

## STRATEGIC MANAGEMENT TEACHER PERFORMANCE DEVELOPMENT TO IMPROVE LEARNING QUALITY

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### **Abstract**

Strategy Management for Teacher Performance Development to Improve the Quality of Lessons is a response to the quality of learning that still needs to be improved, by developing teacher performance, is a solution to improving the quality of learning. Focus of the problem: How to Implement Strategic Management of Teacher Performance Development to Improve the Quality of Learning. Specific objectives of this study are to identify and analyze: (1) Internal and External Environments, (2) Formulation of Strategy Formulation, (3) Strategy Implementation, (4) Teacher Performance Monitoring and Evaluation Management, (5) Strategic Steps to Overcome Problems and Weaknesses. Research methods and procedures refer to the qualitative research approach. The theories that underlie this research are strategic management theory, performance coaching theory, higher order thinking learning theory and madrasah culture theory. The main findings of this study are: (1) The principal of madrasah has not analyzed and combined strengths, weaknesses, opportunities and challenges into a strategic assumption conclusion that can be used as a basis for further strategic planning, (2) Strategy formulation is not based on strategic assumptions that maximize strength factors and minimizing the weakness factor by taking advantage of opportunities in facing challenges.

**Keywords:** Strategic Management, Teacher Performance, Quality of Learning

### **A. INTRODUCTION**

The big problems that are still faced by our national education are the problems of quality, relevance, effectiveness and efficiency of education. These problems caused public unrest which was often heard in discussions, seminars and other activities. First, there is concern that our education is still of low quality (input, process and output). Second, the lack of relevance between the results of education graduates and development needs (customers). Third, less effective and efficient in its implementation, concerning the effectiveness of the student learning process, teacher motivation and performance is still low and the efficiency of funds and time. Fourth, the principles of education management have not been understood and implemented optimally.

Teacher performance is often linked to three important factors, namely: teacher competence, teacher certification and teacher professional allowances. These three factors constitute the background which is allegedly closely related to the quality of education. Professional teachers that are proven by their competencies will encourage the realization of a quality learning process, which can support the improvement of the quality of graduates. Competent teachers can be proven by obtaining teacher certification along with adequate professional allowances according to Indonesian standards. The fact that teachers are certified is the basis for a strong assumption, that teachers have competencies that cover four types, namely: (1) pedagogical competence, (2) professional competence, (3) social competence, and (4) personality competence. It turns out that all of these cannot be used as a guarantee that their performance will improve, because the facts in the field do not indicate this.

Quality teachers can be seen from the quality of their performance. Furthermore Mulyasa, E states "... the performance of a teacher is determined by factors: (1) achievement motivation related to the environment and the need to do work, (2) ability, professionalism and competence related to the work environment, (3) a conducive school climate and culture ". Furthermore, it is said that the development of teacher performance, teacher professional development, quality of schooling, school organizational culture, school discipline, climate and the level of school success in achieving its goals, are largely determined by the managerial competence of the principal ". Furthermore, it was also said that the low quality of teacher performance had an impact on the low quality of learning which in turn had implications for the quality of graduates (Mulyasa, 2017 : 14-15).

There are several factors that can improve the quality of learning, including: (1) professional teachers with pedagogical competence and teaching skills; (2) a curriculum that is adaptive to the characteristics and needs of children (competency-based); (3) scientific approach and contextual learning methods; (4) ICT-based learning media; (5) a conducive school organizational culture; and (6) achievement motivation. (Rensra Director General of Secondary Education 2010-2014).

Mulyasa, E states that "one of the characteristics of the education crisis in Indonesia is that teachers have not been able to show adequate work performance". This shows that teacher performance has not been fully supported by an adequate degree of competency mastery, therefore it is necessary to have comprehensive efforts to improve teacher competence, as well as efforts to improve teacher competence. Many efforts can be made to improve teacher performance, including by including teachers in teacher performance improvement programs, one of which is certification training, so that by having better insight, it is hoped that teacher performance in carrying out their duties will improve as well (Mulyasa, 2014 : 19).

