

# Management and Development Quality of Teacher Performance Through Teacher Competence in the First Middle School in Banda Aceh

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**Abstract**—The purpose of this study with the title: **The Management and Development Quality of Teacher Performance Through Teacher Performance in The First Middle School in Banda Aceh** was to offer a development model of teacher performance in the first middle schools in Banda Aceh and then to be implemented in the frame of development quality of teacher development in the future. The quality of teacher performance was a crucial contribution in deciding the success of education process in schools. (Brioso, Meerwarth Pester and Trotter, 2012). This study was the field research that the study was qualitative-phenomenology. The data collection technique was conducted with interview and documentation with subjects of study were head of division of coaching and stuffing from Banda Aceh Education Office, section chief of curriculum from Banda Aceh Education Office, member of Regional Education Council (MPD). The first middle schools in Banda Aceh with the subject were principle, vice of principle of curriculum in every examined school. The result of the study described that in the planning process of development quality of teacher performance first to arrange teacher performance evaluation team that consisted of senior teachers which appropriated with the field of expertise and to cooperate with the related agency among them were MPD, Education Office and supervision team. Education Office arranged short and long term programs to overcome problems that occurred in the field. In the implementation stage, school principals commanded teachers who were in need of training to join in education quality development program that was performed by central through Institution of Quality Assurance in Education (LPMP) and province Education Office through Central of Quality Development in Education (UPTD). All indicators of teacher performance were included in four teacher competencies (personal, social, professional and pedagogy).

**Keywords:** *Management, performance, Competence.*

## I. INTRODUCTION

Professional teachers should have abilities to dig up information of education and science from any source, including from electronic and seminar, and to conduct research to back up educational learning. If it is referred to four competencies that should be had by teachers based on government policies, one of the specific competencies and directly related to teachers' task is professional competence.

Besides improving teacher professional competence, an effort to improve teacher performance can be improved through improvement motivational teachers' performance as well. Teachers teach because of something that can motivate them to do so. This work motivation that caused a teacher eager to do his tasks as an educator because it has met his needs. The effort to improve teacher performance also can be conducted by providing adequate work discipline.

The improvement teacher performance and educational improvement aim to create education system that are able to guarantee qualified graduations, able to adapt experiences on learning and extracurricular toward working field, and able to empower available power, funds, facilities, and technologies optimally (Wahyudin and Susilana, 2011).

The improvement of education performance tightly ties to human resource improvement including teachers. So, the government keeps striving to embody more qualified education by developing and improving curriculum and education evaluation system, improving infrastructures, holding text books, providing education and training opportunities for teachers, and giving adequate welfare benefits for teachers. Therefore, the development of teacher performance become priority for government in action to improve the quality of education.

If it is viewed from teacher quality, bad or good quality of teachers specially in Banda Aceh depends on how education management arrangement in Banda Aceh in improving teacher performance through every aspect of teacher competence, whether in the programming process, implementation, up to the evaluation or supervision. For thought and consideration above the author is interested in conducting a research entitled: *The Management and Development Quality of Teacher Performance Through Teacher Competence in Banda Aceh.*

### A. Thinking Frame

The frame of thinking is an early reference to see problem and to find out gaps between hope and reality which proved through a research by using theory as a benchmark. Rules of development performance quality of teacher was set forth in Aceh law (qanun) which consists of management of education in every region to strive for the development of the quality of teacher performance aimed at establishing quality schools and producing graduates as expected by the community, in the management of education there are three elements that must be paid attention about namely; quality planning for teacher performance, implementation of the quality of teacher performance and supervision of the quality of teacher performance or called supervision. In the process of developing teacher quality performance which is emphasized in Aceh law (qanun) no 9 year 2015 namely the development of teacher competency consisting of pedagogical competence, professional competence, personal and social competencies. In the assessment process those four competencies, supervision team use education supervision model, where, in this model, the teachers were supervised intensively and seen their performance in categories good, medium and bad. And then to guided and trained based on their files.

