

# MANAGEMENT OF TEACHER SELF-EVALUATION TO IMPROVE SCHOOL PERFORMANCE

(Case Study at SMP Negeri 1 Paseh, Bandung Regency)

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## Abstract

School performance is defined as the provision of high-quality educational services, as demonstrated by the effectiveness of establishing effective learning strategies. Teachers are the primary actors in this regard due to their standing as professional educators who must possess personal, pedagogical, professional, and social skills. Teacher discipline, the primary indicator of overall proficiency, is a decisive factor in achieving school achievement. Serious issues develop when it is suspected that many instructors lack or are not disciplined in carrying out their profession, resulting in poor or low teacher and school performance. To ensure disciplinary stability, instructors must undergo enormous self-evaluations so that changes in teacher performance may be tracked on a regular basis. The purpose of this study is to describe teacher self-evaluation management in order to improve school performance. It is based on classical management theories and concepts and was conducted qualitatively using the case study technique. The research results show that the school applies managerial principles in teacher self-evaluation, with planning coverage that prioritizes goals and procedures for achievement, organization that regulates resources and work arrangements, implementation consisting of determining performance and carrying out evaluations through the e-Kinerja platform, and control that emphasizes the purpose and reasons for carrying out the assessment as a follow-up to teacher self-evaluation and its impact on enhancing school performance. The study concludes that the governance or administration of teacher self-evaluation in schools must be vast, structured, and systematic in order to build and maintain teacher performance, which adds to school performance improvement.

Keywords: self-evaluation management, teacher performance, school performance.

## INTRODUCTION

Schools are educational institutions charged with and obligated to deliver and facilitate quality educational services to the community. The degree of school performance is decided by the fulfillment or attainment of this, which corresponds to the overall national education standards (PP Number 19 of 2005). According to Article 2 Paragraph (1) of the regulation, there are eight

standards that can be used to measure school performance: content, processes, graduate competency, educators and education staff, facilities and infrastructure, management, financing, and educational assessment standards.

Improving the quality of education in schools relies entirely on all efforts to achieve these standards. Achieving this is only possible if supported by human resources who have the capacity and competence required according to their respective positions. School performance is characterized by achieving quality educational services operationally, proven by the success of developing effective learning. Therefore, apart from the principal and all levels of school leadership, one of the important role holders is the teacher. In Law No. 14 of 2005 concerning Teachers and Lecturers, it is stated that 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. In this regard, as mandated by Article 8, it is absolute for teachers to fulfill the four basic competencies which include personality competence, pedagogical competence, social competence, and professional competence which will be obtained if they take professional education.

Improving the quality of education in schools requires all efforts to meet these standards. This is only achievable if human resources have the necessary capacity and expertise for their particular positions. School performance is defined as the operational delivery of quality educational services, as evidenced by the effectiveness of establishing effective learning strategies. As a result, in addition to the principal and all levels of school leadership, one of the most essential roles is held by the teacher. According to Law No. 14 of 2005 concerning Teachers and Lecturers, teachers are professional educators whose primary responsibility is to educate, teach, guide, direct, train, assess, and evaluate students in early childhood education through formal education, basic education, and secondary education. In this regard, as mandated by Article 8, it is absolute for teachers to fulfill the four basic competencies which include personality competence, pedagogical competence, social competence and professional competence which will be obtained if they take professional education.

Without diminishing the overall significance and urgency of the ability in question, personality can be positioned as the primary focus and requires specific attention. In this context, personality competency refers to the teacher's personal ability to reflect the personality of someone who is mature, wise, and authoritative, steady, stable, noble in character, and may serve as a good role model for students (Tri, 2024; Nurmalita, 2024). One of the most significant characteristics required for this competency is discipline, which comes with a wise and authoritative attitude. Many wonderful things and successes among pupils are due to the discipline maintained and imparted by teachers; yet, many undesirable things and numerous infractions arise from

personality or a lack of discipline. Teachers for students in this case should be a source of role models for discipline, of course starting with personal discipline. It is also important to know that this teacher discipline factor is related to national education standards, especially education standards and education personnel, among the indicators of which are: the relevance of academic qualifications, area of expertise, level of attendance, and level of discipline in carrying out their duties and responsibilities (Rasto, 2012:6).

Serious problems arise when the reality in the field is recognized that up to now there are quite a few teachers who lack or are not disciplined. They have not optimized learning hours, are late in entering class, teachers' attitudes and behavior at school, fill in absentee books, vacancies in teaching hours, complete assignments, work not following established regulations, leave the classroom a lot, and not giving full attention to students. learners. Low teacher discipline normatively results in low learning effectiveness and educational quality which of course leads to school performance problems.

