

# MADRASAH ALIYAH (ISLAMIC SENIOR HIGH SCHOOL) TEACHER PERFORMANCE MANAGEMENT IN PRINGSEWU REGENCY, LAMPUNG PROVINCE, INDONESIA

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## Abstract

This study aims to describe the *madrasah aliyah* teacher performance management in Pringsewu regency by covering the process of human resources planning, performance coaching, and performance assessment. The approach used was qualitative-descriptive. The data was collected through observation, interviews, and documentation. The data was then analyzed through data presentation, data reduction, and conclusion drawing. The results showed that the performance management process carried out by *madrasah aliyah* in Pringsewu are human resources planning, performance coaching, and performance assessment. However, there are differences in the implementation of the process due to several factors such as the status of the schools and the level of development. The human resource planning in the *madrasah* already included the analysis of teachers' needs, teacher development through academic supervision activities, workshops or training activities through MGMP, career development, compensation, sanction, and granting further education permits. The fundamental difference between *madrasah* is that the civil servant teachers have better career development, compensation, and salary compared to the teachers in private schools. However, the performance management process activities have not been carried out systematically, varied, and simultaneously so that in the future, it is expected to be improved.

**Keywords:** Management, Performance, Resources, Teachers

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## I. INTRODUCTION

Management in an organization is an inseparable thing because effective management will accelerate the achievement of organizational goals. Management means direction, conduct, or governance arrangements (Bacal, 1999). Management science contains a set of ways or processes on how to manage an organization effectively and efficiently in achieving the goals. The management process of an organization includes the process of planning, organizing, directing, and monitoring the performance of the organization by using its resources to

achieve the goals and objectives. Resources are inputs used to achieve certain performance achievements in the form of funds, human resources, technology, and raw materials.

Educational institutions as large organizations play an important role in Indonesia. Educational institutions are very much determined by the management of possesses resources. Educational institutions are institutions, bodies, or organizations, both public and private that manage educational activities. Educational institutions consist of many types, not only in the form of formal

institutions such as schools, there are courses and training institutions, Islamic boarding schools, community activity centers (PKM), and other institutions that have the characteristics of learning and teaching activities. *Madrasah* educational institutions are managed by the Ministry of Religious Affairs. *Madrasah* as Islamic schools have levels ranging from *Ibtidaiyah* (Primary school), *Tsanawiyah* (Junior high school), and *Aliyah* (senior high school). In general, *madrasah* can be said to be a place of learning Islamic sciences integrated with general science. Over time, the number of *madrasah* has increased rapidly, especially in Pringsewu Regency, Lampung Province.

Although the quantity of *madrasah* is quite large. The question is whether *madrasah*, especially the private schools, have prepared themselves to face the challenges of the industrial revolution era 4.0 with all the changes that are so fast and dynamic, an era marked by the digitalization of all human activities. (Koderi et al., 2019). *Madrasah* in the industrial revolution era 4.0 must be able to deal with the changes. *Madrasah* improvement must be started with a strong determination to realize the integration of IMTAQ (faith and obedience) and technological science (Science and Technology) (Setiawan, 2016). Students and teachers as human resources should always be ready to utilize technology but still, uphold the IMTAQ religious guidelines as a guideline in living the hedonistic life like today. The additional values owned by *madrasah* lie in religious education which emphasizes the sensitivity of the heart and the sharpness of the mind. To achieve this, a set of support is needed starting from the institution, the head of the *madrasah*, teachers, students, facilities, and infrastructure as well as good and relevant management so that the output is ready to face the current industrial era, particularly the teacher as the spearhead of the education process.

Following the mandate of the law, teachers must have academic qualifications, competencies, certification, healthy physic and mental, and can realize national education

goals (*Undang-Undang Guru Dan Dosen Nomor 14 Tahun 2005*, 2006). However, until now many teachers do not meet the requirements as stated in the Act. Roughly speaking, it can be said that there are still many teachers who have relatively low quality. Although various programs have been carried out by the government to improve teachers' performance such as training and workshops, it has not significantly boosted their performance. Therefore, professional teacher management is not solely the responsibility of the government. The biggest responsibility is precisely at the school where the teacher works. The principal, as a leader, must be able to create a good working climate for teachers and all school stakeholders through good management (Hasanah, 1994).

