Analysis Of Teacher Performance In The Learning Process At MTs Alif Laam Miim Surabaya

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ARTICLE INFO	ABSTRACT
Keywords: *Teacher Performance, Learning* *Article history:* Received 2023-05-14 Revised 2023-07-12 Accepted 2023-12-30	This study aims to determine teacher performance based on the abilities possessed by teachers. The benefit of this research is that it can enrich the body of knowledge, especially about teacher performance in terms of ability, to improve the quality of learning. In addition, this research is also useful as a reference for teacher performance in various aspects, especially in teaching and learning activities. This study uses a qualitative descriptive method by conducting an in-depth study to obtain complete and accurate data. It uses a qualitative approach to describe and interpret objects or facts as they are. The results showed that the average teacher at MTS Alif Laam Miim Surabaya performed quite well in terms of their level of competence. It can be seen from the implementation of activities and the achievement of learning activities.

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INTRODUCTION

Education is a vital field in human life, and education can improve human quality through cognitive, affective, and psychomotor competencies. (Alimron et al., 2023) Education can develop students' skills in terms of religious spirit, self-control, character building, intelligence, and good capacity. (Arisca et al., 2020) Someone has high abilities depending on their education; for students, teachers are often more important in schools because teachers must be self-identified and used as role models, as well as the main factor in education. (Sutarmizi & Syarnubi, 2022)

Teachers are important influencers in schools. Professional teachers can describe the character of their teachers with a broad understanding and have various qualifications (Sobri, 2016) There needs to be continuous investment in the development of teachers' professional abilities so that knowledge, understanding, and skills related to their duties always follow the development of the world of education. (Ali & Syarnubi Syarnubi, 2020) The existence of qualified and professional teachers is very important to facilitate the achievement of learning objectives. (Syarnubi et al., 2023) Professional teachers can reflect the image of their teachers with insight and have several skills that support their functioning. (Syarnubi Syarnubi, 2019b)

The role of teachers is increasingly important in the context of limited facilities and infrastructure, such as in developing countries.(Syarnubi Syarnubi, 2022) It must be recognized that teachers are key players in the educational process.(Harto & Syarnubi, 2018) Even a complete and sophisticated educational institution, if the existence of qualified teachers does not support it, it is impossible to create a maximum learning process.(Malta et al., 2022) The task of teachers as teachers means continuing to develop science and technology for students. Many teachers work below predetermined work standards not because they cannot cope with a poorly developed work culture but because the condition is caused by low morale. (Syarnubi Syarnubi, 2019a)

Performance results from work as an expression of knowledge, attitudes, and skills. (Sukirman, Baiti, et al., 2023) Therefore, it is necessary to create effective activities for each individual to achieve organizational goals. So, teacher performance results from how teachers can perform in an organization following their duties and responsibilities in achieving educational goals. The work of a teacher is based on his skills, experience, and integrity. Teacher performance is actions or responses referencing what they encounter in a task.

In this case, the teacher is not only a conveyor of knowledge but also can instill personal values and guide and direct learning. Teacher performance is still not optimal, among others, it can be seen from teachers who do not prepare Learning Implementation Plans (RPP), ignore teacher governance as a whole, provide homework without a face-to-face process, lack interesting teaching materials using monotonous models and methods, and learning assessments that are not optimal. (Syarnubi Syarnubi, 2016)

Teachers have a very important role in providing stimulation, orientation, guidance, and experience for students so that students have basic needs to which they are entitled. Learning devices are tools or devices to carry out processes that allow educators and students to carry out learning activities. Learning tools become guidelines for teachers in learning in the classroom, in the laboratory, and outside the classroom.

During the learning process, students must accumulate learning experience. Learning experiences are all processes, events, and activities students undergo to acquire knowledge, skills, and attitudes. (Syarnubi, 2020) After going through the learning process, students expect to acquire knowledge. Knowledge cannot simply be transferred from teacher to student; students themselves will construct knowledge from their cognitive experience when interacting with the environment during the learning process.

