

Monitoring and Evaluation in Improving Teacher's Performance

Luthfi Alfiah¹, Nurlaily², Elfrianto³

^{1,2,3} Department of Higher Education Management, Universitas Muhammadiyah Sumatera Utara, Indonesia

ABSTRACT

Monitoring and evaluation are the basis for a school in making decisions on teacher development and promotion. This research discusses the importance of monitoring and evaluation in improving teacher performance. Monitoring and evaluation are the process of monitoring and assessing the progress and success of an educational activity, especially in terms of improving teacher performance. However, teacher performance problems are often deemed not to be in line with school expectations, so monitoring and evaluation is carried out to find solutions to these problems and improve the good performance of these teachers. Teachers must have four competencies in carrying out their duties, namely: pedagogic competence, personality competence, professional competence and social competence. The benefit of this evaluation and monitoring is to find out the abilities a teacher has in carrying out his duties and implementing the programs he has planned

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Corresponding Author:

Luthfi Alfiah,

Universitas Muhammadiyah Sumatera Utara,
Jl Kapten Muktar Basri No 3 Medan 20238, Indonesia

Email: luthfi.alfiah168@gmail.com



1. INTRODUCTION

Teachers have a strategic role in education; without them, other adequate educational resources are often useless. In other words, teachers are the key to improving educational services and outcomes. In monitoring teacher performance, it is necessary to carry out monitoring and evaluation with the aim of providing an assessment of teacher performance and the implementation of programs that have been planned by teachers as well as identifying problems that arise in the implementation of school programs so that they can be addressed and the best solutions can be found.

Teachers must improve and increase academic competence along with advances in science, technology and art. To do this, teachers must have: (i) a minimum of S1 or D-1V; (ii) competence as an educator, namely personality, social and professional; and (iii) educator certificate. To become a professional teacher, you must have several qualities. You must be able to communicate well with your students, be creative and productive, have a high work ethic and commitment to your profession, and always learn.

To improve the quality of learning, improving teacher performance is very important. The quality of graduates and the achievement of national education goals will be influenced by it. In this case, monitoring and evaluation is really needed with the aim of seeing whether the program that has been planned is running well and appropriately. Monitoring and evaluation is an effective way to find out the results of what has been implemented

2. RESEARCH METHOD

We collected data through a literature review during the preparation of this article. Data was taken from research reports and journals to support and provide information in writing this article. In this case, data collection is very important, therefore we look for data that is relevant to the problem through trusted sources. Several websites such as Google Scholars, Researchgate, Ferish can be used to search for related

journals. Apart from journals sourced from websites, research is also from books. The key words in this literature review are monitoring, evaluation and teacher performance.

3. RESULTS AND DISCUSSION

Monitoring And Evaluation

According to Suharto (2010) monitoring is a program monitoring activity that is still ongoing, while evaluation is a program monitoring activity that has been completed or has been ongoing for at least three months. According to Khalid Nabris in M. Luthfi, monitoring is an activity carried out continuously to see whether the progress of program implementation is in accordance with existing plans.

According to (Tague-Sutcliffe in Rinaldi, 2015) defines evaluation as a systematic process of determining the extent to which instructional objectives are achieved by pupils. Evaluation not only assesses an activity spontaneously but also assesses it in a planned, systematic and directed manner based on clear objectives.

Monitoring solves problems with available basic data, while evaluation can be carried out after collecting results, which are then compared with other data. Therefore, monitoring and evaluation cannot be separated. (Widiarto, 2012).

Because of the time required, evaluation of programs and implementation of tasks or activities is usually less frequent than evaluation of monitoring activities. The following table provides a reference for monitoring and evaluation activities:

Items	Monitoring	Evaluation
Frequency	Periodically, orderly and at certain times	Activity episodes
Main Activities	Tracking/surveillance	Assessment
Basic Goals	Increase efficiency Align work plans	Increasing effectiveness, impact and future programs
Focus	Input, output, process, outcome and work plan	Effectiveness, Relevance, Impact and Cost Effectiveness

Purpose Of Monitoring And Evaluation

The purpose of monitoring is to provide regular supervision regarding program implementation in relation to receiving input, work scheduling, results to be achieved, and so on. Meanwhile, the purpose of carrying out an evaluation is to find out whether the planned program achieves the expected targets or not. Evaluation places more emphasis on output.

