



THE MANAGEMENT OF TEACHER PERFORMANCE AT MADRASAH IBTIDAIYAH TERPADU AL IHSAN IN SELAT LANCANG, TANJUNGBALAI

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ABSTRACT

This study aims to see teacher performance in planning and organizing at Madrasah Ibtidaiyah Terpadu Al Ihsan in Selat Lancang, Tanjungbalai. Supervision of teacher performance was carried out by the head of the Madrasah Ibtidaiyah Terpadu Al Ihsan in Selat Lancang, Tanjungbalai. The study also focuses on supporting and inhibiting factors for teacher performance management at the Madrasah Ibtidaiyah Terpadu Al Ihsan in Selat Lancang, Tanjungbalai. This research follows a qualitative approach, namely a naturalistic approach. The term naturalistic indicates that the implementation of this research does occur naturally, in good normal situations, and is not manipulated by circumstances and conditions. Teacher performance planning at the Madrasah Ibtidaiyah Terpadu Al Ihsan in Selat Lancang, Tanjungbalai is considered quite good because effective teachers have quality abilities and attitudes who can provide the best for students, such as fun teaching and learning process.

Introduction

Teachers in the learning process in the classroom are seen to be able to play a very important role, especially in helping students to build positive attitudes in learning, arouse curiosity, encourage independence, and accuracy of intellectual logic, and create conditions for success in the learning process.

One of the important elements in the implementation of education in schools is the teacher. The role of the teacher is very important because the role includes the efforts and activities of the teacher in creating a good and targeted learning process. Teachers must be aware that in carrying out their duties, they are always required to be serious and responsive to

changes and developments that occur in society, especially in the field of education. This is intended to increase their insight, as well as their ability or competence in the field of education, not only the ability to teach in class but also to be able to adapt to a society to guide and provide useful views from a moral and spiritual perspective. The most pressing demand at this time is the enactment of the ASEAN free trade era (AFTA) in 2016. An era of free-market competition, not only from the economic and trade aspects but from the world of education that offers competitive and reliable institutions and educator resources from all over the world, including the ASEAN region where the quality of education is relatively higher. For this reason, teacher competence is required to be even better. Teacher competence affects improving teacher performance. with the teacher having competence, the teacher's performance tends to increase in a better direction. The superiority of human resources is the key to competitiveness because this will determine who can maintain continuity, development, and victory in the competition. This study explains how efforts to improve teacher performance, as an effort to maintain continuity and victory in the competition, are seen from the level of concept, strategy, and implementation so that for those who are involved in the world of education, especially principals, it is very important to have a guideline. This is to be used as a reference for improving the teacher's performance.

Teachers who have good performance management will be more successful than teachers who do not have good performance management in learning activities. Teachers as professional educators have the main task of educating, teaching, training, and directing students so that they have readiness in facing increasingly fierce global competition with other nations.

Therefore, the position of the teacher as a professional is very important in realizing the vision and mission in the implementation of learning in educational units in carrying out their duties. A teacher must be required to have certain abilities and skills. These abilities and skills are part of the teacher's professional competence.

However, it is also necessary to pay attention to increasing teacher professionalism from other aspects such as increasing discipline, providing motivation, providing guidance through supervision, and giving decent salaries with professionalism to improve teachers' performance. Many factors can increase the success of teachers in teaching, both internal and external factors, for example, the effectiveness of a teacher.

The teacher is a very important and influential element in the education and teaching process. Therefore, it is necessary to get serious attention from all parties related to duties and

responsibilities, especially the problem of teacher morale at work, the effectiveness of teachers will affect the smoothness of the tasks to be carried out in schools.

Teachers' attitudes towards work can be seen in the form of perceptions and satisfaction with work as well as in the form of work motivation that is displayed. Teachers who have a positive attitude towards work, of course, will display a good perception and satisfaction with their work and have high work motivation, which will be reflected by a teacher who can work professionally and has high professional competence. The positive or negative attitude of a teacher toward his work depends on the teacher's concern and environmental conditions.

Research Method

This research uses a qualitative approach, namely a naturalistic approach. The term naturalistic indicates that the implementation of this research does occur naturally, in good normal situations, and is not manipulated by circumstances and conditions. By using this approach, researchers are required to be directly involved in the research location, namely at the Madrasah Ibtidaiyah Terpadu Al Ihsan in Selat Lancang, Tanjungbalai.

Results And Discussion

Teachers or lecturers are professionals who should do their best in carrying out their profession. The teacher as a professional then serves as an educator as well as a teacher and trainer who should be able to have an impact on his students. For this reason, educators should be able to continue to improve teacher performance which is the capital for the success of education.

Teachers in the learning process in the classroom are seen to be able to play a very important role, especially in helping students to build positive attitudes in learning, arouse curiosity, encourage learning independence, and accuracy of intellectual logic, and create conditions for success in the learning process.