Efforts to maintain and improve teacher and employees' performance to a certain standard in a management perspective requires performance management. Performance management is a part of management, especially human resource management. Bacal divides performance management into three main stages, namely performance planning, performance communication, and performance evaluation (Bacal, 1999). Problems always occur due to the poor implementation of performance management the educational institutions such as schools and *madrasah*. According to Sakban et al, to improve human resources, principals must be intelligent, creative and responsive, and be able to overcome and find solutions to the problems through 1) personal or individual factors which include knowledge, science, motivation, and high commitment, 2) creating an exciting work atmosphere and full of kinship, 3) income and salary are not the only major factors in improving the teacher's work ethic and teacher performance, rather the comfortable working space and the peace of life (Sakban et al., 2019). How an educational institution, especially *madrasah*, in managing teachers is an interesting topic to be studied so that they can carry out their performance well. For this reason, the researchers conducted in-depth field studies of the implementation of the performance management of *Madrasah Aliyah*

teachers in the Pringsewu regency of Lampung province.

## **II. METHOD**

descriptive approach that is research that produces descriptive data in the form of written or oral words from people and observed behavior. The research design used was exploratory research (Pradityafo, 2012). The research objectives are to describe 1) human resource planning in a *madrasah*, 2) training for teachers, and 3) teacher performance evaluation. The research data were obtained by observation, documentation, and in-depth interviews with informants, including the principal of *madrasah* as well as several teachers and employees. The data taken was related to the management of teacher performance in several *madrasah*, namely MAN 1 Pringsewu, MA Nurul Huda Pringsewu, and MA Ma'arif Sukoharjo. The data obtained were then analyzed using qualitative data analysis mechanisms, namely data presentation, data reduction, data analysis, and conclusions (Junaid, 2016).

## **III. RESULTS AND DISCUSSION**

### **A. Result**

The results obtained from the three *madrasah* are briefly described as follows.

#### **1. Human Resources Planning**

The human resources planning process at MAN 1 Pringsewu, MA Nurul Huda Pringsewu, and MA Ma'arif Sukoharjo Pringsewu had been going well. The planning activities were in the form of the analysis of teacher needs, the recruitment process, selection, assignment, work planning. However, there were some differences regarding the recruitment selection process and assignments. MAN 1 Pringsewu did the teacher selection through the mechanism of CPNS (Civil Servant Selection) regulated by the Ministry of Religious Affairs. However, the selection had not been fully able to meet the shortage of teachers so that the school also recruited non-permanent teachers independently. Unlike MA Nurul Huda Pringsewu and MA Maarif Sukoharjo that are

private *madrasah*, the process of recruiting and selecting was purely carried out by schools and the foundations. The status of teachers in both *madrasah* non-civil servant or foundations' permanent teacher. The teacher recruitment and selection process were carried out in a closed and not objective manner. The assignment decrees (civil servant decree and the foundation's permanent teacher decree) affect the assignment and differences in teachers' status.

#### **2. Teacher Performance Development**

The development of teacher performance in MAN 1 Pringsewu, MA Nurul Huda Pringsewu, and MA Ma'arif Sukoharjo Pringsewu had been going well. Teacher training was carried out in the three *madrasah* covered the academic supervision activities, workshop activities, training through MGMP activities, career development, compensation, sanction, and granting education permits. The academic supervision activities in the three *madrasah* had been going well with the principals and school supervisors as the main supervisors. The types of supervision activities carried out were class visits, teacher council meetings, private and group meetings, as well as inter-class and school meetings. The main purpose of supervision activities is to obtain data related to the implementation of teachers' work and to provide assistance for teachers who experience difficulties. The fundamental differences between the three *madrasah* were in the system of compensation (reward) and sanction (punishment). The compensation system and salary for civil servant teachers were regulated by the government with a quite large amount. Contrary, the non-civil servant teachers or foundations' permanent teachers in most private schools do not have a good compensation system. The amount of basic salary was small and depended on the financial capacity of the foundation. The government compensation system through the teacher certification allowance program had also reached the private teachers who serve in the foundations. However, the processes were too long and complicated and not all teachers owned the foundation's permanent teacher decree.

