will help to improve teaching methods, improve understanding of the material, and strengthen the relationship between teachers and students, which in turn can improve students' academic achievement (Dahrina & Walidin, 2023).

Madrasas are crucial environments for students' holistic development (Abrori & Hadi, 2020). A focus on teacher performance management will help create a better learning environment, supporting students' intellectual and moral growth (Alam, 2022). This research can serve as a foundation for professional development programs for teachers in madrasas (Tambak & Sukenti, 2020). Identifying areas where they need additional assistance or training can help strengthen their competencies (Kipper et al., 2021).

The results of this study can provide valuable input for those responsible for education policy at the local, regional, and national levels (Fotheringham et al., 2022). It can help shape more effective policies in improving teacher performance and the quality of education in madrasas (Rahman et al., 2021). In an era where education is constantly evolving, there is a need to continuously adapt to changes in technology, curriculum, and global demands (Ally, 2019). Research on teacher performance management in madrasas can help in adapting educational strategies to the changing times (Zaini et al., 2023).

Madrasas play an important role in shaping a quality and civilized society (Nursikin & Nugroho, 2020). Well-performing teachers will be important contributors in shaping a generation that is ethical and has the necessary skills to contribute to society (Chankova, 2020). Therefore, research on teacher performance management in madrasas is not only urgent to improve the quality of education but also has far-reaching impacts on students, teachers, the educational environment, public policy, and society as a whole (Sulistiyorini et al., 2022).

In the context of madrasa, teacher performance management should also take into account the specificities of the madrasa environment, such as student characteristics, curriculum adapted to religious values, and the role of the madrasa as an Islamic educational institution (Umar & Gumelar, 2023). By considering this context, teacher performance management in madrasas can be designed effectively to achieve meaningful Islamic education goals (Nurjannah et al., 2021). Based on this explanation, this research is very important in analyzing teacher performance management at MTs Negeri 1 Lampung Utara.

## Methods

This type of research is descriptive qualitative. The primary data source is the head of MTs Negeri 1 Lampung Utara and the secondary data source is all documents related to the implementation of teacher performance management in the madrasa. Data were collected using observation, interview, and documentation techniques. Observations were made to get an overview of teacher performance

management and complement the interview data. In this study, interviews were conducted to explore information about the research in the form of procedures for implementing madrasa head management in improving teacher functions at MTs Negeri 1 Lampung Utara. The informants in this interview were the Head of Madrasa, Deputy Head of Madrasa, Teachers, Education Personnel, students and other sources related to the research. The data obtained was then analysed by reducing data, presenting data and drawing conclusions.

## Results and Discussion

The teacher is the top leader in the class he manages, because the entire implementation of the learning programme in each class is carried out or does not achieve educational goals, depending on the skills and courage of the teacher as a leader (Saihu, 2020). Teachers as managers as well as educators, have the task of improving their performance for the achievement of the excellence of their students because teachers are actors who are at the forefront of education, so teachers should have high attention and commitment in developing and improving the excellence of students, because teachers who have a high work ethic will also make quality and professional teachers and have a commitment to achieving school goals and primarily to improve student achievement. All educational institutions have the same view that the spearhead of the success of an educational institution is in the hands of teachers. So efforts in developing teacher professionalism are absolute and must be a top priority in educational institutions. The results of the study generally show that the management of improving teacher performance at MTs Negeri 1 Lampung Utara seen from planning, organising, implementing, and supervising as well as the problems found have been running in accordance with the plans set by the school.