To optimize the learning process provided by the government when implementing learning. The standard learning process is regulated in the Regulation of the Minister of National Education No. 41 2007, dated November 23, 2007. Process standards include planning, implementation, assessment processes, and effective and efficient learning monitoring. Implementing learning using conventional learning models can result in students needing to be more actively involved in learning activities. By using this method, students only tend to listen and accept explanations from the teacher, and students may only sometimes be able to express their opinions widely and openly. (Syarnubi & Ahmad Syarifuddin Sukirman Sukirman, 2023)

Conditions like this can be said not to empower students willing and able to improve the quality of their learning by improving relationships with their environment, so they will not be able to build understanding and knowledge of the surrounding world. The success of the learning process is largely determined by teacher professionalism, one of which is that teachers are expected to be able to develop models in teaching and learning activities to make them more interesting and make students more active.

Concept of Theory
Performance

Performance is the result of the work cycle, as are the goals and standard criteria set. Performance is a result that shows the ability of individuals or groups to carry out their duties directly and responsibly to achieve educational goals. This theory suggests that someone with good skills but low motivation will perform poorly, just like anyone with high motivation but low skills will also perform poorly. From the explanation above, performance is an action or skill a person performs to achieve good results. Performance can also be judged based on a person's skills or motivation. (Fitriyani et al., 2020)

Many experts have given definitions of performance, namely Pariata Westra, Bateman, Nanang Fattah, and Anwar Prabu Mangkunegara (Syukur, 2012:128); it can be concluded that performance is an optimal workability or efficient work. Thus, the term activity refers to the existence of actions or activities shown by a person in performing a certain action. A person's performance is reflected in everyday working situations and conditions. (Febriyanti et al., 2022) A person's actions

in his work describe how he tries to achieve the goals set. Performance consists of 3 interrelated elements: ability, effort, and characteristics of external circumstances.

Teacher's Definition

According to Law of the Republic of Indonesia Number 14 of 2005 concerning teachers and lecturers: "Teachers are educators, guides and evaluates students in kindergarten, primary and secondary education ."In addition, the teacher's task is to plan learning, carry out the learning process, and assess or evaluate learning outcomes. (Ramayulis, 2006) argues that "teachers or educators are people who bear the responsibility to guide students to become human beings."

From the explanation above, professional educators teach or guide students to become a generation with noble morals. A teacher is also an educator who has a great responsibility to educate, train, and evaluate students to have good morals and behavior. In the teaching and learning process, the role of the teacher is to motivate, guide, and provide learning opportunities for students to achieve learning goals. On the other hand, teachers must also be able to understand their students individually and completely because each student has different needs. The more the teacher understands students' needs, the more confident the teacher will be in teaching them most effectively.

Teachers are educators who come from committed community members and are appointed to support the implementation of education. In defining the word teacher or educator, everyone must have their point of view. The role of teachers as educators includes roles related to *motivation (supporter),* leadership and training commitment, and tasks related to disciplining children to comply with school rules and living standards in the family and community.

Teacher Performance

According to Husdarta in (Supardi, 2013) a teacher's learning ability is an important part of an effective educational process, especially discipline and quality of student learning outcomes. Armani (2017:71) states that teacher performance in planning and implementing learning is an important factor in achieving learning objectives and is closely related to roles and responsibilities as teachers, educators, and facilitators of student learning. (Hartati et al., 2022)

From the explanation above, a teacher's performance is his ability to carry out his duties and responsibilities and improve the quality of student learning. A teacher's performance is not only measured by results but also seen by behavior in his work. Teachers improve the quality of their performance by conducting learning following RPP.