After collecting and analyzing the data, the findings can be seen as follows:

The First Finding

The first finding relates to the leadership of the head of the Madrasah Ibtidaiyah Terpadu Al Ihsan in Selat Lancang, Tanjungbalai. This cannot be separated from continuing to pay attention and monitor how the performance of teachers in carrying out their duties. The

head of the madrasa continues to distribute work to teachers and employees, and control it effectively, this is done so that the teachers who teach at this school are more motivated and have a good work mood. Because if the teacher has been able to create good performance this is an advantage for the school and more importantly for the students who are taught. Maintaining good communication continues to make them more relaxed in carrying out their duties. Where is the purpose of education in the National Education System Law no. 20 of 2003 Article 3 which aims to develop the potential of students to become human beings who believe and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens.

In the process of achieving educational goals, a quality school/madrasah leader does not arbitrarily make teacher performance plans that are burdensome to his subordinates, the madrasa head holds a joint meeting so that the planned teacher performance planning can be carried out according to the decisions that have been taken together, good work discipline good will certainly give good performance results too.

The Second Finding

In the implementation of teacher performance at the Madrasah Ibtidaiyah Terpadu Al Ihsan in Selat Lancang, Tanjungbalai, it is intended not to make it difficult for teachers, but on the contrary, performance implementation is carried out to create professional teachers, because the dignity of a profession is determined by the quality of quality professional services, finding out precisely about activities teachers in the classroom, and help them to improve their knowledge and skills which will contribute directly to improving the quality of the learning carried out, as well as assisting the career development of teachers as professionals.

The Third Finding

In terms of supervision in carrying out teacher performance at the Madrasah Ibtidaiyah Terpadu Al Ihsan in Selat Lancang, Tanjungbalai there must be such a thing as supervision, this is because the teacher's performance in discipline is an important factor in determining the good and bad results of future education. The teacher's performance will certainly shape the character of the teacher to be better and more focused and will be able to show and give positive examples for students because the teacher is an educator who goes directly to every student in the school/madrasah.

In carrying out supervision of the performance of the Madrasah Ibtidaiyah Terpadu Al Ihsan in Selat Lancang, Tanjungbalai which is carried out only simply, the Head of Madrasa will continue to pay attention to every teacher in carrying out their duties as a teacher, apart from that also see the development of teachers for 2 years, after that only give policies good people, motivate and guide them to remain disciplined in carrying out their duties. In the monitoring process, teachers are very enthusiastic in responding to work discipline in Madrasas. Leadership plays a very important role, and so does Ibu Ramadhani's role as the highest leader at the Madrasah Ibtidaiyah Terpadu Al Ihsan in Selat Lancang, Tanjungbalai. Madrasah principal plays a very important role in implementing teacher discipline so that they contribute to the ongoing optimal education process. This is because the discipline of teacher performance at the Madrasah Ibtidaiyah Terpadu Al Ihsan in Selat Lancang, Tanjungbalai is effective and gives positive results for Madrasas and students because teachers are educators who play a direct role in all students at school and Madrasas.

Education has principles where it stands in material, interaction, innovation, and ideals. Education according to the individual's view is working on the wealth or potential contained in each individual so that it is useful for the individual himself and can be presented to the community. Seen from the point of view of the education community, as well as a cultural perspective, and the development of the potential for the quality of education in madrasas, there are many variations. This can be observed from various aspects, such as curriculum, teaching staff, and teaching materials. Therefore, efforts to improve the quality of education in madrasas, regarding curriculum development, increasing teacher professionalism, and meeting the needs of infrastructure and other facilities need to be continuously pursued.

A factor that triggers the low quality of schools is the performance of teachers. Teachers determine the success of a country's education. Various studies describe the strategic and decisive role of teachers in delivering the success of a country's education. Teachers must pay attention to the learning process that involves the thinking process. In the learning process, it builds a dialogical atmosphere and a continuous question and answer process that is directed at improving and enhancing students' thinking abilities, which in turn can help students to gain knowledge that they construct themselves.

Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education. Therefore, teacher competence can be defined as mastery of knowledge, skills, values, and attitudes that are reflected in the habit

of thinking and acting in carrying out the profession as a teacher. The competencies that must be possessed by teachers are pedagogic competence, personality competence, social competence, and professional competence obtained through professional education. To achieve quality education, good management is needed. According to Anton Athoilah, management is the science and art of managing the process of using human resources effectively, supported by other sources within an organization to achieve goals.

