



## **IMPLEMENTATION OF TEACHER PERFORMANCE ASSESSMENT PROGRAM**

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### **Abstract:**

Teacher Performance Assessment applied by the Head of the madrasah can provide practical encouragement for teachers to find out the advantages and disadvantages of each teacher in carrying out coaching for teachers so that they can focus more on improving learning in madrasahs by using a self-reflection approach as a renewal in Teacher Performance Assessment. This study aims to report on the program, implementation, effectiveness, constraints and follow-up of Teacher Performance Assessment by the Head of the madrasah. This research is qualitative with a case study method, presented in a descriptive-analytical manner. Data collection with Observation, Questionnaires, interviews, FGD (Focus Group Discussion), and document studies. The data sources consist of Madrasah Supervisors, Madrasah Heads, Deputy Heads of Curriculum, and subject teachers in one Tsanawiyah Madrasah in the Probolinggo Regency, East Java. Teknik analisis data melalui reduksi data, penyajian data, penarikan kesimpulan. Uji keabsahan datanya dengan triangulasi. The results showed that 1) the implementation of the Teacher Performance Assessment program includes goal setting, curriculum application and development, evaluation of learning tools, teaching methods, learning activities, and development of student learning experiences; 2) Performance Appraisal is carried out by pre-observation, observation, and post-observation, 3) the implementation of Teacher Performance Assessment in madrasahs is quite adequate 4) there are obstacles in its implementation, namely internal and external constraints, 5) follow-up of Teacher Performance Assessment by Conducting PKB-Guru (Sustainable Performance Assessment). This research contributes to inspiring teachers to update activities using a self-reflection approach.

**Keywords:** *Internal Quality Assurance System, Pesantren, Education Unit Accreditation Instrument*

### **INTRODUCTION**

#### **Education in Indonesia**

Teachers are part of the awareness of the history of world education. The image of teachers and teacher education develops and changes according to the development of human concepts and perceptions of education and life itself. Teacher performance is conceptualized as the ability to impart and build knowledge from students. However, in recent years the concepts, perceptions and assessments of teacher performance have begun to shift. Teacher performance assessment is a Routine Assessment carried out by the Head of the Madrasah for all Teachers in their Madrasah and is one of the activities in carrying out the tasks and functions attached to the teacher's functional position, carried out according to applicable rules to ensure a quality learning process occurs at all levels of education. Implementing teacher performance appraisal is to make it easier for teachers. Still, teacher performance assessment is carried out to create professional

teachers, due to the dignity of a quality profession, find out precisely about teacher activities inside and outside the classroom to increase knowledge and skills that will contribute directly to improving the quality of learning carried out, so that it can help develop teacher careers as professionals.

Thus, to ensure that every teacher is a professional in his field, teacher performance evaluation must be conducted on teachers in all formal education units organized by the regional government and the community. The teachers referred to are not only teachers who work in academic departments under the Ministry of National Education's authority but also teachers who work in the environmental education unit of the Ministry of Religion.

According to the Regulation of the Minister of Religion, Number 38 of 2018, concerning Continuing Professional Development (PKB) for teachers, in planning PKB, teachers need a Teacher Assessment. Teacher assessment is required to determine teachers' competence and initial performance before implementing PKB. The form of teacher assessment consists of teacher competency assessment (AKG) and teacher performance assessment (PKG). According to the Regulation of the Minister of State for Empowerment of State Apparatuses and Bureaucratic Reform Number 16 of 2009, PKG is an assessment of each item of a teacher's primary task activities in the context of career development, rank and position.

Implementing the teacher's primary duties cannot be separated from the ability of a teacher to master the knowledge and apply knowledge and skills. This manifests the required competencies stipulated in Permendiknas Number 16 of 2007 concerning Academic Qualification Standards and Teacher Competency. Mastery of teacher competence largely determines the achievement of the quality of the learning process or the guidance of students and the implementation of additional tasks and other relevant tasks following the functions of the madrasa.

Whereas in Permendiknas Number 35 of 2010 concerning Instructions for Implementation of Functional Positions for Teachers and Credit Scores, it is stated that PKG is an assessment system designed to identify the ability of teachers to carry out their primary tasks through measuring the mastery of competencies shown in their performance. The results of the implementation of the PKG have two functions, namely; (1) used as a basis for making teacher Continuing Professional Development (PKB) plans as learning teachers; and (2) used to fulfil teacher credit scores in promotions and positions.

