



# Strategies for Improving the Quality of Teacher Performance at Junior High School

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**Abstract.** Teacher performance is the ability possessed by teachers to achieve learning objectives seen from their appearance in carrying out the learning process. The quality of teacher performance can be seen through students' academic achievement. Improving the quality of teacher performance in schools can be pursued by implementing strategies by school principals. Strategy is the implementation of plans to achieve goals. This study aims to describe the strategy for improving the quality of teacher performance at SMP Negeri 1 Nanggulan and SMP Negeri 1 Sentolo, Kulon Progo Regency. This study uses interviews, observation, and documentation and uses qualitative methods and data collection techniques. The results of this study indicate that the strategies used to improve the quality of teacher performance in SMP Negeri 1 Nanggulan and SMP Negeri 1 Sentolo are academic supervision, giving rewards, workshops/training, peer tutoring, and sharing knowledge. Strategy management includes planning, implementation, and evaluation.

**Keywords:** Quality improvement, Teacher performance, Strategy

## 1 Introduction

Education is organized to accommodate the needs of students to gain understanding through mastery of knowledge and improvement of abilities or skills possessed [1]. Through a quality education process, quality student output will also be obtained [2][3][4]. The function of the school can be realized if the school has good quality. One that affects the quality of schools is the quality of educators, namely teachers [5][6]. Teachers are required to utilize their professional abilities to improve performance. Performance improvement is needed because education continues to develop and demands quality education professional skills [7].

Improving the quality of teacher performance is something that needs special attention because it will have an impact on the quality of education in schools [8][9]. One of the efforts that can be made to improve teacher performance quality is implementing strategies. Quality improvement strategies can optimize teacher performance. The problems faced by teachers in carrying out their duties and roles based on preliminary studies conducted were; (1) online meetings due to the Covid-19 pandemic, which

caused teachers to have difficulty developing interactions with students so that the delivery of learning materials merely a transfer of knowledge; (2) the implementation of face-to-face meetings is limited to 50%, which makes teachers overwhelmed because the teaching burden has doubled. From the existing problems, a strategy is needed to improve the quality of teacher performance that the principal applies. This is important because the quality of schools is influenced by the role of teachers [10], and implementing strategies is an effort that principals can make to improve teacher performance [11]. The principal, in carrying out the program to improve the quality of teacher performance, applies a strategy of planning, implementation, and evaluation [12].

Previous research has discussed implementing strategies to improve teacher performance [13]. The strategy for improving teacher performance quality focuses on principals' activities to improve their performance so that they can support the roles and tasks carried out. Teachers who fail to carry out their functions and duties correctly and adequately will also negatively impact schools and students. SMP Negeri 1 Nanggulan and SMP Negeri 1 Sentolo are schools that have advantages in terms of academic and non-academic achievements when compared to other schools in the region. Apart from this, the image of the school as a "favorite school" is still attached even though various adaptations to the existing policies have been made. Multiple challenges were faced when affected by the Covid-19 pandemic, which required schools to implement strategies to improve teacher performance. Therefore, the purpose of this study is to find out or explore the strategy carried out by the principal. This research is expected to provide an overview of the implementation of the strategy (planning, implementation, evaluation) in implementing the program to improve the quality of teacher performance carried out by school principals. This research is exciting and needs to be done because it will impact the quality of teacher performance. If the quality of teacher performance is not optimal, it will affect the quality of education.

## 2 Method

This research is phenomenological research [14] with a qualitative approach [15]. The research subjects were the principal as the key informant and the teacher as an additional informant. Data collection techniques used in this study were interviews, observation, and documentation. Interviews were conducted to obtain in-depth information and broad information about how the principal's strategy to improve the quality of teacher performance at SMP Negeri 1 Nanggulan and SMP Negeri 1 Sentolo, Kulon Progo Regency. Observations were made to obtain data on symptoms or facts related to strategies for improving the quality of teacher performance at SMP Negeri 1 Nanggulan and SMP Negeri 1 Sentolo, Kulon Progo Regency. Documentation was conducted to see the accurate picture in the field about the strategy for improving the quality of teacher performance at SMP Negeri 1 Nanggulan and SMP Negeri 1 Sentolo, Kulon Progo Regency.

