

TEACHER PERFORMANCE MANAGEMENT IN IMPROVING ISLAMIC RELIGIOUS EDUCATION LESSON LEARNING

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Abstract

The management of teacher performance coaching is very important as a hard effort to improve teacher performance, especially in the learning process. Coaching the performance of (IRE) *Islamic Religious Education* subject teachers which is carried out in a planned and structured manner by implementing the management function will succeed in improving the quality or quality of IRE teacher learning itself and in the end it will improve student achievement as learning citizens. Teacher performance coaching carried out at SMPN 13 and SMPN 22 Bandung, has generally been well implemented with reference to the vision and mission, as well as the goals that must be realized. Based on the research findings on all aspects of the management function from planning, organizing, implementation and supervision as well as constraint factors and efforts to overcome obstacles in improving learning through management of teacher performance coaching have been implemented in the daily work activities of teachers in schools, especially in Islamic Education subjects, but have not achieved optimal results. Thus, it is very important to discuss the findings of this study. Some things that become notes in the future for improving the management of IRE teacher performance coaching by IRES supervisors and school principals are focused on fostering work ethics, building morals and teacher character. This is very important to do as an effort to create teachers who are not only smart and creative but also have great character and have great character.

Keywords: Management, Performance Development, IRE Teachers, IRE Learning

INTRODUCTION

Indonesia's Human Development Index (HDI) in 2019 reached 71.92. The quality of health, education and meeting the needs of the Indonesian people has increased. In general, Indonesia's human development continued to progress during the period 2010 to 2019. Indonesia's HDI increased from 66.53 in 2010 to 71.92 in 2019. During that period, Indonesia's HDI grew by an average of 0.87 percent per year. and increased from "medium" to "high" starting in 2016. In the 2018–2019 period, Indonesia's HDI grew by 0.74 percent. BPS (2020: 1-2).

Although in general, Indonesia's human development index (HDI) continues to progress, especially during the period 2010 to 2019, If you refer to the HDI version of the UNDP (Human

Development Index / HDI), Indonesia is still far from ASEAN countries, Indonesia is in sixth place and the world ranking is still relatively low, which is ranked 111 in the world out of 189 countries. Indonesia's HDI is still inferior to other countries. - neighboring countries such as Singapore, Brunei Darussalam, Malaysia, Thailand and the Philippines Citradi, T. (2020).

The demand for quality education is the main spirit of all stakeholder elements in the framework of realizing the aspirations of the nation. As the goals of national education have been stated in Article 3 of Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, which reads: "National education has the function of developing capabilities and shaping dignified national character and civilization in order to

educate the nation's life, aimed at developing potential participants. educated to become human beings who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens of the State." UU (2003).

One of the factors at the forefront of education is none other than teacher performance. Mulyasa (2017: 25) emphasizes that the Government through the Ministry of Education and Culture has issued various policies to improve the quality of education through improving the quality of teachers. These policies include the passing of the National Education System Law, the Teacher and Lecturer Law, National Education Standards, and Teacher Certification.(Mulyasa, 2017)

According to the data the researchers got, that the percentage of teachers fit to teach in the 2018/2019 academic year tends to be stagnant when compared to the 2017/2018 school year. However, if you look more closely, in terms of the number of teachers fit to teach, it actually increased to 2,599,375 teachers in the 2018/2019 school year when compared to 2017/2018 which only 2,438,520 teachers. Apart from the quality, the teacher's workload also affects the quality of the teaching and learning process in the classroom. The teacher workload can be seen by calculating the student-teacher ratio which describes the number of students to the number of teachers at a certain level of education. The teacher in question does not differentiate between proper and unfit teachers. So that the student-teacher ratio reflects the average number of students who are the responsibility of a teacher. The greater the student-teacher ratio, the smaller the student's access to teachers, while the smaller the student-teacher ratio, the easier student access to teachers will be. This allows the teacher to pay more attention. BPS (2019: 22-26).

The principal in his main duties and functions is as an educator, manager, administrator, supervisor, leader, innovator, and motivator. The main duties and functions of

school principals in school management refer to the Minister of National Education Regulation No. 19 of 2017 concerning school management standards, including: program planning, implementation of work plans, monitoring and evaluation, school leadership and school school information systems. PP(2017). Furthermore, the role of school supervisors is in accordance with government regulation (PP) No. 19 of 2005 and Regulation of the Minister of State Apparatus Empowerment and Bureaucratic Reform (Permenpan RB) No. 21/2010, namely carrying out managerial supervision, academic supervision, coaching, monitoring and assessment activities. In this case, supervisors can work together with the principal in synergy to assist in efforts to improve quality through coaching the performance of teachers including teachers of Islamic religious education subjects. Permenpan (2010).

Teacher performance can be interpreted as a condition that shows a teacher's ability to carry out his duties at Madrasah or school and describes an act that is displayed by the teacher in or during learning activities. Teacher performance can also be shown by how much the required competencies are met. "These competencies include pedagogical competence, personal competence, social competence and professional competence". UU (2005). According to Supardi, quoted by Deke O (2020: 63), he explained that teacher performance can be seen clearly in learning which is shown from the good learning achievement of students. Furthermore, "good performance can be seen from the results obtained from the student achievement appraisal". Ma'ruf, I., M. (2020: 5).