School data in the Education and Culture Office of South Kalimantan Province for the 2017-2018 school year, shows that the development of the number of private SMP / MTs is quite significant compared to the number of State SMP / MTs, as seen in the table below:

Table 1.1 SMP / MTs Data for the 2018-2019 Academic Year

Level	FIRST MIDDLE SCHOOL (SMP / MTs)				TOTAL
	STATE		PRIVATE		
	amount	%	amount	%	
National	5.034	45,6 %	6.002	54,4 %	11.036
South Kalimantan Province	428	33,3 %	859	66,7 %	1.2087

Source: Inset SMP Depdikbud 2019. [www.psp.kemendikbud.go.id](http://www.psp.kemendikbud.go.id), 1/11/2017)

The facts in the field show that the growth in the number of private schools is not always in line with the increase in the quality of education, this is reflected in the low average UN scores in 2018-2019, and the percentage level of continuing to be accepted at state universities is still small. The low quality of education is not only in South Kalimantan and at Islamic SMPN and MTsN, but at the national level this

can be seen from the data on Education For All (EFA) Global Monitoring Report 2018: The Hidden Crisis, Armed Conflict and Education issued by the Education Organization. United Nations Science (UNESCO) released in New York, Monday, (1/3/2018), the index based on education development or the Education Development Index (EDI) based on 2008 data is 0.934. This value puts Indonesia in the 69th position out of 127 countries in the world. What about the quality of teachers in Indonesia? Based on the analysis of the world education agency (UNESCO), the quality of performance of teachers in Indonesia is ranked last out of 14 developing countries in Asia Pacific. This position places Indonesia under Vietnam. As for the ability to read, Indonesia is ranked 39 out of 42 developing countries. (<http://edukasi.kompas.com>,: 12/10/2018).

One of the reasons for the low quality of education in Indonesia is that the quality of learning is not optimal, this is related to the component of teacher quality. The low professionalism of teacher performance in Indonesia can be seen from the feasibility of teaching teachers, this is related to academic qualifications (S1 / D4) and the relevance of academic background to the lessons being taught (linear). According to the National Education Ministry's Balitbang (2012-2013) the percentage of teachers who are eligible to teach at the national SMPN / MTs level can be seen in table 1.2 below:

Table 1.2. Eligibility for SMP / MTs Teaching Teachers

LEVEL	QUALIFICATION	RELEVANCE	SMP/MTs		Ket
	S.1/D.4	LINIER	STATE	PRIVATE	
Junior High School Teacher (Teacher)	89 %	88 %	65,29 %	64,73 %	

Source: HDR 2013, UNDP and BPS 2016

Furthermore, in relation to the Human Development Index (HDI), the province of South Kalimantan is still below the national average, namely 0.62 (2017) and ranks 17th below the province of Aceh Darussalam, while the Gross Enrollment Rate (APK) continues to around SMP / MTs. 70% while the dropout rate in South Kalimantan is still high, namely 2.30% for the SMP / MTs level. Source BPS (2017) [http // ww.kalselprov.go.id / asset / data / menu / LKPJ\\_Ata-2017](http://ww.kalselprov.go.id/asset/data/menu/LKPJ_Ata-2017) Sunday, (29/12/2017).

Thus, the key word to answer the problem above is to implement effective and efficient strategic management in the management of education in the sense of how the principal can empower all aspects of resources in order to achieve the vision, mission and goals of the organization, in this case to develop managerial especially those direct contact with students, namely teachers. Therefore, the right reference is how to develop teacher performance strategies to improve the quality of learning for students.

From the explanation above, there is a gap between the increase in the number of schools and the increase in the quality of graduates, especially at MTsN 1 HSU. For this reason, researchers conducted scientific and in-depth research on strategic management issues of teacher performance coaching to improve the quality of learning at MTsN 5 HSU schools, Hulu Sungai Regency, South Kalimantan, with reasons: many researchers conducted studies on improving teacher academic qualifications, increasing teacher competence, teacher certification and other allowances to improve teacher professionalism. However, not many researchers have directed teacher performance to improve the quality of learning, especially in MTsN, in line with the demands of the 2013 curriculum in which the role of the teacher is as a teacher.