PKB planning is inseparable from the results of the AKG and PKG, which are expected to help determine various policies related to improving teacher competence and performance as a reference for madrasa heads to determine teacher career development and PKB planning (Juknis PKG Year 2021).

Education is a conscious effort deliberately designed to improve the quality of human resources. Primarily education is heavily influenced by global developments. To respond to this situation, all stakeholders in the education sector must manage global change (Abdullah et al., 2023). Efforts to support the implementation of these goals require an education system capable of producing whole human beings, namely an education system that views the quality of education as one of the goals that must be achieved. Today awareness of the importance of quality education is increasing among policymakers, education managers, education implementers, users of educational services, and users of graduates from educational institutions. This is because quality education can enable its graduates to have the ability and competitive advantage in facing increasingly high competition, so it is necessary to have institutions/schools that can produce quality human beings and are supported by quality human resources. As a logical consequence of the direction of national goals, the government organizes education to develop quality Indonesian human resources. The administration of education by the government is carried out through formal, informal and non-formal education channels. Education in Law Number 20 of 2003 is described as a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual and spiritual strength, self-

control, personality, intelligence, noble character, and skills that needed by himself, society, nation and state.

The national education system functions to develop capabilities and shape noble national character and civilization in the context of educating the nation's life, aiming at developing the potential of students to become human beings who believe and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen (Yudha, 2011). The excellent quality of human resources determines the success of national development. The government, in this case, the Ministry of Education and Culture and the Ministry of Religion, continue to try various strategies to improve education quality continuously. However, various indicators have not shown significant changes.

According to Nanang (2014), this can be seen from the low academic achievement, creativity and independence of students at almost all levels and academic units, and has yet to show any significant changes, except for a few educational institutions or madrasas with relatively small numbers. Various sharp criticisms originating from various viewpoints continue to be aimed at the world of national education for various reasons and interests. One of the human resources in education administration is the school principal. Operationally, the principal is the person who is at the forefront of coordinating efforts to improve quality learning. As the leader of an institution in a school, it has a significant role in fostering teachers' ability in the learning process. In order to make teachers professional, it is not only about increasing teacher competence either through providing upgrading, training or getting the opportunity to learn again, but also needs to pay attention to teachers from other aspects such as increasing discipline, providing motivation, and providing guidance through supervision.

According to Wahjosumidjo in Ajasan, Usman & Niswanto (2016), the principal is a leadership position that people cannot fill without being based on considerations. A school principal must be appointed through specific procedures and requirements such as educational background, experience, age, rank and integrity. Supervision carried out by the principal is a communication bridge between teachers and principals in monitoring teacher teaching activities by seeing how they explore lesson material, use various teaching methods, carry out evaluations and assist teachers in translating the curriculum according to the interests, needs and potential of students. Creating a conducive learning atmosphere allows students to optimally develop their potential, one of which can be done through educational supervision. Supervision is an important activity in the administration of education. Supervision activities are intended as coaching activities planned to assist teachers and other school employees in effectively carrying out their work. Purwanto (2014) says that the supervisory function in education is not just controlled to see whether all activities have been carried out according to the plans or programs outlined. However, more than that, supervision activities include determining the conditions or requirements of personnel and material needed to create an effective teaching and learning situation and efforts to fulfil these requirements. Supervision, as an evaluation to determine the teacher's ability to be fostered, must be evaluated so that the supervision program fits the teacher's needs (Kompri, 2015). Besides that, through evaluation, it can also be known about teachers' abilities after getting help and training from supervisors.

Therefore academic supervision activities are deemed necessary to improve the professional competence of teachers in the learning process. The development of education is increasingly rapid, demanding that teachers become more and more professional each year and become more professional in teaching, so academic supervision needs to be carried out effectively so that teacher deficiencies can be overcome immediately. The scope of the principal as a supervisor is broadly divided into two, namely managerial supervision and academic supervision. This article discusses academic supervision as an object of study because the academic field in the educational process is the core of education, directly related to practical learning efforts. Moreover, one of the managerial activities is always carried out in any

institution or organization. The purpose of this supervisory activity is to create working conditions and shape the behaviour of members of the organization by the norms, organizational culture, interests, and goals and objectives.

