



Teachers' Work Effectiveness

Khoirotun Nisa SA¹, Aslamiyah Aslamiyah², Noorhafizah Noorhafizah³, and Novitawati Novitawati⁴

^{1,2,3,4}Educational Administration Doctoral Program, Postgraduate, Lambung Mangkurat University
nisa8kimia@gmail.com

Abstract. Teachers have an important role in improving educational standards. In their work, teachers need to apply work effectiveness in order to be able to apply teacher skills. This research is a type of qualitative research. This study analyzes source data with documentation studies, reduces data according to the focus of the research topic, then processes it in the form of scientific papers. The results of the study show that the effectiveness of teachers' work is basically determined by how they behave in carrying out their profession. The impact of teacher performance on students can be used to assess their work effectiveness. Specifically, performance goals require teachers to make explicit decisions about learning goals and express them to students through their activities. Based on the findings of this study, it is recommended that teachers participate in continuing professional development programs to improve the effectiveness of their classrooms.

Keywords: Teachers, Work, Effectiveness

1 Introduction

All elements of the education system, such as skilled teachers, a well-designed curriculum, adequate facilities and infrastructure, reliable learning materials, and qualified school administration, have an impact on the quality of education. Teachers who have full influence over their students, are the most important and decisive factor. In addition to being a role model for their children, teachers must be proficient in four areas: social, professional, educational, and personality skills [1]. All elements of the education system, such as skilled teachers, a well-designed curriculum, adequate facilities and infrastructure, reliable learning materials, and qualified school administration, have an impact on educational standards.

Effective communication, good organization, a positive attitude towards students, fair assessment, flexibility in teaching methods, strong student learning outcomes, and excitement for the subject matter are just a few ways to measure how effective learning is. The ability of teachers to control the classroom and deliver instruction effectively is essential for effective teaching. Classroom management and teaching strategies are significant problems faced by new and old teachers. Good teaching requires good classroom management, and teaching strategies have a big impact on how well students learn [2].

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Effective learning is influenced by teacher performance which is often substandard in the areas of organization, management, and teaching. They must be certified educators and meet basic academic requirements in order to work as professional teachers. Professional educators who meet these requirements will carry out their main duties to achieve the goals of the education and learning process effectively and efficiently. The two main aspects of teacher activities in the classroom are teaching and classroom management [2]. To help students achieve the best learning outcomes, teaching activities are carried out through needs assessment, learning planning, material presentation, questions and answers, and evaluation of student progress. The goal of classroom management initiatives is to build and preserve an environment that supports successful and efficient teaching and learning. This includes giving praise to students, fostering positive relationships between teachers and students, and creating guidelines for group projects.

Effectiveness is the ability of an organization, program, or activity to achieve its goals (quality, quantity, and time) throughout the full cycle of *inputs*, processes, and outputs. It measures how successfully a company achieves its goals and objectives. Schools must be productive to achieve the goals that have been set. Good educators try to overcome and solve problems that arise in their work [3]. On the other hand, incompetent educators may give up quickly when faced with challenges, making it difficult to achieve goals. Professional competencies include the specific skills and competencies required for teachers to be effective. Professional teachers require a diverse range of options for continued development, including workshops, training, and post-secondary education.

Other factors that can help improve teacher professionalism include better discipline, motivation, supervision-based assistance, and adequate salaries and benefits. Every organization must achieve its goals in an effective and efficient manner. Robbins and Coulter [4], who assert that management means ensuring that tasks are carried out successfully and efficiently by those responsible, support this. Effectiveness is about achieving goals, or "doing the right thing", to help the organization achieve its goals, while efficiency is about getting the most out of the least amount of work, or "doing things right".

Work effectiveness is defined in various ways related to the way tasks are completed. Effectiveness according to Hersey [5] is doing the right thing. It is feasible and effective to use many learning approaches for elementary school students in a specific pedagogical environment. It is important to conduct additional research and develop metrics to assess the success of teachers and students in various pedagogical approaches. According to Faridovna Dulmukhametova et al. (2019), this involves methodological, organizational, and scientific support to train teachers to implement various teaching strategies in the classroom [6].

The components of individual effectiveness are pressure, motivation, knowledge, skills, and attitudes. Organizational effectiveness is influenced by the environment, technology, structure, procedures, and culture; Group effectiveness consists of

cohesion, leadership, structure, status, roles, and norms [7]. The main responsibilities and functions of teachers (teacher duties) are outlined in Permendikbud No. 15 of 2018 which regulates the effectiveness of teachers in Indonesia [8]. This means working 40 hours a week for 12 weeks, which consists of 37.5 productive hours and 2.5 hours off. The main tasks that teachers must complete in 37.5 effective working hours are outlined in Article 3 paragraph (1). These tasks include making teaching guidelines or providing guidance, reviewing the curriculum, implementing learning guidelines or providing direction, and following Permendikbud No. 15 of 2018 concerning teaching guidelines and teaching hours.