The data collection instruments used in this study were interview guidelines, observation guidelines, and documentation guidelines. The main instrument in collecting data in this study is the researcher himself [15]. The data validity technique used in this

study is triangulation [16]. The data analysis carried out in this study refers to the interactive model of Miles, Huberman, and Saldana [17, which includes four components: data collection, data condensation, data presentation, and conclusion drawing/verification.

### 3 Results And Discussion

#### 3.1 Strategy for Improving the Quality of Teacher Performance

The strategy to improve the quality of teacher performance implemented in SMP Negeri 1 Nanggulan is known to have various things. Principals and teachers explained in interviews as follows:

"The strategy applied to improve the quality of teacher performance in this school is through academic supervision combined with a spiritual leadership approach. In addition to that, we also provide verbal rewards and additional honorariums for teachers who have the status of honorary staff while taking into account their performance." (W1/KS/N)

Other strategies for improving the quality of teacher performance are routine briefings, workshops, peer tutoring, and knowledge sharing, as stated in the following interview:

"...we have regular briefings every Monday. That's when things that have been agreed upon are re-emphasized." (W2/GR1/N-TA)

"There is a forum briefing every Monday. In this forum, teachers can convey/share their new knowledge with fellow teachers. If this is implemented, teachers are also allowed to become peer tutors." (W3/GR2/N-M)

".... The general strategy applied to all teachers is to participate in workshops as needed." (W1/KS/N)

"By holding a workshop that is carried out jointly by all teachers." (W4/GR3/N-TR)

In addition to this, the principal at SMP Negeri 1 Nanggulan also guides teachers as a strategy, as revealed in the following interview:

"The principal's strategy is to guide the teachers." (W5/GR4/N-HM)

"There is group and individual guidance. Besides that, the principal also provides opportunities to show competence." (W3/GR2/N-M)

At SMP Negeri 1 Sentolo, various strategies were applied to improve the quality of teacher performance. This was conveyed in the following interviews with principals and teachers:

"The strategies include academic supervision, workshops, MGMP (Subject Teacher Conference), monitoring." (W1/KS/S-K)

"The strategy is a workshop that is programmed according to need." (W2/GR1/S-AW)

"Academic supervision is either carried out by the principal or delegated to senior teachers. Then program workshops/training to encourage teacher performance improvement." (W5/GR4/S-SS)

"The strategies used are training, routine coaching, workshops." (W4/GR3/S-SM)

In addition, other strategies for improving the quality of teacher performance are peer tutoring, knowledge sharing, verbal rewards, and personal approaches. This was revealed in the following interview:

"... involving teachers who have more ability to become peer tutors for other teachers." (W5/GR4/S-SS)

"The principal gives verbal rewards which are delivered in meetings and usually for those who have achievements, even though it is only within the scope of the school, they are allowed to share with other teachers at special times, for example during briefings." (W2/GR1/S-AW)

"Take a personal approach to teachers whose performance is declining, so it needs to be improved to find the causes and solutions." (W3/GR2/S-S)

Strategy is one way that schools can take to improve the quality of teacher performance. Through the implementation of the strategy, it can maintain/improve performance [18]. Based on the research results, it is known that SMP Negeri 1 Nanggulan and SMP Negeri 1 Sentolo have various strategies used to improve the quality of teacher performance. Of these multiple strategies, some strategies are equally applied by both schools. The strategy is detailed in table 1.

**Table 1.** Strategies for improving the quality of teacher performance at SMP Negeri 1 Nanggulan and SMP Negeri 1 Sentolo

No.	Strategy
1	Academic supervision
2	Reward
3	Workshops/training
4	Peer tutor
5	Knowledge sharing