## **B. METHOD**

The method used in this research is a qualitative method with a variety of case studies. The problems that will be studied in this study use qualitative methods, which aim to find, analyze and manage direct events in the field by understanding social interactions with interviews and observations.

According to Sugiyono qualitative research methods are research methods based on philosophy, which are used to examine scientific conditions (experiments) where researchers as instruments, data collection techniques and in qualitative analysis emphasize more on meaning (Sugiyono, 2010 : 213).

## **C. RESULT AND DISCUSSION**

### **Strategic Management Definition**

Strategic management consists of the words management and strategic which Nawawi, H. Defines "... as a series of basic and comprehensive decision-making activities accompanied by a determination of how to implement them, which are made by top management and implemented by all levels within an organization to achieve its goals " (Nawawi, 2000 : 148). Meanwhile, Ansoft and Donnell interpret strategic management as: "systematic approach to a major and increasingly important responsibility of general management: to position and relate the firm to its environment in the way which will assure its continued success and make it secure. form surprises " (Donnelly et al., 1996: 15).

Strategic management is a dynamic process because it takes place continuously in an organization. Every strategy always requires review and maybe even change in the future. One of the main reasons why this is because the conditions faced by an organization, both internal and external, are always changing.

Strategic management is the art and science of preparing, implementing, and evaluating decisions, strategic management focuses on the process of setting organizational goals, developing policies and planning to achieve goals, and allocating resources to implement policies and plan for achieving organizational goals. There are three stages in strategic management, namely strategy formulation, strategy implementation, and strategy evaluation.

### **Strategic Management Process**

Hanger and Thomas, L, Wheelen explained that "The Strategic Management Process includes four basic elements: (1) Observation, (2) Strategy Formulation, (3) Strategy Implementation, (4) Evaluation and Control" (Hunger & Wheelen, 2000).

The following is a picture of a strategic management model that describes the process in a sustainable manner:

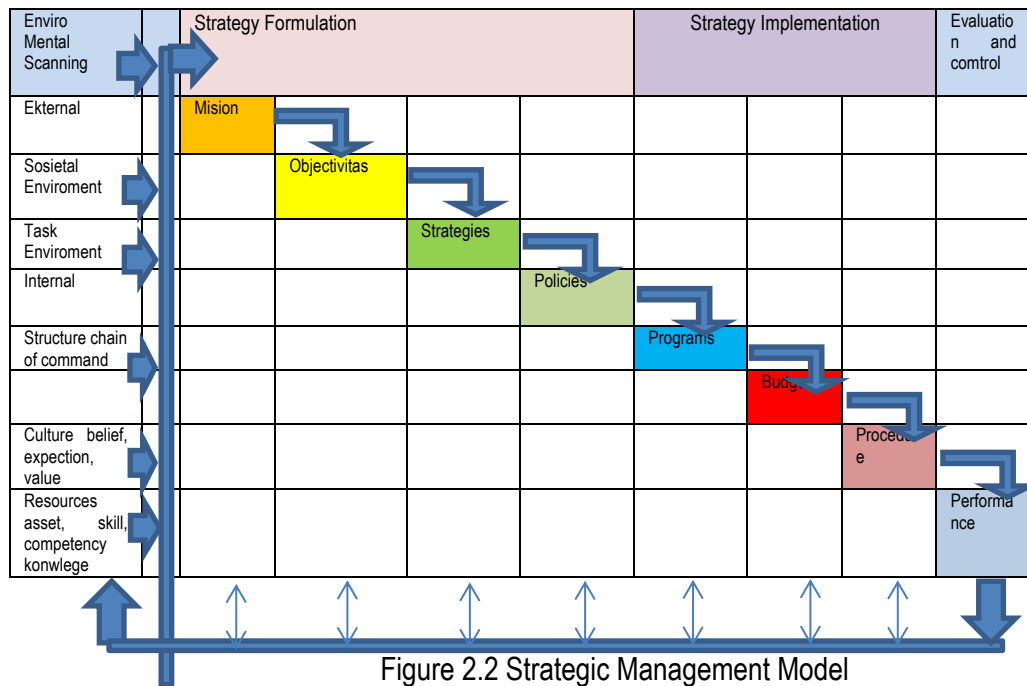


Figure 2.2 Strategic Management Model  
Source: Strategic Management, (Hunger & Wheelen, 2000)