## II. RESEARCH METHODS

This type of research is qualitative-phenomenological to reveal the meaning behind social reality phenomenon about management and development teacher performance in first grade school in Banda Aceh. The subject in this research were head of division of coaching and stuffing from Banda Aceh Education Office, section chief of curriculum from Banda Aceh Education Office, member of Regional Education Council (MPD). The first middle schools in Banda Aceh with the subject were principle, vice of principle of curriculum in every examined school. The data collection technique was conducted through interview observation, and documentation

## III. RESULT

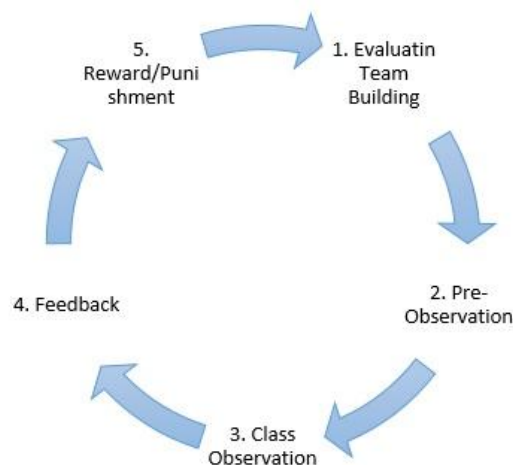


Fig I. Scheme of education supervision model

Development model teacher performance in first middle school in Banda Aceh was started with team evaluation building by school whom later will be fostered by supervisors as external and then they will assess pre-observation in the form of checking before entering the class, the assessment was conducted within per semester. When the administration completeness was met then the supervisor team will assess the class form the beginning of learning up to the closing of learning. After finding the evaluation result then a feedback was given in the form of reward or punishment. The given punishment in form of guidences and trainings that later will be given by Education Office, while for those who get a good result will be given TOT (training of trainer) and be prepared as peer trainer fo those who have bad result and enabled to put forward PAK (Credit Score Determination). However, based on data taken from the interview and documentation study. The author found that the development quality model teacher performance has not ran well yet. In the practice, it was found some weaknesses in the planning phase, implementation, evaluation, and feedback. In the planning phase in the development model teacher performance in the middle school in Banda Aceh just a scheduling activities, it has not been made particularly and more details based on needs analysis. Such is the case in the further phase still found some weaknesses. Giving an assistance, guidance, and accompaniment toward teachers were less than optimal due to limeted availabel time.

This PKB (Sustainable Professional Development) process was developed based on teacher performance profile as embodiment result teacher performance assessment that is supported with self evaluation results. For teachers whose results were below competency standard or in other words low work were required to join in PKB program which oriented to reach the standard; while for those who have reached competency standard, the PKB program addressed to professional improvement in order to able to meet demands in implementation of tasks and responsibilities in accordance with the needs of the school in order to provide quality learning

services for students. According to mandate of ministerial regulation of Ministry of Administrative and Bureaucratic Reform No. 16 year 2009 about teacher functional and credit score, PKB is believed as the main part besides learning activity/guidance and other additional relevant tasks and school function which were given to improve teacher career especially in promotion/teacher functional. This template, modified in MS Word 2007 and saved as a "Word 97-2003 Document" for the PC, provides authors with most of the formatting specifications needed for preparing electronic versions of their papers. All standard paper components have been specified for three reasons: (1) ease of use when formatting individual papers, (2) automatic compliance to electronic requirements that facilitate the concurrent or later production of electronic products, and (3) conformity of style throughout a conference proceedings. Margins, column widths, line spacing, and type styles are built-in; examples of the type styles are provided throughout this document and are identified in italic type, within parentheses, following the example. Some components, such as multi-leveled equations, graphics, and tables are not prescribed, although the various table text styles are provided. The formatter will need to create these components, incorporating the applicable criteria that follow.

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