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EFFORTS TO IMPROVE TEACHER PERFORMANCE: A THEORETICAL REVIEW

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This article describes about improving teacher performance from the point of view of teacher performance. The writing of this article uses descriptive analytical methods by reviewing the literature on teacher performance theory. Based on this study four conclusions were found: (a) Teachers are one component of education that play an important role in the success of education, teachers are expected to be able to play the role of ideal teachers. (b) Improving teacher performance is one way to improve the quality of education. (c) Teacher performance is the teacher's perception of teacher’s work performance related to the quality of work, responsibility, honesty, cooperation and work results. (d) Several factors that influence teacher performance include: (1) the principal's leadership role, (2) personal relationships between peers, (3) teacher-controlled competencies, (4) good training and development of Teacher Resources (HR). Teachers have an important role as a determinant of the success of a quality learning process. Therefore, efforts are needed to improve teacher performance to know their roles and functions so that educational goals can be achieved.

KEYWORDS  Improve Teacher Performance, Teacher Performance

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INTRODUCTION

The progress of a country can be seen from its education. The better the education system, the more advanced the country is. The teacher is an important parameter in learning. The implementation of education can take place because of the high commitment of a teacher to students. The teacher becomes an instrument for students to achieve success in the future. As a learning designer, a teacher must be able to carry out a mission on how to make learning interesting for students (Alwi, 2017). This digital era requires teachers to

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be able to reach positions to be technologically proficient in order to support learning activities.

(Syahza, n.d.) in his journal stated that professional teachers can realize quality education, this can be achieved by creating a pleasant learning situation. In the teaching and learning process, not only students are required to have motivation in learning but teachers must also have motivation to stimulate themselves and students in the implementation of learning. A teacher must be able to motivate and encourage students' enthusiasm for learning, and be able to make optimal use of the teacher's abilities in teaching and learning activities (PBM).

Teachers are educators who must be ready for any changes that occur with students in order to achieve educational goals. However, a teacher must also wholeheartedly in carrying out his main task, namely educating students to have good character values. This can be achieved if a teacher also instills the theory and is developed and is useful for the success of students (Manizar, 2015). Teachers can create a comfortable learning atmosphere for students to be able to develop students' potential (Suherman, 2008). With an approach that can liberate people in giving their own ideas or opinions and be able to think creatively, it can develop potential both from knowledge and psychologically.

(Putri & Imaniyati, 2017) emphasized that achieving good quality education is strongly influenced by the performance of teachers in carrying out their duties so that teacher performance becomes an important pressure to achieve educational success. In general, a good quality of education becomes a barometer for the success of the teacher's performance.

However, the reality shows that the level of teachers in Indonesia is still relatively low. This is partly due to the non-fulfillment of the quality of education. Given the essential function of a teacher, the teacher must have competence and a good personality. A teacher is obliged to have extensive knowledge and can have a positive influence on his students (Hasan, 2019). But of course, it is not enough to have qualified knowledge, but the teacher must be good at teaching in good language and easily understood by the students themselves. Students have different characters and understandings, so a teacher should be able to teach students without discriminating between them.

(Susanto, 2012) added his statement that the teacher's function is one of the important and strategic elements through their performance. The performance of teachers is very influential in realizing the goals of national education and determining the quality of education, but the performance of these teachers is greatly influenced by various points of view both from within and from outside the individual concerned.

Based on this background, in general, this article will describe what teachers mean, what performance means, what is meant by teacher performance, what indicators can be used to measure teacher performance, what things are done by teachers to improve their performance., what are the things that principals do to improve teacher performance, what do colleagues do in order to improve teacher performance.

**RESEARCH METHODS**

The writing of this article uses a descriptive analytical method by reviewing the literature on the theory of teacher performance. This study uses library research methods that refer to sources available both online and offline such as: scientific journals, books and news sourced from trusted sources. These sources are collected based on the discussion and are linked from one information to another. All activities in the context of data collection and analysis are carried out online considering the limitations of open movement in public spaces. This data is obtained through triangulation techniques, the data is analyzed and then
conclusions are drawn.

RESULTS AND DISCUSSION

1. Teacher's Nature

(Shabir, 2015) explains that the teacher is a designation for positions, positions, and professions for someone who devotes himself to the field of education through educative interactions in a patterned, formal, and systematic manner.