From the schematic model of strategic management and information, the author can draw some important points including them:

- 1) The environment is divided into two, namely the external environment (challenges and opportunities) and the internal environment (weaknesses and strengths). Then the environment is analyzed using a SWOT strategy (Strengths, Weaknesses, Opportunities and Threats) so as to produce the mission of the organization, from mission objectives (objectivives), from goals to strategies (strategies) and from new strategies to stepping into policies (policies). These four stages are in the level of the planning formulation (Strategy Formulation).
- 2) At the strategy implementation level, there are three stages that must be carried out, namely program preparation, budget and procedure, these three stages are a continuation of the next stage, namely Strategy Formulation.
- 3) At the evaluation and control level, it is the final stage of a strategic planning series, namely in the form of performance. The feedback is the whole of the mission stages, strategic objectives, policies, programs, budgeting and procedures.

Thus it can be interpreted carefully that strategy is a predictive tool by assessing various opportunities, strengths, weaknesses, and even challenges that can be applied in educational organizations such as schools and madrasas.

### 1) Strategy Formulation Formulation

Strategy formulation is the development of a long-term plan for the effective management of environmental opportunities and threats, in view of the strengths and weaknesses of the school organization. Strategy formulation includes determining the mission, determining achievable goals, developing strategies, and establishing policy guidelines.

First, mission is the purpose or reason why an organization exists (lives). So that "a well-structured mission statement will define fundamental and unique goals that distinguish a school organization from other school organizations" (Hunger & Wheelen, 2000 : 13). Mission is a description of the current state

of the organization, according to G. Luffman, that the mission tells "who we are, what we do, and why we are here" which means who we are, what we do and why we are here. In other words, the authors conclude that the mission of the school is the basis for the activities or roles expected by the educational community from the school (Pearce & Robinson, 2000 : 73).

Second, objectives are the final results to be achieved from planning activities, objectives are to formulate what will be completed and when it will be completed, as well as measurement of its achievement if possible. The achievement of the goals of the madrasa organization is the result of completing the mission. The term objective is often confused with goals. According to Ernest, (1991) in Hunger and Wheelen, "The goal is an open statement which contains an expectation that will be completed without taking into account what has been achieved and there is no explanation of the completion time (Hunger & Wheelen, 2000 : 54)."

Third, the strategy is a comprehensive planning formulation of how the madrasah / school organization will achieve its mission and objectives. Strategy will maximize the strengths (strengths) and opportunities (opportunities) and minimize weaknesses (weaknesses) and challenges (threats).

## **2) Strategy Implementation**

Strategy implementation is a process in which management puts its strategy and policies into action through the development of programs, budgets and procedures.

First, the program is a "statement of the activities or steps required to complete planning within a certain period, during which the program will involve school re-structuring, changes in school culture or the start of a new research effort" (Hunger & Wheelen, 2000 : 17). Programs prepared by madrasah / schools in the development of teacher performance at Madrasah Tsanawiyah Negeri which are the subject of research include: "Teacher retention, competency improvement, certification, infasing, Subject Teacher Deliberation (MGMP), Madrasah / school development team (TPS), and In House Training (IHT) (Kurniawan, 2018).

### **Teacher Performance Definition**

Performance is translated into performance, which also means work performance or work implementation or work results / performance / job performance). While Grounlund (1982) in Dharma, A defines "performance is the appearance of work behavior characterized by flexibility of motion, rhythm and work order according to procedures so that results that meet the quality, speed and quantity requirements are obtained (Dharma, 1991 : 86)." According to the Big Indonesian Dictionary, performance is: (a) something achieved, (b) demonstrated achievement, work ability (Poerwadarminta, 1993 : 403) Meanwhile, according to Simamora, "employee performance is the level to which employees achieve job requirements (Henry, 2015 : 381)." Furthermore Simamora, there are several factors that affect performance: "(1) situation characteristics, (2) job descriptions, job specifications and job performance standards, (3) performance appraisal goals, (4) the attitudes of the employees and managers on evaluation ". Meanwhile, according to Silalahi, B., (1990: 29), "... performance is not work but how a person carries out his duties and responsibilities in accordance with the procedures and work organizations that have been created" (Henry, 2015 : 328).