### **3. Teacher Performance Assessment**

The teacher performance assessment is carried out to see the achievement and the quality of the learning process, student guidance, and the implementation of relevant additional tasks that are appropriate to the function of the schools. The teacher performance assessment system at MAN 1 Pringsewu, MA Nurul Huda Pringsewu, and MA Ma'arif Sukoharjo Pringsewu were similar. It referred to the technical guidelines that have been standardized based on statutory references. Teacher performance assessment results were used as a basis for evaluating performance as well as a basis to provide recommendations for performance improvements. It can even be used to raise intensive and promotion positions for teachers who displayed the best performance. However, there were some differences in the implementation where MAN 1 Pringsewu utilized the assessment results for intensive giving or rewards, but not for promotion. In MA Nurul Huda Pringsewu and MA Ma'arif Pringsewu, the results of the assessment cannot be used to raise intensive or salaries and promotion. The weakness of the PKG system in MA Nurul Huda and MA Ma'arif was that there was no specific performance assessment instrument created and carried out by the foundations as a means to improve the quality and professionalism of institutional services (Prasetyowati & Sutojo, 2009).

### **B. Discussion**

Human resource planning in *madrasah* covered the needs of teachers, the process of recruitment, selection, assignment, and work planning. It should be planned as well as possible so that the objectives of *madrasah* will be achieved effectively and efficiently (Sunarta, 2010). Therefore, the initial planning in recruiting human resources for *madrasah* by the Ministry of Religious Affairs must be prepared well. The researchers believe that the recruitment of teachers must be different from the recruitment of structural employees. As stated in the Law Number 20 Article 1 paragraph (6) of 2003, educators are educational staff who are qualified as teachers, lecturers, counselors, tutors, *widyaiswara*,

tutors, instructors, facilitators, and other designations that are appropriate to their specialty and participate in organizing education. Furthermore, in Article 39 paragraph (2) it is stated that educators are professionals who are tasked with planning and implementing the learning process, assessing learning outcomes, conducting mentoring and training, as well as conducting research and community service, especially for educators at tertiary institutions (Saragih, 2008). Due to its heavy tasks, good recruitment planning is needed.

The principals and advisors of *madrasah* must guide the teachers properly through academic supervision activities, workshops, or training through MGMP activities, continuous professional development which includes personal development, scientific work, and educational innovation. This is in line with the opinions proposed by Khoirina & Gunansyah, (2018).

Furthermore, teacher performance assessments are carried out to see the achievement and the quality of the learning process, student guidance, and the implementation of relevant additional tasks that are appropriate to the function of the schools or *madrasah*. The principals, chairperson of educational foundations, heads of education offices, and The Ministry of Religious Affairs require teachers to perform well to achieve national education goals, institutional, and instructional goals. These expectations will be in vain if it is not followed by the teachers' financial welfare. The principals, chairperson of educational foundations, heads of education offices, and The Ministry of Religious Affairs must be able to plan the teachers' welfare because there is a significant influence of teachers' welfare and their professionalism (Ida et al., 2013).

### **IV. CONCLUSION**

The results showed that the performance management process in *madrasah aliyah* in Pringsewu District was similar, namely 1) through the process of human resources planning, performance coaching, and performance assessment. There were

differences in the implementation of the process due to several factors such as the status of the *madrasah* and the level of development. The human resource planning activities in *madrasah* covered the needs for teacher analysis, the recruitment process, selection, teacher assignments, and work planning. 2) Teacher development included academic supervision activities, workshops, or training through MGMP activities, career development, compensation, sanction, and granting further education permits. 3) The fundamental difference between *madrasah* was that civil servants' teachers possessed a better career development status, compensation, and salaries compared to the private school's teachers. However, the performance management process had not been carried out systematically, varied, and simultaneously so that in the future, it is expected to be improved.

This research found that teacher performance management, in general, has been running well even though many obstacles occurred. The *madrasah* may have practiced performance management although the sustainable and documented administration is not as expected. Regarding the filing of performance management documents, it is necessary to be separated so that they can be used as material for evaluation and decision making. Coaching activities need to be developed systematically and should be integrated with both the government and professional organizations. This can be found in the district principals' forum.

The next recommendation is to socialize PKG instruments that can be cross-assessed between *madrasah* to make it more objective and can be developed following the results of class supervision so that the achievement of competencies of the instruments can be applied by teachers wherever they are.

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