Teachers determine the educational success of an educational institution. Various studies that describe the strategic and decisive role of teachers in delivering the educational success of a country can be described below: "...the success of school reform is largely determined by the teacher because the teacher is a learning leader. In the study of Anthropology, culture is the whole system of ideas, actions, and results of human work in the context of community life which are made the property of humans by learning. The culture itself includes:

- 1) The form of culture is a complex of ideas, values, norms, rules, and so on.
- 2) The form of culture is a complex of patterned activities and actions of humans in society.
- 3) The form of culture as objects of success of human work

The three forms of culture above, are a unity that cannot be separated. Usually, these ideas appear that are written down or something else which then becomes a theory, and the collection of theories turns into a concept. The problems that cause the emergence of the idea in research are called background.

The quality of education is a necessity as well as an essential demand to achieve educational goals. Without quality education, efforts to educate the nation and develop human resources as a whole are difficult to achieve. The quality of education can be achieved by creating a pleasant learning climate so that it can motivate and encourage student's enthusiasm for learning, as well as being able to empower students' abilities. After the enactment of the Law on Teachers and Lecturers through Law Number 14 of 2005, legally formally teachers and lecturers became professions that were highly expected in improving the quality of education in Indonesia. The quality of education certainly boils down to the qualifications of human resources physically (health), psychologically (mental), intellectually, affectively (attitudes and ethics), and spiritually (religious values).

Performance or work performance is defined as an expression of ability based on knowledge, attitudes, skills, and motivation in producing something. Simamora stated that performance is defined as the achievement of certain job requirements which ultimately can be

directly reflected in the output produced both in quantity and quality (Simamora, 2005:423). Work performance is several outputs from the outcomes produced by a particular group or organization both in the form of material (quantitative) and in the form of non-material (qualitative). In organizations or work units where inputs can be identified individually in the form of quantities such as herbal medicine factories, indicators of job performance can be measured easily, namely the number of outputs achieved within a certain time. However, for group or teamwork units, the performance is rather difficult, in this connection performance can be seen from the following indicators: 1) decisions against all rules that have been set by the organization, 2) Can carry out work or tasks without errors (or with a high level of performance or the lowest error), 3) Accuracy in carrying out tasks.

Performance management (performance management) is an effort to obtain the best results from organizations, groups, and individuals through understanding and explaining performance within a framework of planned goals, standards, and requirements for attributes or competencies that are mutually agreed upon (Dharma, 2010:25). Performance management is comprehensive and covers all elements, elements, or inputs that must be utilized by the organization to improve organizational performance. Performance management systems seek to identify, encourage, measure, evaluate, improve and reward employee performance.

Law Number 14 of 2005 concerning Teachers and Lecturers Article 1 point 11 states that certification is the process of providing educator certificates for teachers and lecturers. While in point 12 it is said that the educator certificate is formal evidence as an acknowledgment given to teachers and lecturers as professionals. Teacher certification can be interpreted as a process of giving acknowledgment that a person already has the competence to carry out educational services in certain educational units, after passing the competency test held by the certification body. In other words, certification teachers can be said to be professional teachers.

Professional teachers must comply with the principles:

- 1) have academic qualifications and educational background by the field of work;
- 2) have the necessary competencies by the field of duty;
- 3) have responsibility for the implementation of professional duties;
- 4) obtain income determined by work performance;
- 5) have the opportunity to develop professionally on an ongoing basis with lifelong learning;
- 6) have guaranteed legal protection in carrying out professional duties;
- 7) have a professional organization that has the authority to regulate matters relating to the

professional duties of teachers.

Teachers who have been certified get additional financial allowances every month, so they are expected to be able to meet their daily needs properly. If the welfare of teachers is fulfilled, then normatively teachers will focus more on carrying out their duties well at school. Since preparing the material to be taught to students, the learning strategies that will be applied and the evaluation system that has been planned is well managed. The impact of all this should improve the quality of graduates so that the resulting Human Resources are more optimal.

In Indonesia, the application of the concept of the pillars of education emphasizes that the national education system is obliged to prepare all its citizens to be able to play an active role in all sectors of life to realize people's lives. The purpose of this kind of education means creating a civilized, intelligent, active, and creative social society, and prioritizing the unity and integrity of Madrasas and public schools as educational institutions which are held to prepare the generation of pioneers to realize the ideals of the nation. Therefore, qualified and noble graduates must be produced through the educational process both in madrasas and public schools. In addition to being directed at learning outcomes (output), the basic principles of education are also directed at a planned, systematic, and oriented learning process for the development of students' human resources.

In the future, it is hoped that Madrasas will conduct educational assessments by educators, madrasas, and the government. All Madrasas, both public and private, have done this because they are included in the education management system. However, the quality is still not the same from one madrasa to another. In addition, Madrasas are expected to standardize graduates' competence to lay the foundation for intelligence, knowledge, personality, noble character, and skills to live independently and participate in further education. This is in line with the vision of the Madrasah Development Center (MDC) which is "Making madrasas as quality, independent and superior institutions in competition. Therefore, madrasas strive to achieve graduation according to the expected standards.

