



## ***Strategic Evaluation in Development Teacher Competency***

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**Abstract:** *A quality school will have various programs that are of interest to educational users. A quality school will also be supported by quality human resources as well as professionalism. Teaching is classified as a professional job, because it requires special abilities (techniques). With these special techniques and skills that must be possessed, a teacher plays a significant role and has a very strategic position in determining the success or failure of learning activities. So that this learning process will determine the quality of education in the educational unit. This research seeks to analyze and find strategic evaluations of teacher competency development. This research uses a qualitative approach, phenomenological type with a multisite design. Data collection techniques using in-depth interviews, participant observation and documentation. Data analysis uses the Myles Huberman model of data reduction, data presentation, verification and drawing conclusions. Test the validity of the data through credibility, transferability, dependability and confirmability. The results of the research show: strategic evaluation of teacher competency development is carried out in the teacher performance assessment system, position promotion is based on a reward and punishment system.*

**Key words:** *strategic evaluation, teacher competency*

### **Introduction**

The current education and learning system places teachers in a very strategic learning process, their position has not been replaced by tools and machines. IT-based learning technology strengthens the position of teachers. This special skill sets the teaching profession apart from other professions. The difference lies in the duties and responsibilities. The responsibilities and duties attached to teachers will be closely related to the basic abilities of a teacher. This basic ability is none other than teacher competence (Udin, 2009:44).

In essence, teacher professionalism plays a big role in determining the quality of school graduates. This means that in order to produce quality graduates in educational units, quality teachers are also needed and supported by teacher achievements. Furthermore, in order to be able to hold the position of teacher and fulfill one's duties as a teacher, one is required to

have teacher competency in addition to other competencies. As for teacher competency, it can be obtained through formal and non-formal teacher education. This is in line with the following opinion.

Basically, teacher education does not only last 3 or 5 years, but lasts a lifetime (lifelong teacher education). This 3 to 5 year education period is mandatory for a teacher to follow formally. Meanwhile, education after he works in the field of teaching, such as: self-study, attending training, upgrading, conducting research, compiling books, being active in professional organizations, watching YouTube, television and so on. All of these activities become reinforcements in developing teacher experience, knowledge and skills so that their professional abilities further develop (Hamalik Oemar, 2003:123).

Thus, every professional teacher must develop their competencies continuously. As stated by Sudarwan Danim, to meet the professional criteria, teachers must undergo professionalization or a process towards a true professional degree continuously (Sudarwan Danim, 2010: 3).

If a more comprehensive study is carried out, the duties, roles and responsibilities of teachers are very heavy and complex, not as simple as one might imagine. The roles and responsibilities of teachers in each educational unit are not only limited to teaching and are closely related to the learning process, but are also related to social and state life. In Law number 14 of 2005 concerning Teachers and Lecturers, it is stated that "Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education, formal education, basic education and secondary education (Undang-Undang Republic Indonesia no 14, 2015).

Global society provides demands, challenges and does not often create new threats. Syaodik (2010:6) states, humans are required to try to know a lot, do a lot, achieve excellence, establish relationships and cooperate with other people (being sociable), and try to manage firmly. moral values (being morally). Superior, moral and hardworking humans are the guidance of global society. Those who are able to compete, not only with fellow citizens in a region, region and country, but also with citizens of other countries. So that from this demand teachers must also take part in order to encourage students to deliver their full abilities.

Adam in Hamalik explains the role of teachers in a broader context, namely: teacher as teacher (teacher as instructor), teacher as guide (teacher counselor), teacher as scientist (teacher as scientist) and teacher as person (teacher as person). Apart from that, teachers are also mediators (teacher as communicator), modernizer and builder (teacher as constructor) (Hamalik Oemar, 2003: 123-132).

With the dynamics of the world of education continuing to change, especially the education system in government is also changing, from a centralized system to a decentralized system, the implementation of the regional autonomy system is also followed by changes in the education management system by adopting a decentralized pattern. So with this education system, teachers are required to describe the community's desires and needs for education through the desired competencies. Continuous professional development of teachers is needed, intended to stimulate, maintain and improve teacher competence in solving educational and

learning problems which have an impact on improving the quality of student learning outcomes (Danim: 2003).