Several factors affect teacher performance. According to (Putri & Imaniyati, 2017) performance is complex and influenced by many internal and external factors. Another opinion from Seharningsih in Widiyana (2019:14) states that there are four factors in teacher performance, namely: high teacher qualifications and enthusiasm, school leadership direction, the principal's ability to provide direction, and the principal's success in creating a conducive school atmosphere. Casio (Supardi, 2013) states that factors that affect performance quality are commitment to human resources, career development, communication, improvement of occupational health and safety, problem-solving, motivation, and pride. (Sari et al., 2020)

Based on the explanation above, the factors that can affect a teacher's performance consist of internal and external factors. Teacher performance factors also affect the role of the principal because the principal knows how each teacher in the school is performing. (Martina et al., 2019)

Learning Process

In the learning process, students must have a learning experience. Learning experiences are all processes, events, and activities students undertake to acquire knowledge, skills, and attitudes. (Sukirman, Masnun, et al., 2023) After going through the learning process, it is expected that students can gain knowledge. (Ballanie et al., 2023) Knowledge cannot simply be transferred from teacher to student. (Fauzi et al., 2023) However, the student himself constructs knowledge from his cognitive experience interacting with the environment in the learning process. (Syarnubi et al., 2022)

Skills in the learning process are divided into several stages, namely:
a.   Planning Phase

According to Ramayulis (2013:169), planning is the most important element in preparing for learning. Planning can be explained as preparing things to be done in the future to achieve predetermined goals. The Regulation of the Minister of National Education of the Republic of Indonesia Number 41 of 2007 concerning Process Standards for Primary and Secondary Education Units explains that "learning process planning includes syllabus and Learning Implementation Plan (RPP) which contains Subject Identity, Competency Standards, Basic Competencies, Learning Objectives, Teaching Materials, Time Allocation, Learning Methods, Learning Activities, Learning Outcomes Assessment, and Learning Resources."

b.   Execution Levels

According to Supardi (2013:60-64), the process of implementing learning must follow the application of RPP, which includes:

1.   Opening Activities
2.   Core Activities
3.   Concluding Activities

c.   Evaluation Phase

According to Jaya (2019:60), learning evaluation is a systematic process that provides information about the effectiveness of learning, helping students to achieve goals that have been set optimally. According to Ramayulis (2013:293), evaluation is an activity that aims to determine changes or developments in student learning outcomes after setting goals. Evaluation or assessment is divided into three domains (*domains*), which include cognitive, affective, and psychomotor domains.

Teacher Performance Indicators

According to Priansa in Indriyani (2019:23), teacher performance evaluation is a formal and structured system that measures, assesses, and maps characteristics related to teacher behavior, work, and work results concerning their roles and responsibilities. According to Widiyana (2019:20), indicators are measuring tools used to monitor variables to see changes in research variables.

From the explanation above, teacher evaluation or performance indicators measure teachers' ability to perform their duties. Teacher performance indicators are also an indication of how teachers implement teaching outcomes. In a lesson, there are effective teacher performance indicators, namely:

Table of Teacher Performance Indicators

Variable	Indicator
Teacher Performance in the Teaching and Learning Process at MTs Alif Laam Miim Surabaya	Lesson Plan Preparation
	Implementation of the Learning Process
	Evaluation or Assessment of Learning Outcomes

RESEARCH METHODOLOGY

Types of Research

This study used a qualitative approach design and a descriptive type. According to (Sugiyono, 2019) qualitative research methods can be called naturalist research methods because they are carried out in natural situations, where the methods are qualitative, and the data obtained or collected are qualitative. According to Arikunto (Prabowo et al., 2019) the descriptive approach is data collection based on factors supporting research and analyzing these factors to find their role. This research was conducted to explore facts or information or describe teacher performance in the learning process at MTs Alif Laam Miim Surabaya.

According to the theory of Born and Gall (1988), qualitative research is more difficult than quantitative research because in qualitative research, the data collected is subjective, and the instrument is the researcher (Sugiyono). According to Denzin and Lincoln, as Patrik Asper and Ugo Cortes affirmed, this research is research for a specific focus but uses many methods.