(1) Academic supervision is planned and formulated with a clear objective, namely to improve and develop the quality of teachers. Supervision results can improve teacher performance [19]. In addition to academic supervision in general, the school also applies supervision with a spiritual leadership approach. A religious leader can influence and improve teachers' performance [20]. (2) Reward is one of the things that can affect performance. Giving rewards will stimulate positive performance improvement, or in other words, rewards become a motivation to improve the quality of teacher work [21]. Giving rewards is a strategy that is applied to improve the quality of teacher performance. Two kinds of rewards are given in schools, namely financial and non-financial [22]. Schools give financial rewards to honorary teachers based on consideration of their performance. In this case, teachers with the status of civil servants cannot receive financial rewards due to regulations that do not allow civil servant teachers to receive additional fees from schools outside of salaries. The non-financial rewards applied are verbal rewards delivered by the principal. This verbal reward is given to teachers who have achievements. This verbal reward is delivered in a forum, for example, during a briefing. (3) Workshops/training is carried out based on the needs of teachers. The goal is that the implementation is right on target. (4) Peer tutoring is applied by school principals to overcome the knowledge/skill gaps possessed by teachers. Peer tutoring is

applied when the workshop which all teachers attend is in progress. Teachers with more knowledge/skills become tutors for other teachers whose understanding/skills are still lacking. (5) Knowledge sharing is an opportunity the principal gives the teacher to share their knowledge/experience with other teachers in the school. This knowledge-sharing occurs when only a few teachers attend a workshop/training. This knowledge-sharing is carried out in a meeting forum during briefings or other special times outside teaching hours. Both workshops/training, peer tutoring, and knowledge sharing have an effect and a positive impact on teacher performance [23][24][25].

### 3.2 Management Of Teacher Performance Quality Improvement Strategies

The management of the strategy for improving the quality of teacher performance at SMP Negeri 1 Nanggulan includes planning, implementation, and evaluation, which are described in the following interview with the principal:

“The strategic planning process is carried out at the beginning of the year, reflected in the RKAS (School Activity Plan and Budget). In this plan, we do bottom-up (receiving input from teachers). Another consideration is by looking at the results of the teacher performance assessment that has been carried out.” (W1/KS/N)

Based on the results of observations and documentation, in assessing teacher performance, the principal prepares documents as preparation. After the performance assessment is carried out, the principal examines the results and analyzes the results.

Strategic planning is carried out through deliberation involving the principal, vice principal, and teachers. This is as expressed in the following interview:

“School is like an organization that has a leadership structure. With that in mind, the first ones involved in strategic planning are the principal and deputy principals.” (W1/KS/N)

The implementation of the strategy to improve the quality of teacher performance at SMP Negeri 1 Nanggulan is carried out in daily activities, as revealed in the following interview:

“Implementation of the strategy in the daily activities of teachers in carrying out their main tasks.” (W1/KS/N)

“In determining the priority of improving the quality of performance that will be applied to teachers, it is necessary to observe the RPP (Learning Implementation Plan) that has been prepared by the teacher and consider the conditions. So we analyze in 1 semester what needs the teacher needs to support their performance, then discuss it together.” (W1/KS/N)

Strategy evaluation is carried out through academic supervision activities, as revealed in the following interview:

“In strategy evaluation, we carry out academic supervision, which is carried out every semester by the principal or delegated to senior teachers. From this supervision, things will still need to be improved.” (W1/KS/N)

Strategic management at SMP Negeri 1 Sentolo includes planning, implementation, and evaluation, as revealed in the following interviews with principals and teachers:

"So a SWOT analysis was carried out, then an inventory was made, what the needs were and what needed to be improved, then a program was made, and a committee was formed. This plan is included in the RKAS." (W1/KS/S-K)

"In this strategic planning process, the principal and deputy principal are involved." (W1/KS/S-K)

The strategy at SMP Negeri 1 Sentolo was implemented by involving all teachers in the performance quality improvement program. This was revealed in the following interview:

"All teachers attend the workshop, we monitor its implementation and ask certain teachers to become peer tutors." (W1/KS/S-K)

The principal of SMP Negeri 1 Sentolo has considerations in implementing strategies to encourage the improvement of the quality of teacher performance. He said:

"We analyzed the strengths and weaknesses of the school in the leadership meeting to determine a strategy for improving the quality of teacher performance, then discussed it in a briefing and saw the achievements of the programs implemented." (W1/KS/S-K)

Strategy evaluation is carried out at the end of each activity (program), which is then discussed together in a briefing, as revealed by the principal in the following interview:

"We evaluate each program implemented by looking at the reporting at the end of the activities carried out and then discussing it together in a briefing." (W1/KS/S-K)

Important things that principals can do to manage strategies for improving the quality of teacher performance are by using planning, implementation, and evaluation. A more detailed explanation of the practice of this strategy can be seen in table 2.