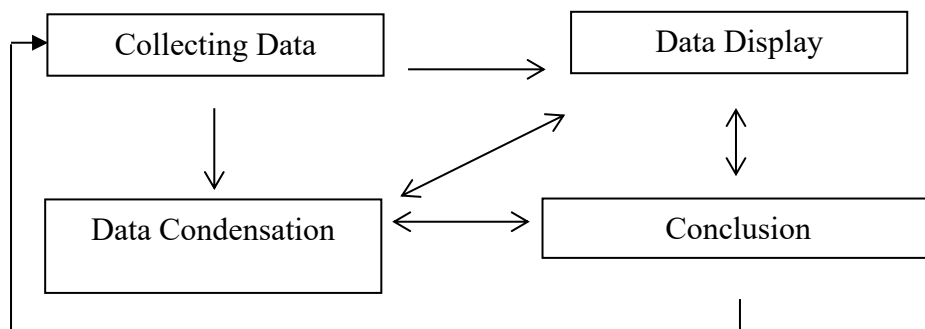
(Winarto, 2024) With the dynamics of the world of education continuing to change, especially the education system in government is also changing, from a centralized system to a decentralized system, the implementation of the regional autonomy system is also followed by changes in the education management system by adopting a decentralized pattern. So with this education system, teachers are required to describe the community's desires and needs for education through the desired competencies (Saifudin, 2010:6). Continuous professional development of teachers is needed, intended to stimulate, maintain and improve teacher competence in solving educational and learning problems which have an impact on improving the quality of student learning outcomes (Sudarwan Danim, 2010:5).

It cannot be denied that education is currently faced with increasingly sophisticated demands, the emergence of advances in science and technology, in addition to offering several conveniences in all aspects of life, also opens up opportunities to commit all forms of crime. If the development of science and technology is misused it will have fatal consequences. Meanwhile, the transformation of western culture occurred in the fields of science and technology (Muhyidin, 2004:17).

Various excellent programs are also offered by both schools with the aim of sharpening students' thinking power and training skills, independence and instilling thoughts based on the Islamic creed of *ahlus sunnah wal jama'ah*, so that in the future it is hoped that it can turn students from both schools into a generation of believers and devotees. knowledgeable and mastering technology, as well as having good morals. Apart from improving teacher competency, it is carried out well and continuously. The facts in the two educational institutions show that the two schools that will be studied apply strategic management in an effort to develop teacher competency in both schools. These two research locations intensively make efforts to develop teacher competency in a sustainable and effective manner.

### **Research method**

The research was done by using qualitative approach. Researcher decided what will be studied, arrange specific research question, limiting question, collecting data from the participant, and doing research objectively. Field research with case study was used to identified the research subject. Data was collected by using three methods. They are depth interview, participant observation and documentation. After data collected, data will be analyzed by using Mile's and Hubberman method. The steps of analyzing followed this chard;



For making sure about the data, it was also done checking data's validation. For validating data, the researcher used credibility, dependability, confirmability and transferability.

### **Discussion and Results**

The strategic evaluation stage of teacher competency development is the final stage of the institution's strategic management. The strategic evaluation carried out by both schools uses teacher performance assessment or popularly known as PKG, job promotion, followed by reward and punishment. Continuous implementation of strategic evaluation determines the success of a program and analyzes problems that arise. With regular strategic evaluations, program progress will be known automatically and weaknesses and problems that occur will also be known. Developing teacher competency also requires implementing program evaluation, in order to see and measure the extent to which planning can be carried out in line with planned procedures to achieve maximum results.

Several forms of evaluation of teacher competency development through several stages of assessment activities, for example student assessment of teachers as a form of feedback, peer-to-peer assessment, group supervisor assessment, principal assessment as a form of superior. Various forms of assessment actually recognize report cards as a form of teacher performance results. From this teacher's report card, the achievements and obstacles experienced will be known, the impact of good teacher performance results is that the teacher will get a reward, conversely if the results are bad the teacher will get punishment and then be coached by the school principal.

The various forms of rewards (Winarto :2022) (awards) given by each school will be different. Some are provided in the form of clarity on teacher status, meaning teachers who were previously still on contract were appointed as permanent teachers followed by a basic salary from the foundation, promotions where previously permanent teachers from the foundation were promoted to class teacher followed by homeroom allowance from the foundation. The position of homeroom teacher is promoted to deputy principal with the following allowances. Furthermore, the foundation provides permission and the opportunity to continue the above level. From undergraduate (S1) further studies to the top level of master's (S2), or master's (S2) further studies to a doctoral program (S3). While the form of punishment

can also be a verbal warning, there are several stages that are usually carried out including: stage 1 warning letter, stage 2 warning, to stage 3 warning, in each stage there will be sanctions ranging from light sanctions to heavy sanctions. These mild sanctions usually take the form of a reduction in teaching hours, the heaviest being the revocation of the teacher's rights or even dishonorable dismissal.