Other things that can affect performance include individual motives, as suggested by Steer and Portet that "Performance is influenced by individual motives in interacting with their environment" (Mowday et al., 1979 : 30).

From the above view, the authors conclude that performance can only be known properly based on an assessment process if all tasks to be carried out by someone can really be described properly and can

describe an entire task of the organization concerned. In other words, that performance not only describes a part of the organization but as a whole.

Mangkunegara (2006: 67) argues "work performance is the result of work in quality and quantity achieved by an employee in carrying out his duties in accordance with the responsibilities given to him". "Performance is the result of an activity" (Hunger & Wheelen, 2000 : 16)

#### a. Factors affecting performance

In fact, many factors influence a person's behavior, so that when applied to workers, how they work will be the basis for analyzing the background that influences them. The urge to do or do something can be intrinsic and extrinsic, intrinsic thrust is an impulse that arises from within a person and leads to a certain object to act or behave, while extrinsic drive is a drive due to external stimuli, in this case organizational factors. and leadership can be seen as examples of external factors that will affect one's performance in the organization. The two impulses can run independently or simultaneously, the manifestation in the form of behavior basically shows the intensity of the urge, where if the intensity is low, the behavioral tendency will show low quality and vice versa.

Performance is a description of the level of achievement of the implementation of an activity / program in realizing the goals, objectives, mission and vision of the organization. Therefore, if you want to achieve the goals that have been previously set, it is necessary to pay attention to the factors that can affect performance achievement, namely "the ability factor (ability) and the motivation factor (motivation).

Factors that can affect teacher performance are based on the opinion of Gibson (1995: 56) in Suharsaputra (2010: 147) that a person's performance in carrying out their roles and functions is influenced by: (a) Individual Variables, (b) Organizational Variables, (c) Variables Psychological. The above opinion illustrates that the factors that influence a person's performance are individual factors with their unique psychological characteristics, and organizational factors interact in a process that can create a quality of work in a person's work environment.

#### b. Teacher performance management

From an organizational point of view, performance management shows organizational performance which includes the concept of vision, mission specifications, strategy development and goal specifications, meanwhile from a team and individual perspective performance management shows individual or team performance which includes planning for individual or team performance measurement, performance appraisal, and diagnosis and assistance for individuals or groups to improve their performance.

The purpose of performance management, as stated above, shows a link between organizational goals and individual goals in an organizational context, the important thing related to employees is the goal of improving employee competence and performance in contributing to the organization, this has implications for the need for the organization to encourage its creation. conditions that allow each employee to develop competence and ability to develop their performance.

First, efforts to develop teacher performance are a planning process that includes seven stages, namely: (a) reviewing relevant policies, (b) analyzing environmental conditions, (c) formulating objectives, (d) collecting related data and information, (e) ) analyzing data and information, (f) formulating alternatives and selecting alternative decisions and (g) determining steps for implementation activities.

Meanwhile, according to Ernest Dale (Stoner, 1986) cited by Nanang Fattah provides organizing as a multi-step process. The organizing process is described as follows (Fattah, 2009 : 72):

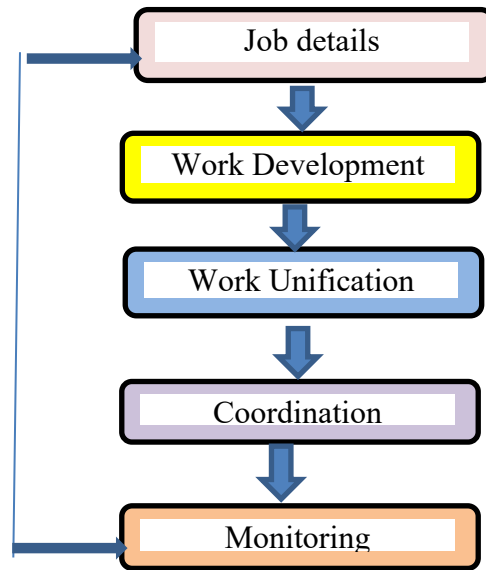


Figure 2.4 Organizing Process

Based on the picture above, there are five stages, namely: Stage

The first stage; what must be done in detailing the work is to determine what tasks must be done to achieve organizational goals. Second Stage; dividing the entire workload into activities that can be carried out by individuals or groups. Third phase; combining the work of the members in a rational, efficient manner. Fourth Stage; get a working mechanism to coordinate work in a harmonious whole. Fifth Stage; monitoring and taking adjustment steps to sustain and increase effectiveness.