The understanding of teachers in terminology has many meanings, in their book, Earl V. Pullias and James D. Young states, “The teacher teaches in the centuries-old sense of teaching. He helps the developing student to learn things he does not know and understand what he learns. This means that a teacher is someone who helps students who are developing in learning something previously unknown so that they can understand what is being learned.

The teacher is the controller, organizer, assessor, prompter, participant, resource, tutor, and observer. The role of the teacher is indeed very many and full of responsibilities. Teachers must be observers of their students, observers of learning materials in terms of the suitability of learning materials with the age and level of cognitive abilities of their students. He must also act as an observer of the activities of the teaching and learning process. Teachers are also required to be able to act as performers or actors who can play their roles as not themselves. For example, even though the teacher is facing serious problems, he must be able to suppress his problems and not change his behavior in class. Whatever the role of the teacher, the teacher must choose the role according to the objectives of the learning itself.

This emphasizes that a teacher must be able to identify the uniqueness of each student who is different. In other words, a teacher can play his position as a friend, a place to complain, and even a parent who can be a place to take refuge and complain. The point is that a teacher must really be required to play his role according to the conditions or needs of his students. Therefore, it takes patience and patience in the teaching and learning process.

(Najmulmunir, Hasyim, & Jubaedah, 2009) argues that teachers are implementers of learning in the classroom and people who work in the education and learning sector who are also responsible for the development of their students.

Teaching is a profession that requires two approaches, the first is a formal approach and a substantial approach. Judging from the formal approach, the teacher cannot be separated from a profession that is identical to the laws and regulations regarding educators and in the institutional realm, the teacher is closely related to educational institutions or schools. Meanwhile, through any substantial approach, he is called a teacher on the condition that he carries out the education or teaching process either in educational institutions or outside formal educational institutions.

2. The Nature of Performance

Performance is something that gets high attention and concern from many parties because performance results reflect the level of organizational productivity. Productivity here concerns effectiveness and efficiency. High concern for performance results also takes place in school organizations.

(Ismail, 2010) describes performance as a translation of the word performance which is defined as the overall level of success of a person during a certain period in carrying out
tasks compared to various possibilities, such as work standards, targets or targets or criteria that have been determined in advance and mutually agreed upon.

The synthesis that can be drawn from the several definitions of performance above is a form of behavior or means that can be utilized or carried out in order to achieve institutional goals and determine the achievement of an organization's results, both positive and negative.

3. Teacher Performance

(Zubair, Sasongko, & Aliman, 2017) in his journal describes that teacher performance is the teacher's impression of teacher work performance related to work quality, responsibility, honesty, cooperation and ideas. The rewards given to teachers greatly affect the level of job satisfaction, work motivation, and work results.

(Sukendar, 2013) states that teacher performance is work achievement achieved or shown by teachers based on their abilities both in the learning process and other tasks related to the educational process.

Teacher performance is the result of work achieved by a teacher in carrying out the task of educating, teaching, guiding, directing, training, assessing, and evaluating students. The ability of a teacher can be seen from the achievements obtained by a teacher, how a teacher carries out the learning process and evaluates learning outcomes and provides follow-up on the evaluation of learning, and the work obtained by a teacher.

According to (Ismail, 2010), teacher performance and competence bear the main responsibility in modifying student orientation from ignorance to knowledge, from dependence to independence, from unskilled to skilled Learning methods no longer prepare passive students, but knowledgeable students who are constantly able to absorb and adapt to new information by thinking, asking, exploring, creating and developing certain ways of solving problems that are related to their lives.

(Susanto, 2012) mentions that one of the fundamental aspects that require the achievement of the above national education goals is the teacher. The teacher's role is one of the important and strategic components through its performance. Teacher performance is very important in realizing the goals of national education and determining the quality of education, however, the performance of these teachers is influenced by various factors, both internal and external to the individual concerned.

(Mangkunegara & Puspitasari, 2015) states that teacher performance is the quality and quantity of teachers' work performance in carrying out their duties based on their pedagogic competence, professional competence, personality competence and social competence.

Can be synthesized from several opinions regarding teacher performance is a very decisive factor for the quality of learning. The implication is on the quality of education output in schools. This is because teachers are involved in the learning process directly within the school itself. In other words, performance leads to a process in order to achieve a result. Performance is an achievement achieved by a person in carrying out his duties or work for a certain period according to the standards and criteria that have been set for the job.

4. Indicators for Measuring Teacher Performance

Susanto emphasized that the areas (indicators) of performance appraisal were the quality of work results, timeliness of completing work, initiative/initiative in completing work, ability to complete work, and communication/ability to foster cooperation with other parties.