Monitoring and evaluation will provide an opportunity for managers, programs or projects to check progress or weaknesses in program implementation. Through monitoring and evaluation activities the following things will be obtained:

- a. Review of program progress
- b. Identify problems in planning and/or implementation
- c. Settings about whether a person or organization has “made a difference” through the program provided

Types of evaluation and their objectives:

1. Initial evaluation of activities, which assesses the readiness or feasibility of the activity.
2. Formative evaluation, which assesses the results achieved during the activities carried out. When the implementation is carried out periodically (monthly, quarterly, semester, or annually) according to the information needs of the assessment results
3. Summative evaluation evaluates the results from the beginning to the end of the activity. Activities take place according to project time; for example, if the activity lasts for six months, the final evaluation is carried out at the end of the sixth month. To evaluate the impact of an activity, the evaluation can be carried out after the activity is completed and consider the impacts that have been seen.

Teacher Performance

Performance is not a person's trait, like talent or ability, but the manifestation of talent or ability itself. In relation to positions, performance is defined as the results achieved relating to the functions of the position within a certain period of time.

According to Madjid in Joen (2022), teacher performance is related to teacher competence, meaning that to have good performance the teacher must be supported by good competence as well. Without having good competence, it is impossible for teachers to have good performance.

Performance is defined as the quality and quantity of work results achieved by an employee when they carry out their work in accordance with their responsibilities and responsibilities. Performance is the result of a process that is referred to and measured over a certain period of time based on previously established provisions or agreements. Performance is the entire process of a person's work, and the results can be used as a basis for determining whether a person's work is good or otherwise. In the Teacher and Lecturer Law Chapter IV concerning Education and Education Standards, article 28 explains that a teacher must have at least four competencies, namely pedagogical competence, personality competence, professional competence and social competence obtained through professional education (Teacher and Lecturer Law, 2005:153).

According to Asterina and Sukoco (2019), teacher performance is a teacher's ability to act in accordance with predetermined goals, which include planning teaching and learning programs, implementing the teaching and learning process, creating and maintaining ideal classes, and assessing learning outcomes. A person's performance, including a teacher, is very important to determine the quality of their work. Gunawan (2018) stated that teachers who have good and professional performance in implementing the curriculum have the characteristics, namely: designing learning programs, implementing learning, and assessing student learning outcomes.

Teacher performance is optimal if it is integrated with school components, whether they are principals, teachers, employees or students. Without improving teacher performance, all efforts to improve education can fail. Because the high or low performance of a teacher can be used as a benchmark for the success of a school in carrying out its duties and functions (Rorimpandey, 2020).

The main challenge in raising the enthusiasm of teachers in a school or community in an area is how to motivate them to work. In modern society this is not an easy task, as many people derive little personal satisfaction from their work and have little sense of accomplishment or creativity.

Efforts To Improve Teacher Performance

The main objective of improving teacher performance is to realize the intention and desire to achieve good quality student achievement in order to realize the vision of educational reform, namely that education must produce people who have faith, noble character, intelligence and people who are able to master science and technology (Mulyasa, 2003: 60). Teacher performance improvement activities can be implemented through two approaches, namely internal school activities and external school activities.

Internal school activities include a) supervision carried out by the principal and supervisors from the local Education Service office to improve the quality of teachers, b) the Subject Teacher Conference (MGMP) program which is planned and implemented regularly, continuously and sustainably, c) the principal carries out planned, effective and sustainable supervision activities, d) the principal can motivate and provide opportunities for teachers to take part in seminars or workshops and training activities in fields related to the expertise of the teacher concerned by bringing in relevant experts (Sehertian, 2000: 214).

Meanwhile, external school activities can be carried out outside the school with the aim of improving teacher competence and performance in teaching. This can be done by participating in well-planned upgrading and training activities, implemented at the district or city, provincial and national levels to increase teacher knowledge and skills.

In Government Regulation number 19 of 2005 concerning National Education Standards, several things are regulated, including: teachers must have academic qualifications, competence, an educator certificate, be physically and spiritually healthy, and have the ability to realize national education goals. Academic qualifications are obtained through higher education undergraduate programs or four diploma programs. Teacher competence includes pedagogical competence, personality competence, social competence, and professional competence obtained through professional education.