#### a. Teacher Performance Development

As an organization, in schools there is a collaboration of groups of people, principals, teachers, staff and students, who together want to achieve predetermined goals. All components in school are an integral part, meaning that even though they do work in accordance with their respective functions, overall their work is directed at achieving the goals of the school organization. As a member of the school organization, teachers play a very important role in the education and learning process in preparing participants to achieve predetermined competencies.

The performance of teachers in carrying out their roles and duties in schools, especially in the learning process, in today's context requires development and changes to be more innovative, innovative teacher performance is important for the successful implementation of educational innovations in order to improve the quality of education / learning. The innovative performance of a teacher in an effort to achieve an effective and functional teaching and learning process for the life of a student clearly needs to be continuously developed.

#### b. Teacher Performance Monitoring

In order for order and order to occur in this work, good supervision must be carried out, because supervision is an activity to find and correct irregularities in the process of activities that may be carried out by a teacher, whether intentional or unintentional. Suharsimi says: "Supervision is essentially a guide for the implementers so that they always act according to the plan" (Arikunto, 2004 : 69).



Basically, the supervisory process begins with determining standards as guidelines that must be achieved within certain limits, and if there is a difference in results, corrective action is immediately implemented as a follow-up. As stated by Hunger and Wheelen (2000 : 384) See the image below;

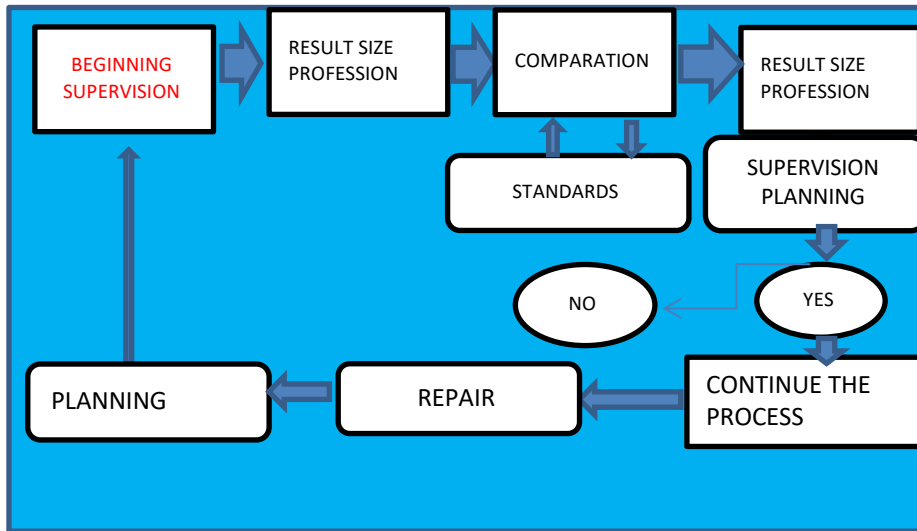


Figure 2.6. Supervision Process

Source: Hunger and Wheelen (2000 : 384) modified Researchers

Supervision consists of a process formed by three kinds of steps that are universal in nature, namely: (1) Measuring work results; (2) Compare work results with standards and confirm differences if any; (3) Correcting unwanted deviations through corrective action.