At the school level, supervision activities are intended to improve learning. Education staff, especially school principals, should understand that a school is provided explicitly for learning services (a place of better learning). According to Glickman in Daryanto & Rachmawati (2015), academic supervision is a series of activities to help educators develop their abilities in managing the learning process to achieve learning goals (Mintadji, 2015). The objectives of academic supervision include:

1. Assisting teachers in developing their competencies and developing teaching skills and empowering all abilities through specific techniques
2. Developing a curriculum to monitor teacher learning activities through academic supervision techniques by visiting the school principal to class -class when the teacher is carrying out the learning process in class, private conversations with teachers, colleagues as well as some students in class
3. Developing Teacher Working Groups (KKG) and guiding classroom action research According to Ajasan, Usman & Niswanto (2016)

Implementation states that supervision techniques are a method supervisors use to achieve specific goals, both related to solving managerial problems with the aim of the principal developing institutions and other related problems and oriented towards improving the quality of education. The supervision technique will always pay attention to and be related to teaching problems carried out by the teacher, the number of teachers and the variety of subjects that are the responsibility of the teacher being guided.

The steps in implementing the academic supervision program, according to Priansa & Somad (2014), are 1) Pre-observation; this stage includes the principal creating a friendly atmosphere with the teacher, the principal and the teacher discussing the lesson plans made by the teacher to agree on which aspects which is the focus of supervision attention, as well as perfecting the learning plan; the principal with the teacher prepares the observation instrument to be used or uses existing instruments, including how to use them and draw conclusions. 2) Observation activities focus on aspects agreed upon, using observation instruments; instruments must be recorded. Observation notes include the behaviour of teachers and students and do not interfere with the learning process. Observation activities are carried out through techniques that have been agreed upon between the principal as the supervisor and the teacher as the supervisor. 3) Post observation or meeting back, carried out immediately after the observation, ask how the teacher thinks about the learning process that has just taken place, show the observed data (instruments and notes), and allow the teacher to examine and analyze it, the results of observations are discussed openly, especially on aspects agreed, the principal reinforces the teacher's appearance.

The obstacles that often arise in educational supervision activities are internal and external factors. Internal factors exist within the school, including a centralized work system that is still attached, where teachers need to get used to a new work culture with educational goals that demand creativity and hard work. Old habits at work must be abandoned, and competition for school quality is increasingly felt, so learning development must be carried out more seriously and earnestly; there is still a golden child mentality for teachers who are considered good. According to Suhardan (2014), external factors complained about by school principals include demands for accountability for school administration from the community, which are getting higher, causing busyness in handling administrative matters, especially in dealing with bookkeeping, NGOs and the press, transparency of school financial management with bookkeeping and evidence. -the evidence takes up much time, and the supervision results need to be followed up to have a tangible impact on increasing teacher professionalism. Sudiyono in Zulfikar, Yusrizal & Ibrahim (2017) said that supervision results need to be followed up to impact increasing teacher professionalism.

This follow-up can be in the form of strengthening and rewarding teachers who

have met the standards, educational reprimands given to teachers who have not met the standards, and teachers allowed to attend further training/upgrading. Implementation of follow-up begins with analyzing the teacher's weaknesses and strengths or the instruments used. The analysis results, and the supervisor's notes, can be used to develop teacher competence in learning.

As education, in general, is to improve teacher competence in learning, the madrasah tsanawiyah, which is the location of this research, faces increasingly tricky challenges along with changes in society due to globalization; it must be able to provide education that produces quality output. In order to produce quality output, the principal must be able to improve the quality of teachers in the learning process. However, based on observations, academic supervision activities in this school have yet to be able to solve real problems due to the many limitations in planning, implementation, evaluation and follow-up of academic supervision activities. Even though the results of academic supervision are data to solve problems and improve the quality of education in schools, the aims of this study were (1) to find out aspects of the school principal's academic supervision program activities; (2) to find out the academic supervision techniques used; (3) to find out the implementation of the school principal's academic supervision program; (4) to determine the effectiveness of the implementation of the school principal's academic supervision; (5) to find out the obstacles to implementing the school principal's academic supervision program; and (6) to find out the follow-up of the principal's academic supervision program.

Everyone has a different level of satisfaction. The higher the assessment of individual desires, the higher the satisfaction, including with his work. With high job satisfaction, it is hoped that employees will work with their thoughts and feelings, thus facilitating job success (Putri, 2019).