The explanation above can be seen that work effectiveness is the accuracy of the selection of work tools, methods, and resources to achieve organizational goals; Indications of work effectiveness include precision in selecting and using work tools, methods, resources, and results. So, based on the above explanation, the author is interested in discussing about, "The Effectiveness of Teachers' Work."

2 METHOD

This research is a type of qualitative research. The procedure that produces descriptive data from written words is in the form of a review of previous research documents [9]. The goal of qualitative research is to offer a thorough understanding of human behavior and the factors that influence it. This study analyzes source data with documentation studies, reduces data according to the focus of the research topic, then processes it in the form of scientific papers.

3 Results and Discussion

When a teacher prepares lessons and evaluates students, for example by reviewing documents or making observations, we can see how effective their work is. Tests can be used to measure a specific set of abilities and knowledge. An active learning process is a characteristic of effective teaching. When people acquire new information or abilities that they did not have before, this process is obvious. Therefore, new behaviors, increased cognitive capacity, or increased physical abilities are forms of learning outcomes. To help this learning process, the learning design aims to be used. Teachers need to be aware of and utilize frameworks and guidelines that have been proven to help learning effectively.

Regarding education management, all parties involved in an educational organization have a critical interest in the productivity of the educational process, which is closely related to the effectiveness of a teacher's performance. Decision productivity determines educational productivity; The more productive the decision taken, the more likely the educational institution will be more productive. On the other hand, making

decisions infrequently can reduce productivity in the classroom. In addition to serving as a measure of the health of an organizational unit, educational productivity also represents an organization's ability to maximize its resources. This maximization is achieved by increasing output, simplifying processes, achieving goals, reducing costs, time, and effort, and encouraging innovative, proactive, and positive mindsets [10].

Educational outputs that can be evaluated in terms of effectiveness and efficiency, measure the achievement of educational management. The effectiveness of education can be measured using achievements, quality, economic value, and educational processes. Educational efficiency, on the other hand, includes making the best use of available resources, facilities, and time while delivering significant, high-quality, relevant, and economically valuable results. Efficiency in education involves making the best use of available resources to get the best possible outcomes, which is closely related to the economic idea of minimal inputs for maximum output. Unlike economic success, which can sometimes have negative consequences for others, educational efficiency seeks to help students without causing harm.

According to Allan Thomas, educational productivity can be measured in three ways, namely: administrative output, behavior change, and economic production [11]. Administrative productivity refers to the quality of services provided by teachers, principals, and other education personnel. Behavioral productivity evaluates the values students acquire during their learning experience. Economic productivity refers to the cost of educational services and the profits received from those services, often known as "value-added". This idea refers to administrative, psychological, and economic functions, as well as social and cultural functions within the framework of education.

Effective teachers need comprehensive knowledge, a positive attitude towards the teaching-learning process, authentic interpersonal relationships, expertise in their field, and technical skills that can help the student learning process. They must be leaders, innovators, motivators, and many more [12]. To summarize, work effectiveness is essential to achieve organizational goals and allocate resources efficiently. Effective teachers are essential to meeting educational goals because their ability to solve problems and overcome obstacles has a direct impact on student achievement. Ineffective performance can lead to frustration and hinder the achievement of goals. Finally, a teacher's effectiveness is indicated by their behavior and the impact they have on their students. Setting learning objectives explicitly and translating them into actions that students can understand and accept is essential for effective performance.

4 Conclusion

Work effectiveness is a state in which an organization manages to achieve its goals by using its resources efficiently. In schools, teacher effectiveness is essential to achieving goals. Teachers with high work effectiveness can overcome challenges that arise during carrying out their duties and obligations. On the other hand, ineffectiveness can lead to irritation when problems arise, so that the goals that have been set cannot be achieved.

The effectiveness of teachers is basically determined by how they behave in carrying out their profession. The impact of teacher performance on students can be used to assess their work effectiveness. Specifically, performance goals require teachers to make explicit decisions about learning goals and express them to students through their activities.

Teachers have an important role in improving educational standards. Their primary job as professional educators are to educate, teach, train, and guide students to prepare them for an increasingly competitive global economy. Therefore, the professional status of teachers is very important to achieve the vision and mission of the educational institution. To do their job, teachers must learn the skills and abilities needed as part of their professional development. To achieve professional status, continuous and continuous training is required through a variety of activities, including workshops, training sessions, and opportunities for additional study.

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