**Table 2.** Styles Management steps of the strategy for improving the quality of teacher performance at SMP Negeri 1 Nanggulan and SMP Negeri 1 Sentolo

Planning of Strategy	The planning of the principal's strategy is contained in the RKAS (School Activity Plan and Budget)
Implementation of Strategy	The principal's strategy is implemented in daily activities at the school and includes all teachers in the performance quality improvement program implemented by the school.
Evaluation of Strategy	The evaluation of the principal's strategy is carried out through academic supervision and evaluation at the end of each activity program

(1) Strategic planning for improving the quality of teacher performance is included in the RKAS (School Activity Plan and Budget). The parties involved in this planning process include school principals, vice principals, and teachers. The strategy for improving the quality of teacher performance is prepared based on input/ideas from all teachers (needs analysis) and by conducting a SWOT analysis. Program planning involves the formation of special and specialized committees from other programs. Good

strategic planning is influenced by various factors, one of which is the organizational structure in which all are involved from the beginning of the planning process [26]. (2) The implementation of the strategy for improving the quality of teacher performance is carried out in daily activities at school, involving all teachers in the performance quality improvement program implemented by the school and involving teachers to become peer tutors. In determining the priority strategies that will be used to improve the quality of teacher performance, the principal carried out by observing the RPP (Learning Implementation Plan) prepared by the teacher and also taking into account the condition of the school. In addition to this, the principal also holds a leadership meeting to conduct a joint analysis of the findings of the problems encountered to be discussed together with all teachers in routine briefings. (3) Evaluation of the strategy to improve the quality of teacher performance is carried out through academic supervision scheduled for implementation every semester. Supervision is carried out by the principal and assisted by senior teachers. In addition, evaluation is also carried out at the end of each program of teacher performance improvement activities. The results are then discussed together in a briefing.

### 3.3 Benefits Of Teacher Performance Quality Improvement Strategies

The implementation of the strategy to improve the quality of teacher performance at SMP Negeri 1 Nanggulan provides benefits as revealed by the principal and teachers in the following interview:

"Increasingly add insight and skills as a teacher." (W4/GR3/N-TR)

"It is beneficial to maintain and improve the quality of teacher performance in providing services to students." (W1/KS/N)

The benefits of implementing a strategy to improve the quality of teacher performance at SMP Negeri 1 Sentolo are expressed in the following interview:

"... can improve capabilities through the programs implemented." (W3/GR2/S-S)

"There is a certain motivation to work." (W4/GR3/S-SM)

"There is an increase in services provided by teachers to students. The morale of teachers is also more awake." (W1/KS/S-K)

"... have an indirect impact on the quality of schools." (W2/GR1/S-AW)

The results of implementing the strategy, in addition to improving the quality of teacher performance, also provide benefits that teachers and schools can feel. One of the benefits felt by teachers is increasing knowledge and abilities, as well as increasing work motivation [27][28]. In addition to the benefits that teachers can feel directly, strategies to improve the quality of teacher performance also provide benefits for schools. These benefits include improving the quality of schools [29] and improving services from teachers to students.

Schools must have a broader view of the development of their human resources, especially teachers, while also focusing on fulfilling their primary duties and functions. But that alone is not enough; it is necessary to take concrete steps in strategic management to ensure the conditions faced. Concrete steps for principals who use strategic

management make it possible to produce feasible planning, implementation, and evaluation strategies. In the end, it is hoped that the principal will continue to innovate in teacher management for school progress.

## 4 Conclusion

Strategies to improve the quality of teacher performance found in SMP Negeri 1 Nanggulan and SMP Negeri 1 Sentolo include academic supervision; providing rewards for outstanding teachers and honorary teachers; workshops held as needed; peer tutoring applied to teachers who have more knowledge/skills to other teachers who are still lacking in their understanding and skills; sharing knowledge from teachers who have just carried out specific training to other teachers in the school. The strategy for improving the quality of teacher performance is a series of activities consisting of planning, implementation, and evaluation. This research is expected to provide insight to other schools that will implement strategies to improve teacher performance quality so that they can develop better strategies.

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