Following are other factors that can support the success of supervision according to Koontz and Donnel, suggesting the following principles of supervision (Koontz et al., 1980 : 167):

- a) The principle of achieving the objectives, control must be directed towards the achievement of goals, namely by making improvements (corrections) to avoid deviations or deviations from planning.
- b) Principles of Efficiency of Control, control is efficient if it can avoid deviations from planning, so as not to cause other things that are unexpected.
- c) Principles of Control responsibility, supervision can only be carried out if the leader is fully responsible for the implementation of the plan.
- d) Principles of Direct Control, the most effective control technique is to strive for good quality subordinate leaders. Supervision is carried out by managers on the basis that humans sometimes make mistakes.
- e) Principles of Future Control, effective supervision must be aimed at preventing planning irregularities that will occur both now and in the future.
- f) Principles of Planning Reflection, supervision must be well structured, so that it reflects the character and structure of the planning.
- g) The Principles of Organization Stability, supervision must be carried out in accordance with the organizational structure. The supervisor and his subordinates are the means to carry out the plan. Thus, effective supervision must be adjusted to the amount of manager authority, so that it reflects the organizational structure.
- h) Principles of Individual Control, supervision and supervision techniques must be in accordance with the information needs of each leader. The scope of the information required differs from one another depending on the level and duties of the leader.
- i) Principles of Standard, effective and efficient control requires appropriate standards that will be used as benchmarks for implementation and objectives to be achieved.

- j) The Principles of Strategic Control, effective and efficient supervision requires attention paid to strategic factors.
- k) Flexible Control Principles, supervision must be flexible to avoid failure of the implementation of the plan.

### **Teacher Competence and Ability**

Teachers are present in the most up-to-date functions and roles as teachers, educators, mentors, trainers, cultural transformers, as models that must provide role models and as motivators and innovators of national development. In order to carry out daily tasks with, teachers must have personal competences or abilities, professional abilities and social or social abilities. This ability will greatly affect its performance in carrying out what it carries, especially in planning learning. By having a good one, it is hoped that the learning process can run smoothly and the learning objectives in class can be achieved.

#### **a. Competent Teacher**

Performance in relation to the ability of the individual concerned will play a very important role, this is as stated by Sukmadinata states that there are three aspects of teacher abilities, namely: (1) personal abilities; (2) professional skills; (3) social skills or social skills (Sukmadinata, 2004).

#### **b. Teacher Ability**

Teacher ability is a basic skill that a teacher has. "Ability can be seen as a general characteristic of a person related to knowledge and skills that are manifested through action" (Dharma, 1991 : 15). Furthermore, the applicative indicators of the ability of a teacher can be described through eight teaching skills, namely:

First, questioning skills. In the learning process, asking plays an important role, this is because questions that are well structured and the technique of asking the right questions will have a positive impact on students, namely: (1) increasing student participation in learning activities; (2) arouse students' interest and curiosity about the problem being discussed; (3) developing thinking patterns and active learning methods from students, because in essence thinking itself is actually asking questions; and (4) guide students' thought processes, because good questions will help students determine good answers.

### **Quality of Education Quality Concept**

According to Nur defines "... Quality as a basic strategic business that produces goods and services that meet the needs and satisfaction of internal and external consumers" (Nur et al., 2016). Of the four definitions mentioned above, the term quality is always associated with who uses or is served and who needs it. Or in other words who are the consumers. Therefore, the term quality should be defined as: "Meeting the requirements expected by consumers". If the conditions expected by the consumer are met, the consumer is satisfied. So the criterion of whether something is of quality is whether the expected conditions satisfy consumers.

According to Naomi Peffer and Anna Coole in Sallis about the concept of quality: "Quality is a slippery concept. It implies different things to different people "(quality is a slippery concept. It implies different things for different people) (Sallis, 1993 : 21). However, it is necessary to have a clear understanding of quality. "Quality is indeed a dynamic idea and the right definition does not help much. However, such meaning will cause confusion "(Sallis, 1993 : 22). As an absolute sense, quality is akin to goodness, beauty, and truth, an uncompromising certainty. In absolute terms, an object of quality means having the highest level of standards and cannot be exceeded.

## **Quality Control, Quality Assurance and Integrated Quality.**

Quality control is a post-production process that tracks and rejects defective items, it is widely used in education to check whether standards have been met or not. Quality assurance aims to prevent errors from the start of production. Quality assurance is designed in such a way as to ensure that the production process produces products that meet predetermined specifications. MTU Guarantee is a way to produce defect and error free products, products that were good from the start. Quality assurance places more emphasis on the responsibility of the workforce than control inspection.