## **RESEARCH METHODS**

This study uses a qualitative approach with a case study method, presented in an analytical descriptive manner. This means in the form of research with a method or case study approach (Case Study). Case studies are included in descriptive analysis research. Namely, research focused on a particular case to be observed and analyzed carefully to completion. For example, the case in question can be singular or plural in the form of individuals or groups. Here it is necessary to carry out a sharp analysis of the various factors associated with the case so that, in the end, an accurate conclusion will be obtained (Sutedi, 2009:61). This research focuses intensively on one particular object that is studied as a case. Case study data can be obtained from all parties concerned; in other words, the data in this study is collected from various sources (Nawawi, 2003). As a case study, the data collected comes from various sources, and the results of this study only apply to the cases investigated. Furthermore, Arikunto (1986) suggests that the case study method, as a type of descriptive approach, is research carried out intensively, in detail and in-depth on an organism (individual), institution or specific symptoms with a narrow area or subject.

Case study research or field research (field study) is intended to study the background of the problem intensively, the situation and the position of an event that is currently taking place, as well as the environmental interactions of specific social units that are given. Research subjects can be individuals, groups, institutions or society. Case study research is an in-depth study of a particular social unit, and the results of this research provide a broad and in-depth picture of a particular social unit. The subjects studied were relatively limited, but the variables and focus studied were very broad in dimensions (Danim, 2002).

According to Bogdan and Bikien (1982), a case study is a detailed examination of a setting, subject, document repository, or event. Surachmad (1982) limits the case study approach by focusing on a case intensively and in detail. At the same time, Yin (1987) provides a more technical limitation emphasizing its characteristics. Ary, Jacobs, and Razavieh (1985) explained that in the case of studies, researchers should

try to examine units or individuals in depth. Researchers try to find all the variables that matter.

Based on these limitations, it can be understood that the limitations of a case study include: (1) the research objectives can be in the form of people, events, settings, and documents; (2) these objectives are studied in depth as a totality according to their respective backgrounds or contexts to understand the various relationships that exist between the variables.

The case study occurred in one Madrasah. The data source for this research was obtained from interviews with the head of the Madrasah, the Supervisor of the Madrasah and the Deputy Head of Curriculum. The critical informant was then asked for recommendations to select the following informants to assist in providing the necessary information, provided that the informant has extensive insight and experience regarding the conditions of the Madrasah environment so that there is the synchronization of the validation of the data obtained from the first informant. Two subject teachers also became participants in this study. This research also uses madrasa documents such as student data, madrasah organizational structure, work programs, supervision activity documents, and madrasah archives. The research location is Madrasah Tsanawiyah in the Probolinggo Regency, East Java.

Table 1

Research Grid

No	Aspects studied	Parameters
1	PKG concept	The purpose of PKG Teachers
		PKG Implementation Principles
		PKG components
		PKG Instruments
2	PKG techniques	
3	PKG Implementation	
4	PKG Effectiveness	
5	Constraints	
6	Follow up	

The phenomenon that is the case in this study is the Impact of the Teacher Performance Assessment Program in Private Madrasahs, which often has a Negative and Positive impact on each Subject (Madrasa Superintendent, Head of Madrasah, Teachers and Students). This study aims to see the impacts of implementing Teacher Performance Assessment on each subject.

## RESULTS AND DISCUSSION

### PKG CONCEPT

#### PKG goals

Holding the PKG is 1) to assess the teacher's ability to apply all the competencies needed in the learning process, mentoring, or carrying out additional tasks relevant to the madrasa function, 2. To ensure that teachers carry out their duties and responsibilities professionally, 3. To determine the percentage of acquisition of the performance appraisal results for calculating credit scores obtained by teachers for learning performance, mentoring, or carrying out additional tasks relevant to madrasah functions carried out in the current year, 4. Become the basis for compiling a continuous professional development program as a professional teacher.

The determination of PKG refers to the objectives of the Private Madrasah in Research locations, namely Excellence in IMTAQ & Science and Technology, Noble in Character, Ikhlas in charity based on the Islamic teachings of Ahlussunnah wal jamaah as expressed by the Head of Madrasah, that:

"The purpose of PKG has yet to be made specifically; the purpose of PKG still refers to the existing Technical Guidelines, especially the teacher's awareness of the

importance of planning before implementing KBM in class. Furthermore, the purpose of PKG refers to the Principles of Implementation of the PKG itself."

The madrasah head conducts a performance appraisal based on the PKG implementation principles: objective, fair, accountable, transparent, and participatory. Measurable, committed and sustainable. The assessment activity carried out by the Head of the Madrasah aims to ensure that in carrying out learning, the teacher should use appropriate learning methods and strategies.