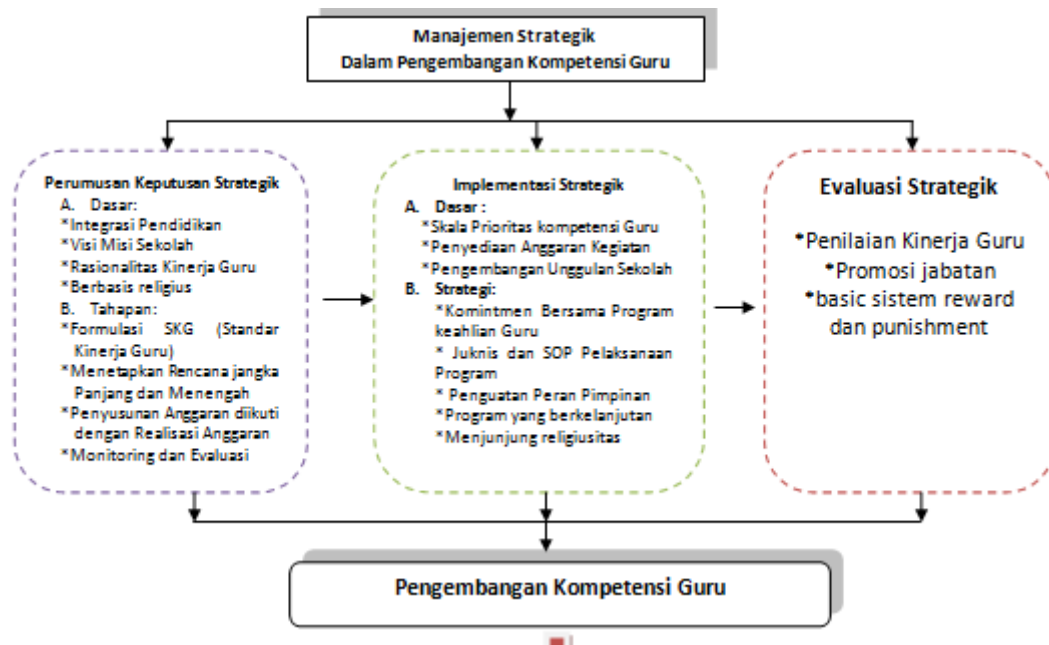
The next stage is control. This control process ensures that the organization is maintaining what has been determined by the planning that has been determined by the organization. This process is to compare performance with the desired results and provide the necessary feedback. Management is to evaluate the results that have been achieved and take corrective action if necessary (Cornel Camilius, 2003:384). David said there are at least five steps as a form of feedback in a control process starting from; determining what will be measured, setting performance standards, actual performance measurement, comparing actual performance with the selected standards, finally taking action to make improvements.

Top managers will carry out the first two steps and tend to establish a control system to then delegate to their subordinates or other people (Hunger David, 2003:384). Strategic evaluation actually includes three main activities, these three activities are: first, investigation of the foundation underlying the organization's strategy. Second, compare the expected results with the actual results. Third, take corrective action to ensure that performance is in accordance with plan (Fred David, 2009:500). With this evaluation, the school will know for sure the achievements that have been made, and the rest will be able to measure the success that has been achieved, know the obstacles faced so that the problem can be resolved.

Evaluation of teacher development carried out by schools by implementing a project process pattern. This means that assessments are carried out at any time when the teacher is in the school environment or outside the school. while a project is an assessment carried out each semester in the form of an accumulation of the implementation of learning in class which is guided by the assignment of teacher competencies. The assessment and evaluation process is carried out with a religious humanist feeling which is carried out regularly through meetings and gatherings which are held daily, weekly, monthly and annually. Because teachers are under the boarding school, the assessment upholds humanist and religious feelings. Henceforth, the assessment will be carried out by the principal as a form of assessment of superiors and subordinates, students' assessment of teachers starting from the realm of attitudes, teaching methods, assessment methods, then peer assessment will be carried out between teachers and senior teachers. The impact of this evaluation and assessment is that teachers who have good competencies will receive awards. The results of this assessment will later be used as recommendations in preparing plans and programs for next year's activities.

The implementation of position promotions and awards for educators and educational staff is carried out by referring to Republic of Indonesia Law Number 20 of 2003 in the realm of education, experience, ability and performance achievements in the field of education

(Undang-Undang Republik Indonesia Number 20, 2003). It is on this basis that the school will guide the implementation of giving rewards and punishments to teachers. As a follow-up, if the teacher has good achievements and evaluations, he will be promoted to a higher position.



**Figure 1.1 strategic evaluation process for teacher competency development with a series of school strategic management**

## Conclusion

Strategic evaluation of teacher competency development is carried out in the teacher performance assessment system, job promotion based on a reward and punishment system. Strategic evaluation activities for teacher competency development, in this case support Fred R David's theory, which consists of three strategic evaluation activities (a) reviewing the external and internal factors that form the basis of the strategy, (b) measuring performance, (c) taking corrective steps. The results of this research support the theory built by Fred David and Thomas Wheelen, there are five steps as a form of feedback in the control process, a) determining what will be measured, b) setting performance standards, c) measuring actual performance, d) comparing actual performance with standards that have been set, e) take corrective action. Top level leaders as often as possible carry out two steps, namely the control system and then delegation. At this level of delegation, they often represent other people.

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