The level of teacher discipline that reflects teacher performance has the potential to impact the quality of education in schools or school performance in general. To maintain disciplinary stability, it is necessary to carry out massive self-evaluations of teachers so that from time to time developments in teacher performance can be monitored. It is necessary to fully realize that education is the foundation of an advanced society, and teachers are the main pillar in building it. In the ever-evolving digital era, a new approach to teacher performance management has emerged, known as e-Kinerja. By utilizing information and communication technology, e-Kinerja brings a revolution in the way we evaluate, monitor, and improve teacher performance. The great benefits that can be obtained from this teacher evaluation include at least the following four things (Tri, 2024):

- a. Performance assessment is objective because it is evidence-based. Digitally recorded performance data ensures that assessments are based on actual achievements, not just assumptions or subjective preferences.
- b. Continuous feedback because teachers can directly get direct evaluations through the e-Kinerja platform where this allows them to know which areas need improvement and improve their performance more quickly.
- c. Achieving goals is more precise because of the goal setting feature on the e-Kinerja platform, allowing teachers to organize and track their progress or development in achieving learning goals. This helps in increasing motivation and accountability.
- d. Continuous professional development because through analysis of collected performance data, teachers can identify their professional development needs. They can access additional educational resources or appropriate training to enhance their skills.

The positive benefits of teacher self-evaluation using the e-Kinerja platform also exist or are provided to students and the education system in general. For students, learning is more focused, progress measurement is clear, and feedback is constructive. Meanwhile, for the education system, decision-making is fully supported or based on data, transparency and accountability, and administrative efficiency.

Teacher self-evaluation is therefore very important for the progress of the school as an organizational unit that is obliged to provide quality educational services. This quality basically needs to be supported by an external (SPME) and internal (SPMI) quality assurance system (Athiyah, 2017:76). Externally, it is implemented by institutions outside the education unit such as the central government, regional government, national education standards body (BSNP) and school/madrasah accreditation bodies; while internally by educational units, for example through school self-evaluation activities and teacher evaluations.

Considering the urgency which can be categorized as essential and crucial for school performance and the quality of education more broadly, teacher self-evaluation needs to be managed massively by applying managerial principles and rules. In this context, research was conducted on the topic 'Self-Evaluation Management to Improve School Performance'. The study was conducted to get an idea of how self-evaluation management should be carried out so as to raise teacher enthusiasm, passion and awareness to carry it out in a disciplined manner so that it can improve teacher performance and in turn ultimately contribute to school performance.

## **METHOD**

A qualitative approach was used in this research considering the prevalence of its application to observing the condition of natural objects where the researcher acts as a key instrument. The data collection technique was carried out by triangulation, based on interviews, observation and documentation studies; Data analysis is qualitative inductive, and qualitative research results emphasize meaning rather than generalization (Sugiyono, 2019: 13). The research approach in question is descriptive in nature considering that the data collected is in the form of words, not numbers and prioritizes process rather than results, with in-depth data processing (Moleong, 2011: 157). Meanwhile, the method applied is a case study which is oriented towards obtaining a complete and integrated understanding of the interrelation of various facts and dimensions of the specific case being studied (Poerwandri, 2009); as well as carrying out in-depth studies of programs, events, processes and activities, where researchers carry out detailed data collection

using various data collection procedures and over a continuous period of time (Sugiyono, 2019: 17).

The research was conducted at Paseh 1 State Junior High School (SMPN), Bandung Regency. The main consideration in choosing this locus is its position or existence in the community it serves as a school of choice, apart from that the school in question has consistency in terms of self-positioning with a motto or tagline which is stated "SIGAP (healthy, beautiful, active, religious and achievement)" . The vision promoted is to create a school community with character, achievement and environmental insight; and the mission carried out is: to have exemplary and noble character, strengthen good morals as a believer, increase learning motivation and optimal achievement, develop potential in the field of technology and information, and create a beautiful, healthy and comfortable environment. Data sources are school leaders (principal and deputy principal), teachers, school committee representatives and parents. Data was collected through interviews and observations, supported by documentation studies; while qualitative data analysis techniques are carried out by collecting, selecting and converting data into information.

The key question in this research is how to manage teacher self-evaluation in an effort to improve school performance, including planning, organizing, implementing and controlling or evaluating.