### **PKG Principles**

The principle of PKG is carried out so that the implementation of PKG goes according to what is expected without harming anyone. PKG is carried out by the Head of the Madrasah based on several principles, namely objective, fair, accountable, transparent, and participatory. Measurable, committed and sustainable from the principles assessed by the principle above, several principles take precedence, namely objectivity, measurability and sustainability. Objectivity, that is, all values obtained must be based on the actual conditions of the teacher in carrying out daily tasks through collecting data by observing and monitoring the procedures and assessment criteria provided. However, in reality, there are some teachers who, in carrying out daily tasks, sometimes only improve performance when the PKG carries it out or when there is only a supervisor visit. As stated by the Madrasa Superintendent.'

"When I saw the teaching and learning activities during the visit, the teachers already had a complete lesson plan, and some of them had already applied it to the teaching and learning process, but according to the Head of the Madrasa, they had just made it because there was a schedule for the supervisor's visit."

### **PKG components**

The components assessed in the PKG are focused on mastering 4 (four) teacher competencies, namely: pedagogic, personality, social, and professional, which are related to the implementation of the teacher's primary duties. Permendiknas Number 35 of 2010 indicates that based on the specific characteristics of the learning process and educational services provided by teachers are divided into three types, namely subject teachers, class teachers, and guidance teachers. Subject teachers include MI, MTs, and MA, subject teachers. Class teachers consist of RA and MI class teachers. Guidance teachers are counselling guidance teachers and or ICT teachers.

The main tasks of the subject/classroom teacher include planning, implementing, and evaluating learning. The primary duties of the BK/Counselor teacher include planning, implementation, evaluation, reporting and follow-up guidance. The main tasks of ICT teachers include planning, implementing, and evaluating ICT services and guidance. The main tasks of RA teachers are to plan, carry out learning, assess learning outcomes, and provide guidance, training, care and protection. In addition to carrying out the main tasks, teachers will also be assessed for their professional characteristics, which place more emphasis on mastery of the material and their professional attitude, as well as carrying out other tasks that are relevant to the functions of the madrasa.

### **PKG Instruments**

The PKG instrument device is required to limit

Providing complete and transparent information about instruments, PKG assessment criteria, and assessment mechanisms to teachers is very important. An understanding of this will significantly assist in the process of implementing the PKG. Moreover, teachers can prepare whatever things are needed to implement PKG.

In this case, the data studied is the Subject Teacher PKG Instrument. Interviews were used to strengthen instrument data that each teacher had filled in as questions. The list of questions contains the questions used in the interview results in the interview, among others

1. Pre Observation

The teacher can fill out the instrument but is hesitant to fill in the objectivity of the data that is filled in because the salary of private teachers is little. At the same time, the demands are enormous and or the same as civil servants. Some teachers still believe that education is solely for the sake of expecting right from Allah and do not worry too much about Riya's appearance.

Observation

The suitability of the instrument used with the teacher's condition at the time of observation was 80% correct. The learning method used is 80% according to the student's character. The infrastructure written in the lesson plan is by the learning process

## 2. Post Observation

Teacher mastery of the four main competencies, namely pedagogic, personality, social, and professional, varied. Teachers over the age of 50 years and having a working period of more than five years are superior in Pedagogic, Personality and social competencies, while teachers under the age of 50 and have more than 50 years of experience working for more than five years excel in the field of Pedagogic Competence and Professionalism while teachers who are 30-50 years old but have worked for less than five years tend to excel in their Social Competence.

The formulation of learning objectives prepared by the teacher, where the assessment of the formulation of learning objectives is guided by the RI Minister of National Education No. 41 of 2007, namely to guide in choosing subject matter, arranging the order of learning topics, allocating time, instructions in selecting teaching aids and teaching procedures, as well as providing standards for measuring student achievement. In carrying out learning, the principal's assessment activities aim that the teacher should use appropriate learning methods and strategies.

## **PKG Technique**

Techniques and how to follow up. In line with what the head of the Madrasah expressed: "In the implementation of the PKG, I use the class visit technique by observing the teacher who is teaching and filling in the instruments or noting essential things. However, before that, the head of the madrasa was notified in advance of the schedule of class visits that would be carried out. Before making a class visit, I first inform the teacher of the visit schedule to the teacher the day before. In a day, I carry out academic supervision to two to three teachers. I carry out the procedure class visit technique through four stages, namely. First, the preparation stage includes planning a class visit schedule. Second is the observation stage, namely observing the course of the learning process. Third, the final stage of the visit includes discussing the results of the visit with the teacher. Fourth is the follow-up stage.