Factors Affecting Performance

There are several factors that influence teacher performance, starting from teaching supervision, teacher education level, less conducive climate, teaching programs, existing facilities and infrastructure at school, teacher mentality, and several other factors related to the school or educational environment.

Sudarwan Danim said there are at least 8 factors that influence teacher performance.

1. Teacher Education Level
2. Teaching Supervision

Teaching supervision is a series of coaching that can help teachers to develop their abilities and improve their professionalism in order to achieve quality learning. In order for the implementation of learning to run smoothly, teaching supervision must be well designed and directed. The purpose

of teaching supervision is so that teachers can facilitate their students' learning. The school principal has the task of providing guidance, assistance, supervision and research on problems that occur in teaching development, such as improving the teaching and learning program. Teaching supervision also influences teacher performance. The better the teaching supervision activities, the more the teacher's abilities and performance will increase. As a result, teaching and learning activities run effectively and can achieve educational goals optimally.

3. Upgrading Program

The upgrading program is a training program chosen by teachers to improve the quality of learning according to their field. The selected upgrading program influences teacher performance. Through this program, teachers can gain additional academic knowledge and improve their skills. The better the upgrading program that is followed, the more skills the teacher will have to deliver material and manage teaching and learning interactions with their students. Therefore, teachers are expected to take part in upgrading programs to improve their teaching performance.

4. School Conditions or Atmosphere

The conditions or atmosphere of the school environment also influence teacher performance. In order for learning activities to run effectively and students to be enthusiastic about learning, good classroom management, clean and comfortable classroom conditions, adequate ventilation or air, good lighting, and adequate teaching facilities and media are needed.

5. Physical and Mental Condition of Teachers

The teacher's physical and mental condition is an internal factor that influences teacher performance. Teachers who have a healthy and fit body can complete their duties well. Likewise with mental health, if you have a good mentality, teachers can carry out their teaching activities with enjoyment and optimally. Therefore, it is very important to maintain physical and mental health to maintain high performance.

6. Teacher Attitude

Teachers' performance in teaching is also influenced by their attitudes. Teachers who have an open, creative attitude and have high work enthusiasm tend to improve their performance. This atmosphere is also influenced by the leadership style of the school principal. If the principal is supportive, teachers have a positive teaching atmosphere and can improve their performance.

7. Principal's Managerial Ability

Schools are formal educational institutions that have a pattern of cooperation between people who involve themselves in institutional work units. The principal becomes the leader of the school institution to create effective and optimal learning activities. School principals must have good managerial skills to improve teacher performance.

8. Teacher income level

Usually someone will provide their performance according to the level of income they get. So that teachers can provide optimal performance and concentrate when teaching, educational institutions must pay attention to their income level along with other welfare guarantees, such as regular increases in rank or salary, health insurance, intensive bonuses and so on. This is what is called reciprocity. What the teacher gives, that is what he gets.

Measurement Of Teacher Performance

To measure teacher performance, according to Hamzah B. Uno and Nina Lamatenggo, these are mastering materials, managing the learning process, managing the class, using media or learning resources, mastering educational foundations, planning teaching programs, leading classes, managing teaching and learning interactions, assessing learning outcomes. students, use various methods in learning, understand and carry out counseling functions and guidance services, understand and carry out school administration, and understand and can interpret research results to improve the quality of learning.

Based on this explanation, teacher performance has five dimensions. This can be described as in the following table, namely:

Teacher Performance Measurement Standards

Dimensions	Indicator
Work quality	1) Mastering materials 2) Managing the teaching and learning process 3) Manage classes

Work Speed/Accuracy	1) Using media or learning resources 2) Mastering the foundations of education 3) Planning teaching programs
Initiative in work	1) Leading the class 2) Manage classes 3) Manage assessment of learning outcomes
Work ability	1) Use various learning methods 2) Understand And carry out function and service counseling guidance
Communication	1) Understand and carry out school administration 2) Understand and be able to interpret results study Forimproving the quality of learning

4. CONCLUSION

Improving the quality of education is very important. In facing educational challenges, implementing monitoring and evaluation to improve teacher performance is very crucial and needed. In this article we have seen that collecting data through monitoring teacher performance periodically can identify problems or obstacles faced by teachers so that their performance can improve. Information obtained from monitoring results can be input for teachers and used to improve performance based on the competencies possessed by the teacher.

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