## **FINDING AND DISCUSSION**

### **Findings**

Teacher self-evaluation planning to improve school performance is based on the vision and mission carried out, namely developing the character of students to suit the Pancasila student profile. Overall, the planning in question is directed at producing an evaluation that contains the level of conformity of the results with the goals, which is followed up by correcting actions if they are not or are not appropriate, as well as optimizing work steps if they are appropriate, so that teachers can make a real contribution to efforts to improve school performance. The method applied in technical planning for teacher evaluation is to form study groups, which is intended for each teacher to observe the performance of their group colleagues; establishing communication between subject teachers to exchange ideas/thoughts regarding their performance achievements by involving the MGMP (Subject Teachers' Conference) forum; prepare plans for teacher self-evaluation activities so that they are in line with school performance achievements announced through meetings held by related agencies. The core series of activities in planning teacher performance evaluation are: 1) Small team meetings involving several teachers appointed by the school principal to prepare teacher self-evaluation activities, including administrative preparation, facilities and infrastructure, as well as the time for implementing the activities; 2) Subject

coordination, where each teacher establishes communication to exchange ideas by conveying the obstacles faced during the learning process. This is done to formulate solutions that can be implemented together. Basically, planning is oriented towards holding teacher evaluations which are carried out regularly once a semester in the teacher's room, using the e-Kinerja application media, and involving parties who have related interests, namely the principal, school committee, students, parents, and of course teacher. Evaluation is carried out to get an overview of teacher performance which is assessed on the basis of administrative completeness, teacher self-development and student evaluation.

Organizing teacher self-evaluation is based on the desire to be able to complete all the work that must be completed through organizing resources, especially humans. All work assigned to a number of people according to their capacity and position is determined in a design which is then known as the organizational structure. In this case, the school principal is responsible for managing teacher self-evaluations related to improving school performance, assisted by deputy school principals, while teachers are the subjects directly involved in implementing the evaluation. As standardized in planning, apart from teachers, the main subjects involved in this self-evaluation are the school principal and his staff, the school committee, students and parents. Through the work order described in the structure, communication and coordination mechanisms are arranged to complete work according to duties and responsibilities.

The implementation of teacher self-evaluation generally consists of two sessions. First, filling out the initial assessment at the official meeting at the beginning of the semester is aimed at screening the results of the teacher's self-evaluation in the previous semester and what solutions have been implemented. Second, in completing the next stage of the assessment, at each team there is the preparation of e-Kinerja to analyze job needs, job workload, and workload of the organizational unit or units. As well as preparing administrative documents to support teacher performance such as Learning Implementation Plans (RPP), syllabi, other tools used for the teaching and learning process.

Evaluation or control in the teacher self-evaluation process is based on the desire to find out the level of conformity of the activities carried out with the plan and further leads to an assessment of the level of teacher contribution to efforts to improve school performance. The most important thing in this evaluation is whether there is an increase in self-competence as a rationale for the school's performance. The types of evaluation activities carried out are teacher competency assessment, teacher self-reflection, and principal supervision, with the main criteria being successful achievement of targets by teachers and the development of teaching modules by teachers to increase student competency.

Through this evaluation, it was identified that there were obstacles in the teacher self-evaluation process, including when supervising the principal and assessing teacher competency, not all teachers carried out self-reflection even though the results of implementing the activities did not reach the predetermined targets. This causes the progress of teacher competency development to be less than optimal and has a negative impact on student development. The recommended solution to overcome these obstacles is to develop learning communities and MGMP activities to make it easier for teachers to self-reflect and formulate solutions together with other teachers.

## **Discussion**

Quality education services can be realized because school performance is able to meet the standards set by the national education system. One of the main supports in improving school performance is teacher performance which is built on their mastery of all competencies as mandated by law, namely personal, pedagogical, social and professional competencies. Basically, teacher performance can be built and maintained because of discipline and consistency in conducting teacher self-evaluations carried out by schools through good governance or completely adhering to managerial principles and rules. In this case, the school involves the main stakeholders, namely the principal and the leadership that accompanies him, parents, students, teachers or educators, as well as educational staff.