In this study, researchers collected data using observation, interview, and documentation methods. (Hawi & Syarnubi, 2018)The observation made by the researcher is a participant *observer* is a direct observation (Goenardi et al.), which means that the researcher directly becomes a participant in the study. (Nurahman et al., 2021)This study's data analysis technique used the Miles and Huberman model, which consists of 1) Data *Collection,* 2) *Data Reduction, and* 3) *Data Display*. It begins by summarizing the results of interviews, observations, and documentation, then continues by narrating the data that has been obtained, and then includes reflections and conclusions. (Misyuraidah et al., 2017)

RESULTS AND DISCUSSION

1. Research Location

This research was conducted at MTs Alif Laam Miim Surabaya, in Jl. Kebonsari Baru Selatan, Kebonsari, Kec. Jambangan, SBY City, East Java, has a study room with a study group (rumble).

2. Vision and Mission of the School

a.Vision

The formation of the Robbani Generation is Da'i Spirited, Global Insightful, and Care for the Environment. The Robbani generation is the generation of 'nature, 'amil and mu'lim who:

1) Love God and uphold His Religion
2) Love Rosullah and make her a housewife
3) Guided by the Qur'an and Hadith
4) Behave and act to benefit others
5) Love the universe and its contents.

b. Mission

1. Implement and develop the 2013 Curriculum and the internal curriculum of the Alif Laam Miim Foundation optimally
2. Improve the quality of the learning process with the use of innovative learning methods
3. Making students have ahlakul Karimah and life skills/*life skills* guided by the Qur'an and Hadith.
4. Implementing a quality education and teaching system.
5. Improve the quality of ethical and outstanding human resources.
6. Develop facilities and infrastructure to improve excellent service to school residents.
7. Plan and report financing accountably.
8. Develop students' interests and talents to achieve academic and non-academic achievements.

c. School Objectives

1) The formation of students who can have a life as individuals and citizens of faith, productive, creative, innovative, and effective and can contribute to the life of society, state, and world civilization
2) The formation of students who can be motivated and actively participate in the learning process.
3) The formation of students who can apply the teachings of the Qur'an and Al Hadith in everyday life by not leaving technology and information in the face of global competition.
4) Establishment of teaching quality based on quality management.
5) The establishment of an effective classroom processing system to improve the quality of education.
6) The formation of students who are highly aware of daily worship.
7) The formation of students who can develop talents and interests academically and non-academically to the maximum.

d. Graduate Quality

1) Ability to perform good sholat, orderly sholat, and conscious sholat
2) Become a da'wah cadre who has strong ghiroh and noble morals
3) Hafal Al Qur'an minimal 10 Juz

4) Able to read the yellow book
5) Have scientific work
6) Able to speak Arabic and English in everyday life
7) Memorize optional hadist
8) Have a leadership spirit
9) Have a strong body and spirit.

This research was conducted on February 27, 2023. This research used three data collection techniques, observation, interviews, and documentation, to determine teacher performance in the learning process. The main sources in this study were obtained from Ustadzah Yuliani, M.Pd. as the Principal, Ustadzah Endarwati as the TU Staff Coordinator, and Ustadzah Icha Faradiba as the PAI Teacher. The following are the results of data obtained during research at MTS Alif Laam Miim Surabaya:

a. Teacher Performance in Preparing Learning Plans

Based on the results of an interview by Ustadzah Isha Faradiba as a PAI Teacher regarding the implementation of the principal supervision system on teacher performance stated: "With the teacher, usually one semester at least one time there was supervision so there would be directed attention to the teacher's administration such as Rpp assessment, and so on. and there also usually the principal/madrasah is directly involved in the classes to see how the teacher teaches". As well as an interview with Ustadzah Yuliani, M.Pd. as the principal regarding the analysis of teacher performance in schools which stated that: "Teacher performance so far has been seen if assessed by numbers 1-10 this has reached number 8 meaning that all teachers are enthusiastic to carry out their ghirroh / high enthusiasm duties only later the leaders how to maintain the high ghirroh / spirit at the top level so that teachers are not slack in carrying out their duties.

In the statement, teacher activities are always supervised by the principal when making lesson plans for tea. Then, the preparation of RPP is carried out long before the implementation of active learning begins. Then, it was emphasized by the school because it would make it easier for teachers to carry out learning activities and actions to achieve the goals that the school would expect. (Syarnubi, 2023) Good RPP implementation must have a good impact on the quality of learning carried out by teachers. Although there are shortcomings from teachers personally, what are the goals and targets of the school have generally been met. Teachers also realize the importance of lesson plans in learning activities because it is the first step for teachers to find out what material suits the needs of students according to their development.