To improve and improve the quality of education, many reform agendas have been, are being, and will be implemented, such as structuring the national education law and various other laws. Various innovative programs participated in enlivening education reform efforts such as character education, life skills-oriented education (life skills), education for all, 2013 curriculum, school-based management, community-based education, formation of regional education councils, formation of school boards, UAS (Final Examination) and UAN (National Final Examination) as an alternative to Ebtanas, portfolio assessment and so on. Efforts to

educate the nation's life and develop the quality of human beings as a whole are educational missions that are the professional responsibility of all parties, especially every teacher.

The Ministry of Education and Culture has formulated the abilities that teachers must possess and grouped them into two general dimensions of ability, namely:

- 1) Professional abilities that include mastery of subject matter, including materials to be taught and the scientific basis of the subject matter, mastery of educational and teacher foundations and insights, mastery of the educational process, teacher training, and student learning.
- 2) Personal abilities include a positive appearance and attitude towards the whole of his duties as a teacher and towards the overall educational situation, understanding and appreciation and appearance of the values that should be carried out and owned by the teacher, self-presentation as a role model, and role model for students (Sukmadinata, 1997: 193).

The development of this human quality is a must, especially in entering the current era of globalization, so that our young generation does not become a victim of globalization itself. Teachers are not enough just to convey knowledge material to students in class, what they need is the ability to obtain and manage information by the needs of their profession. Teaching is no longer an effort to convey knowledge, but also an effort to create an environmental system that teaches students so that teaching goals can be achieved optimally. Teaching this kind of understanding requires an appropriate learning strategy.

Therefore, teaching is essentially a teacher's effort in creating a learning situation, the methods used by teachers can foster various learning activities for students in connection with teacher teaching activities. The learning process is a process of educative interaction between teachers who create a learning atmosphere and students who respond to the teacher's efforts. The teacher's effort in choosing a good method is an effort to enhance the quality of teaching or education for which he is responsible. Related to this method, the teacher should have scientific insight, including understanding the atmosphere of working, studying, communicating, and getting along in the learning process. This implies that teachers should create a good work climate.

The work climate describes the atmosphere and working relationship between fellow teachers and principals, between teachers and other education personnel as well as between departments in their environment, this is a manifestation of a conducive work environment. This kind of atmosphere is very much needed by teachers and principals to carry out their work

more effectively. Teacher performance will be optimal if it is integrated with components that can affect teacher performance; both regarding insight or knowledge and leadership, as well as the work climate in madrasas. The madrasa climate is something that needs the attention of an education manager because these factors at least influence the behavior of teachers, employees, and students.

Thus, madrasas should develop dynamically leading to a better continuity and progress of education. One way to develop school organizations is to achieve a conducive work climate. Although the concept put forward is not new, it is hoped that madrasas will be able to improve the situation and it is hoped that quality madrasas can be realized effectively.

Conclusion

Teacher performance at the Madrasah Ibtidaiyah Terpadu Al Ihsan in Selat Lancang, Tanjungbalai is considered quite good because effective teachers have qualified abilities and attitudes who can provide the best for students and are fun in the teaching and learning process.

Organizing in teaching and learning is a series of teacher behaviors in their efforts to create and regulate classroom conditions that allow students to learn well. In this case, it cannot be separated from the auspices of the madrasah head at the Madrasah Ibtidaiyah Terpadu Al Ihsan in Selat Lancang, Tanjungbalai. The actions taken by the head of the madrasa are very good because he always motivates teachers so that they can carry out their duties well, and teachers are also able to develop their abilities with students so that teacher performance in classroom organization can run effectively.

The implementation of teacher performance at the Madrasah Ibtidaiyah Terpadu Al Ihsan in Selat Lancang, Tanjungbalai is very good, apart from being an educator and teacher, the teacher is also a mentor. Child development is not always smooth and smooth, sometimes slow and maybe stop altogether. In these conditions and situations, they need to get help and guidance. To help children overcome the difficulties or obstacles they face in their development, it turns out that the policies of the Madrasah head can encourage enthusiasm and create changes in the madrasa.

Supervision carried out by the head of the madrasa at Madrasah Ibtidaiyah Terpadu Al Ihsan in Selat Lancang, Tanjungbalai on teacher performance is quite good, supervision, in this case, is very necessary for coordinating teacher performance, as a leader, of course, has a big responsibility in the teaching and learning process for that supervision is very important in guide teachers in carrying out their duties.

The supporting factors in the implementation of teacher performance at the Madrasah Ibtidaiyah Terpadu Al Ihsan in Selat Lancang, Tanjungbalai are very visible. The enthusiasm and motivation of the teachers of the Madrasah Ibtidaiyah Terpadu Al Ihsan in Selat Lancang, Tanjungbalai is a very good example although there are still many who have not been able to make lesson plans, their enthusiasm for learning and their responsibilities are very good.

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