## **PKG Implementation**

The PKG program is implemented through pre-observation, observation and post-observation activities. In the pre-observation step of PKG implementation, the Madrasah Head discusses preparations for supervision activities with the teacher and then agrees on the aspects to be supervised. The next step is observation; this stage is carried out when the learning process takes place in class and includes three activities. The madrasa head records the supervision instrument's results of learning observation activities. The principal evaluates the results of learning observations. The madrasa head shows reports on the results of learning observations to the teacher who is under supervision. The next step is post-observation. The post-observation stage allows the teacher to analyze the learning process in class independently; the head of the madrasa and the teacher discuss the results of the analysis of learning from the teacher, and the head of the madrasa gives encouragement and motivation to the teacher to correct deficiencies. Based on the results of interviews with the deputy head of the curriculum field, "After making observations during the learning process, post-observation in



terms of providing opportunities for teachers to analyze learning outcomes in class, I have not done optimally, just a light conversation about the difficulties during the learning process.

### **PKG Effectiveness**

The definition of effectiveness in this study is the level of achievement of the goals of the PKG that have been set with the expected results. The objectives of implementing PKG are 1) to help develop teacher potential. Activities carried out, in this case, are checking the completeness of learning materials, analyzing methods, sources and teacher learning strategies and then evaluating them by measuring the ability of students to understand the achievement of learning material in a class by giving quizzes or questions orally or in writing. 2) Assist teachers in developing learning curricula. Activities, in this case, include the implementation of all the main tasks of the teacher and analyzing the achievement of learning objectives. 3) Guiding teachers in classroom action research activities. Classroom action research activities are one of the principal's efforts to improve the quality of learning both during academic supervision activities and on effective learning days.

### **Constraint**

In carrying out PKG activities carried out by the madrasa head, he faced many obstacles, both internal and external. The internal constraints experienced by madrasa heads and teachers include competition for the quality of madrasas that are increasingly felt. Limited facilities and infrastructure affect the quality of learning, thus hindering the achievement of student learning outcomes, indirectly affecting the implementation of academic supervision. One of the impacts is providing learning resources and teaching aids so that sometimes you suddenly have to spend a budget to fulfil them. As stated by the head of the madrasa as follows: "I analyzed the completeness of madrasah facilities and infrastructure related to classes, libraries and laboratories that affect the quality of learning, the limitations of these facilities and infrastructure affect the quality of learning, thereby hindering the achievement of student learning outcomes. Therefore, only some aspects contained in the supervision instrument are fulfilled, especially related to madrasah infrastructure which still needs to be sufficient to be used as a teacher's learning resource in the classroom. External constraints include managing the increasing demands for accountability from society. The external obstacle faced by the head of the madrasa relates to accountability for the administration of the madrasa, but this does not become an obstacle that takes up too much time in carrying out the duties of the head of the madrasa including carrying out academic supervision, meaning that external constraints do not interfere with PKG activities. Even if something significant impacts the PKG activities not being carried out, the PKG activities are represented by the deputy head of the curriculum sector, or the time for implementing the PKG is postponed to the next day.

### **Follow-Up**

The next follow-up activity is strengthening the PKG instruments, which includes fostering the learning process and strengthening PKG instruments. The guidance carried out by the principal of the madrasa to teachers is direct and indirect coaching. Direct coaching in the form of face-to-face, either individually or in groups, this opportunity provides motivation and direction and rewards to teachers to correct deficiencies and maintain or improve the quality of learning. The PKG instrument was strengthened through group discussion activities involving the deputy head of the madrasah curriculum related to the PKG instrument. The next supervision instrument strengthening activity is a re-examination of the components and completeness of the PKG instruments. In this follow-up activity, the madrasa head re-checks the completeness of the supervision instruments, and analyzes them, then rearranges the PKG instruments if there are deficiencies in the previous PKG instruments.

## CONCLUSION

Based on the research and development results, teacher performance appraisal is a system designed to identify and evaluate teacher performance, which is primarily related to 4 (four) teacher competencies, namely pedagogical competence, personal competence, professional competence, and social competence. In evaluating teacher performance, several methods must be considered, there are objectives of teacher performance assessment which serve as a guide for each teacher, and there are several aspects of teacher performance assessment. Teachers, principals and supervisors can use the performance appraisal results to reflect on their duties and functions to provide services to the community and improve the quality of education through improving teacher performance. Opportunities and challenges it has as material for developing its potential and performance profile. The purpose of assessing the performance of the madrasa head is to obtain data on the implementation of the main tasks, functions and responsibilities of the madrasa head in carrying out managerial and supervisory functions in the madrasa he leads.

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