Research findings show that teachers can demonstrate their abilities when making lesson plans. Each teacher always makes RPP following their respective disciplines. Teachers recognize the value of lesson plans as school-set benchmarks for success and guidance. Schools also want teachers to be dedicated to learning activities from the beginning, especially through lesson planning and learning evaluation.

b. Teacher Performance in the Implementation of the Learning Process

Based on the results of an interview by Ustadzah Yuliani, M.Pd. as the principal regarding the implementation of the supervision system for teachers in schools, he stated that: "There are two supervisory systems carried out at Mts Alif Laam miim, namely:

1) Inherent Supervision System which means that all teachers are given the awareness to judge themselves for their performance
2) External supervision means that as leaders, we supervise teacher performance by monitoring and evaluating monitoring by filling out monitoring forms such as whether there are activities carried out or not when teaching has supervision and activities have activity monitoring forms. Evaluation is carried out when the activity is finished. An evaluation meeting will discuss whether the activity's purpose has been achieved.

Based on the statement above, with an independent supervision system for each teacher with an inherent supervision system, teacher performance in the implementation of learning can run well; the existence of learning activities proves it; teachers manage classes and implement learning. In addition, the implementation of the two supervisions that are applied aims to ensure that all

activities in MTS have been ensured following the path or the objectives of these activities, and with this supervision, it will be seen whether the teachers or asatidz can carry out well there we can see what is looking for seeds or cadres who will be leaders in the future when we have a committee whose is the most active and so on This will later be appointed maybe as a coordinator or as vice principal or maybe even later when the performance results are evaluated is good, it will be possible to become the principal.

c. Teacher performance on evaluation or learning outcomes

Based on the results of an interview by Ustadzah Endarwati as the administrative staff coordinator regarding the form of teacher performance evaluation stated: "The form of teacher performance evaluation will have a performance appraisal later, most often permission will not be disbursed from the boss fund/boss allowance after that there will be a summons from the principal/madrasah." The results of an interview by Ustadzah Yuliani, M.P.d., as the principal, regarding the benchmark for evaluating teacher performance, stated: "Is the process as planned? Then, whether the results are as expected is the benchmark, so it is declared successful when the process has been carried out correctly, and the results are good, but when the process is correct, the results are not good; that is the most important thing how to carry out the activity".

Based on the statement above, teachers always implement evaluations after assessing the results of learning activities. (Yanti et al., 2021)The purpose of evaluation is to provide feedback for future learning activities. The school consistently highlights the importance of each instructor participating in collaborative evaluations that define school goals. The evaluation results will also be good if learning activities can be implemented successfully. It is said so based on student scores in learning activities. Students will easily accept and absorb effective and enjoyable learning activities so that they will understand the subject matter taught. Carrying out an activity without assessment means that someone needs to learn the mistakes and benefits; therefore, learning evaluation is very important in learning activities to improve further learning.(Wulandari et al., 2021)

CONCLUSION

The teacher's performance in the learning process at MTS Alif Laam Miim Suarabaya has been good. This was evidenced by making lesson plans, and the principal always supervised teacher activities. Then, the preparation of RPP is carried out long before the implementation of active learning begins. Then, it was emphasized by the school because it would make it easier for teachers to carry out learning activities and actions to achieve the goals that the school would expect.

Implementing an independent supervision system for each teacher with an inherent supervision system of teacher performance in the implementation of learning can run well; the existence of learning activities proves it, as teachers manage classes and implement learning teacher Performance in Evaluation or Assessment of Learning Outcomes.

Teachers carry out the implementation of evaluation after assessing the results of learning activities. The implementation of the evaluation was also intended as material for improvement in further learning activities. The school always insists that each teacher participate in conducting a joint evaluation to find out the achievements set by the school. The evaluation results are also good if the implementation can be done well during learning activities.

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