Planning for teacher performance management, namely, program personnel discussion to determine the program and steps to be taken by including teachers in various education and training, activating the KKG forum, providing the necessary facilities, and supervising, encouraging/directing. The efforts made by the madrasa head were effective. Teacher performance management planning is carried out by conducting a SWOT analysis (strengths, Weaknesses, Opportunities, and Threats). In realizing and carrying out all the activities of an agency or organization, the organizational structure is very important because each agency is a work unit to achieve a certain goal requiring good management, therefore so that activities run according to the main tasks and functions so that they are coordinated, each member in an agency must know their respective duties, authorities, and functions. The structure of the teacher performance management implementation team is a structure that forms a line in its operational activities to clearly show the position of the institution or institution in a program. For organizational activities to run by expectations, the structure of the teacher performance management implementation team consists of the madrasa head, teachers, and other school personnel. The madrasa principal must improve teacher performance, which in turn has an impact on the performance of the school organization. The strategic ideas of the madrasa principal are crucial in improving teacher performance.

The organization of teacher performance management shows that teachers perform well by completing learning tools that are made every semester from semester 1 to semester 2. Teachers complete the preparation of learning tools as one of the main requirements for implementing teacher learning that needs to be completed. The existence of the curriculum gives points to teachers in developing skills for the implementation of learning starting from the method, the media, and the competencies that must be mastered by the teacher. As for what is related to the curriculum as follows, namely lesson plans, and other learning devices. Organization is also carried out for the personnel involved so that in carrying out their duties and functions each personnel does not overlap and works according to individual authority.

Organizing is done to gather and arrange all the required resources, especially human resources so that activities to achieve goals can be carried out. The team implementing teacher performance management has their respective duties and functions and the implementation of their duties is by their positions, so that in these organizational activities, the position of each person is clear.

The implementation of teacher performance improvement management has been carried out as planned. This activity starts from organizing with the division of tasks and functions as well as the details of the duties and functions of each personnel involved. Then forming the implementation committee team/responsible person. The implementation process includes the duties and functions of teachers, the facilities used, and the management of education funding. The implementation of this management can be carried out even though there are shortcomings in terms of available facilities and financing of activities, so the implementation of the program must be the main concern so that existing shortcomings can be resolved and do not occur in the implementation of management to improve teacher performance next time. The implementation of teacher performance improvement management is a process that starts from initial implementation, implementation, and final implementation. Early implementation includes preparations before activities are carried out, implementation is an aspect of technical activities carried out, while final implementation includes the end of the implementation of activities which includes the results of activities and reporting.

To improve the performance of teachers, tasks carried out by the madrasa head cannot be separated from supervision, because supervision is a means of controlling the activities of a management process and action. The supervision of teacher performance management has been carried out by the madrasa head and the appointed team to know what the shortcomings are in the implementation so that improvements can be made in the planning that will be prepared and implemented next. Fourth, the problems found in improving teacher performance include external problems (lack of parental support, lack of coordination between madrasas with supervisors and education councils) and internal problems (teachers lack discipline, and teachers still carry out tasks not in accordance with their educational background).

## **Conclusion and suggestion**

Based on the research data in general, it shows that teacher performance management at MTs Negeri 1 Lampung Utara is carried out starting from planning, organizing, implementing, and supervising. The specific research conclusions are as follows: 1. Management planning to improve teacher performance, namely, program personnel discuss to determine the program and steps that must be taken by including teachers in various education and training, activating the KKG forum, providing the necessary facilities and supervising, encouraging/directing. The efforts made by the madrasa head were effective. 2. Organizing teacher performance management, namely, ensuring that teachers implement the curriculum that applies in the madrasa, especially related to learning tools such as lesson plans, syllabuses, and assessments. 3. The implementation of teacher performance improvement management has been carried out as planned. This activity starts from organizing with the division of tasks and functions as well as the details of the duties and functions of each personnel involved. Then form the implementation committee team or the person in charge. The implementation process includes the duties and functions of teachers, the facilities used, and the management of education funding. The implementation of transformational management can be carried out even though there are shortcomings in terms of available facilities and financing of activities, so the implementation of the program must be the main concern so that existing shortcomings can be resolved and do not occur in the implementation of management to improve the performance of the following teachers. 4. Supervision of teacher performance management has been carried out by the madrasa head and

the appointed team to know what are the shortcomings in the implementation so that improvements can be made in the planning that will be prepared and implemented next.

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