Involving many interested parties to improve school performance, including increasing teacher competency in developing quality learning that is ultimately oriented towards the quality of education in schools, requires systematic and systemic efforts. This is where it is necessary to apply practical management concepts and principles (Aedi, 2016: 46; Wahjosumidjo, 2002: 96), namely the implementation of management functions initiated by George R. Terry (Sukarna, 2011:10; Hasibuan, 2009:38; Winardi, 2012) , including planning, organizing, implementing, and controlling/evaluating. Based on the research findings, the following are the results of the analysis that can be found:

- a. Planning as the beginning of the management process is carried out by considering and paying attention to the basis or reasons/rationale, objectives, methods/methods or steps and achievement criteria, planning time, place and costs. This means that there is a match between practical activities and management concepts. Planning is nothing more than determining the initial steps that will enable an organization to achieve its goals, it also involves efforts to anticipate future trends and determine a strategy. Regarding teachers' self-evaluation in schools, the planning carried out shows a systematic scope of activities and stages that enable those involved in it to fulfill their desires and obligations to carry out activities to achieve goals.\

- b. Organizing teacher self-evaluation in schools whose activities include determining duties and authority for each person involved, in line with management theories/concepts. Organizing is the entire process of identifying work that must be done, grouping work, all tasks, responsibilities, authority and components in the collaboration process so as to create a good work system in order to achieve the goals that have been set. Organizing is carried out based on objectives and work programs as in planning.
- c. Implementation that focuses on the realization or concrete action of the plan to achieve goals, related to teacher self-evaluation, can be realized well by the school. There are two main sessions, teacher performance planning which is based on the direction of the relevant department and approved by the school principal long ago (around six months before the performance evaluation is carried out; and implementation of teacher performance which is evaluated using the e-Kinerja system which uses the free teaching platform (PMM). Related to e -This performance has a digital application available, all you have to do is make good and optimal use of your will and enthusiasm to become a competent teacher. Technically, the guide can be studied easily, among other things you can refer to the description by Shafa (2024: 1) and the information center.guru.kemendikbud. .co.id (2004). Many expert views conclude that implementation is an effort to mobilize group members in such a way that they desire and strive to achieve organizational/institutional goals, including their individual goals or objectives that are aligned or relevant (Winardi, 2012) . For the purposes of developing individual performance, it is a good idea for teachers to consider eight indicators of teacher performance (Wulandari, 2023), including: orderliness of the classroom atmosphere, application of positive discipline, constructive feedback, attention and concern, expectations for students, interactive activities, appropriate instruction. adaptive, and learning instruction. In the direction of the Ministry of Education and Culture, in one evaluation period technically teachers can only choose one indicator that they want to prioritize for improvement. Most importantly for teachers, all of these indicators can be a guide for self-development from time to time in accordance with personal energy and capacities that may change dynamically.
- d. In controlling teacher self-evaluation, schools have determined the reasons, objectives, types and evaluation criteria. Apart from that, assessing assessment results, identifying obstacles and searching for alternative solutions. This is in accordance with the management principle that evaluation is fully oriented towards efforts to gather information which is then used to determine appropriate alternatives in making decisions. The main function of evaluation in this case is to provide useful information for decision makers to determine follow-up actions.

Regarding obstacles in the teacher self-evaluation process, where the problem lies in teacher involvement in self-reflection and performance assessment, can be followed up by re-emphasizing

the benefits that can be obtained. Constructively is for objective performance appraisal because it is evidence-based, continuous feedback, more precise goal achievement, and continuous professional development. Alternative solutions that can be considered to overcome these obstacles are developing learning communities and MGMP activities to make it easier for teachers to self-reflect and formulate solutions together with other teachers. Among the markers of a competent and professional teacher is the ability to establish collaborative and synergistic cooperation with fellow professionals to increase their capacity to improve the quality of learning.

## **CONCLUSION**

Governance or administration of teacher self-evaluation in schools must be vast, structured, and systematic in order to build and maintain teacher performance, which contributes to improved school performance.

Management of teacher self-evaluation consists of planning that prioritizes goals and procedures for achievement, organization that regulates resources and work arrangements, implementation that consists of determining performance and carrying out evaluations through the e-Kinerja platform, and control that confirms the goals and reasons for carrying out assessments for follow-up teacher self-evaluation and its relationship to improving school performance.

Emphasis on the benefits of teacher performance evaluation needs to be done intensively to stimulate the will, enthusiasm and discipline of teachers to carry out self-evaluation. The main benefits for teachers regarding performance evaluation are objective performance assessments because they are evidence-based, continuous feedback, more precise goal achievement, and ongoing professional development. Meanwhile, the solution that can be recommended for various possible obstacles is the efforts of teachers to work collaboratively and in synergy with fellow professional groups to increase their capacity and competence.

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