One of the indicators of improving the quality of teachers is the competence of teachers in their respective fields. It is hoped that the increase in teacher competence can
make a big and significant contribution to improving teacher performance, namely the motivation and leadership of the principal.

5. Efforts Made to Improve Teacher Performance

Given the importance of a teacher in carrying out his duties, namely teaching, then efforts must be made so that the teacher is able and skilled in mastering the learning process. Of course, in improving performance, the intention must arise from the teacher's self-awareness because the results will be closely related to the success of students in understanding the lesson. Because with good teacher performance, it will print students who are also successful in terms of assessment and school achievement.

As for the efforts that can be implemented to improve teacher performance as conveyed by Zubair, among others: 1) accept the presence of teachers well; 2) giving new teaching assignments in accordance with the fields and competencies controlled by the teacher; 3) establish and implement a working group for teachers in the field of study and teacher consultations for similar subjects (MGMP) as a forum for teachers to discuss planning problems and solve problems that occur in class; 4) conduct administrative and academic supervision of teachers as materials for improvement and determine policies; 5) conduct coaching both administratively, academically, and teacher careers; 6) provide opportunities for teachers to participate in training, whether implemented at schools, districts, provinces or at the national level; 7) give rewards (award) to teachers who excel and give punishment to teachers who are lazy and problematic; 8) giving additional assignments to the teacher; 9) form family ties in their respective schools with meetings held at the homes of family ties.

6. The Principal's Role in Improving Teacher Performance

In realizing teacher performance in accordance with expectations, a professional school principal is needed. The principal as part of the school system occupies a strategic position in directing and supporting teacher activities in student learning. The principal's leadership directly or indirectly will have an effect on increasing or not increasing or even decreasing teacher performance. Therefore, one of the efforts that can be done to improve teacher performance is to implement leadership.

The principal as a school administrator as illustrated in the school's organizational structure through the education decentralization policy will position himself as the most influential person in his school environment. This statement can be interpreted that whether or not the school's goals are achieved, especially in improving teacher performance, is largely determined by the leadership of the principal. (Rumapea, 2016) explains simply that leadership principal will run well if the principal has the ability to influence his subordinates.

According to Susanto, the principal as part of the school system occupies a strategic position in directing and supporting teacher activities in student learning. As a good leader, he tries to give advice, suggestions and if necessary, his orders are followed by the teachers. Thus, he can make changes in the mindset and attitudes and behavior patterns of the teachers he leads. With an excess of knowledge and experience, he helps teachers develop into professional teachers.

In carrying out his leadership function, the principal must carry out the management and development of the school through administrative, management and leadership activities that are very dependent on his abilities. In this regard, the principal as a supervisor functions to supervise, build, correct and seek initiatives for the course of all educational activities carried out in the school environment.
7. Peer Relations in Improving Teacher Performance

Peer assessment, becomes a complement as a component of criticism of teacher performance (Firyomanto, Wibawanto, & Syamwil, 2016). Assessment by a colleague is an effective evaluation method. Peer ratings are more solid over time and often have higher predictive validity than ratings by principals or supervisors, and peer assessments are more focused on achievement and outcomes.

Furthermore, evaluation by colleagues is rarely used, because 1) Management views colleagues as more tolerant and biases in the assessment (giving their friends a higher rating). 2) Lack of understanding of assessment so it is difficult to give a fair and accurate assessment. Students are a rich source of information and have a perspective on teacher behavior; in more frequent contact with their teachers, students observe a number of behavioral-related performances, often including things that are not seen by principals.

Good communication and cooperation at work is very influential on a person's performance because during work of course he will always meet and deal directly with colleagues. A bad working relationship can have a bad impact resulting in miscommunication which in turn affects credibility and performance.

CONCLUSION

Based on this study, four conclusions were found: (a) The teacher is one component of education that plays an important role in the success of education, the teacher is expected to be able to play the role of an ideal teacher. (b) Improving teacher performance is one way to improve the quality of education. (c) Teacher performance is the teacher's perception of teacher work performance related to work quality, responsibility, honesty, cooperation and work results. (d) Several factors that affect teacher performance include: (1) the leadership role of school principals, (2) personal relationships between colleagues, (3) competencies controlled by teachers, (4) good training and development of teacher resources. (HR). Teachers have an important role as a determinant of the success of a quality learning process. Therefore, efforts are needed to improve teacher performance so that they know their roles and functions so that educational goals are achieved.

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