## **D. CONCLUSION**

### **1. General Conclusion**

Strategic Management Coaching teacher performance to improve the quality of learning at MTsN 1 HSU Hulu Sungai Utara Regency and MTsN 5 HSU Hulu Sungai Utara Regency, integrated with the Madrasah Strategic Plan (RENSTRA), further outlined in the Madrasah Work Plan (RKM) and implemented in the Budget Work Plan Madrasah (RKAM) or an annual program. The strengths, weaknesses, opportunities and challenges of the SWOT analysis results have not been integrated into strategic assumptions as the basis for formulating the mission and vision, goals and strategies in fostering teacher performance. The implementation of strategies in the form of programming, budgeting and implementation procedures has not run optimally, so that the factual measure of teacher performance is when it is able to improve the quality of learning, namely; Shaping the character of students to become superior individuals, have academic knowledge and skills, students are able to think critically, creatively, innovatively and explore potentials to become competencies and competitiveness has not been maximally achieved, thus the quality of graduates has not yet satisfied customers (customers).

### **2. Special Conclusions**

- a. SWOT analysis of the environment for teacher performance coaching strategies in improving the quality of learning, strength factors include; obedience and loyalty, a conducive madrasah cultural climate, the number of young teachers of productive age and the existence of BOS funding support from the government. Weakness factors include; Some teachers have low achievement motivation, differences in civil servant status for ASN and GTT, competency and ability of teaching skills, and Teacher Performance Assessment (PKG) on average not satisfactory. Opportunity factors include; Government regulations, advances in science and technology, madrasah support, and national education standards. While the challenge factors are; Global demands are in the form of quality and competitive human resources, juvenile delinquency, drugs, promiscuity, crime and the tendency to decrease parental participation and attention to education. In practice, madrasah principals have not analyzed and integrated their strengths, weaknesses, opportunities and challenges into a strategic assumption that can be used as a basis for further strategic planning.
- b. The formulation of teacher performance guidance strategies to improve the quality of learning has not been based on strategic assumptions that maximize strength factors and minimize weakness factors by taking advantage of opportunities in facing challenges. Mission and vision, goals, strategies and policies for teacher performance development are integrated in the RENSTRA madrasah with the aim; As a teacher, teachers have the ability to teach, as educators are able to instill spiritual and social attitudes through the development of madrasa culture and as trainers are able to provide academic skills. With a strategy through various development of madrasa culture and training. The policies

- include; Increasing teacher competence and ability, developing madrasah culture and completing facilities and funding.
- c. The implementation of the strategy includes programs, budgets and implementation procedures, contained in the madrasah Annual Work Plan Program (PRKT), then after being given a nominal budget it changes to the Madrasah Budget Work Plan (RKAM) with the systematic preparation and indicators determined by the government with reference to indicators 8 National Education Standards, so that the budget for teacher performance development programs has not been specifically regulated but must be sorted from the CAR standards, content standards, process standards, assessment standards and infrastructure standards. With the program includes; Competency improvement and certification programs; Sustainable Professional Development Program (PKB); Teacher Performance Appraisal Program (PKG).
  - d. The implementation of supervision and evaluation of teacher performance by madrasah principals and education unit supervisors has not been collaborative and running optimally, madrasah principals have not reported the results of class visits and the results of detailed teacher performance assessments and each semester to the educational unit supervisor. New supervisors carry out performance appraisals on only some of the ASN and GTT teachers who have been certified.
  - e. The problem of performance development to improve the quality of the learning process concerns; achievement motivation, the gap in the welfare of teacher employment status, pedagogic competence and ability of teaching skills, and the results of the performance appraisal are not satisfactory. Anticipatory coping strategies through; Fostering a motivational boost to all teachers; Development of madrasa culture with six dimensions of values (theological, logical, physiological, ethical, aesthetic and teleological); MGMP training and lesson study. Meanwhile, the curative is done through; Providing rewards, and Sustainable Professional Development (PKB) funded by madrasah

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