Regarding teacher performance, especially Islamic Education teachers, information is obtained about teacher performance appraisal and work behavior in two junior high schools (SMP) in Bandung, namely SMPN 13 and SMPN 22 Bandung City, but it needs significant improvement in order to create continuous teacher performance. to increase. Therefore, researchers are called to conduct research on the Management of Teacher Performance

Development in Improving Learning in Islamic Education in the two junior high schools.

RESEARCH METHODS

This research uses a qualitative approach. A qualitative approach according to Musfikon (2012: 12), states that: Qualitative research is research that intends to understand the phenomena experienced by research subjects such as behavior, perceptions, motivation, actions, etc. holistically, and with descriptions in the form of words. -words and language, in a specific natural context and by making use of various natural methods. This study intends to reveal about the management of teacher performance coaching in improving the learning of Islamic education subjects at SMPN 13 and SMPN 22 Bandung.

The use of the method as a solution for this research is a case study. In this case study, the researcher tries to look at an individual or a unit in depth. Researchers try to find all the important things behind the emergence and development of these things. In case study research too, the researcher tries to describe the research subject in overall behavior. In the case study research according to Arikunto S (2009: 238) states "the pressure of the research is: a) why the individual acts this way, b) what is the form of that action, how to act to react to the environment". This method describes the findings, data and research information on how the management of teacher performance coaching in improving learning Islamic education subjects at SMPN 13 and SMPN 22 Bandung City.

This research was conducted at SMPN 13 and SMPN 22 in the city of Bandung. For the data source of this study were IRES supervisors, school principals, and Islamic education subject teachers. Data and information obtained by data collection techniques (interviews, observation and documentation study) were then written in separate field notes for each method. The analysis is carried out inductively, using talk on conversation analysis methods, text analysis (content analysis) and interaction analysis.

Test the validity / validity of qualitative research data according to Sugiyono (2011: 364), including the credibility test, transferability test, dependability test, and confirmability test. In research activities, of course there is data collection, the data collected must meet the requirements specified in a research activity. The validity of the data in this study was used only to test the credibility of the data, namely the extension of the observation, that is, the data validation was carried out at a time deemed adequate, to prevent bias from the researcher and the information subject. Increase diligence in making observations more carefully and continuously. Triangulation is a data validity checking technique that utilizes something other than the data for checking or comparing the data. Negative case analysis is a case that does not match or differ from the research results up to a certain point. Using reference material in this study is that there is a support to prove the data that has been found by the researcher. Member-check is intended to find out how far the data obtained is in accordance with what is provided by the data provider.

RESULTS AND DISCUSSION

Based on the results of research findings on all aspects of management functions from planning, organizing, implementing and monitoring as well as constraints and efforts to overcome obstacles in improving learning through management of teacher performance coaching have been implemented in the daily work activities of teachers in schools, especially in Islamic Education subjects, but have not yet reached optimal results. Thus, it is very important to discuss the findings of this study.

Teacher Performance Planning in improving the IRE Subjects Learning

Teacher performance planning is a process in which teachers plan what teachers should do in the coming year, determine how performance should be measured, identify and plan ways to overcome obstacles, and achieve a common understanding of the job.

making teacher performance planning in improving learning IRE subjects carried out by teachers of SMPN 13 and SMPN 22 Bandung, involving the role of the principal's function and school supervision, the planning made by the teacher is expected to achieve it well through a process of consultation and guidance and direction by school principals and school supervisors. The planning carried out by the teachers is also an evaluation of the previous year's performance so that the planning made at that time is a follow-up plan of the evaluation including fixing things that have become shortcomings and weaknesses that have been done in the previous year.

Performance planning for learning is related to a value system in teleological values, which is manifested in useful, beneficial, appropriate functions, developing / advanced, regular / disciplined, integrative, productive, effective, efficient, accountable, innovative, so that it is hoped that the planning made by the teacher through the process of mentoring and coaching by IRES supervisors and school principals these values are internalized in the spirit of the teacher to do their best in accordance with the value of the benefits or use value of the plan.

The roles and functions of supervisors and school principals greatly influence teacher plans to produce in the form of learning administration made by teachers in general the steps for activities of teachers in two junior high schools with guidance by IRES Supervisors which are carried out are:

First, they were teachers at SMPN 13 and SMPN 22 Bandung City, conducted a review of teacher legislation, namely the Republic of Indonesia Law No. 14 of 2005 on teachers and lecturers as well as the Government of the Republic of Indonesia Regulation No. 74 of 2008 which was changed to PP RI no. 19 of 2017 concerning teachers. This is related to seeing the professional duties and functions of the teacher in the learning process.

Second, they teachers compile work programs, in the form of semester programs,

annual programs that include the fulfillment of several learning administration documents for each subject teacher including Islamic Education subjects with all administrative tools and teaching equipment. Semester program is a subject teacher program for the implementation of one semester which is derived from the subject syllabus by considering the strategic aspects and learning methods. This is also by looking at the school calendar to consider the effective days and effective weeks for learning.

Teaching activity programs, both semester programs and annual programs, daily activities are arranged in a learning administration document in each school. Teachers compile teaching materials, especially Islamic education subjects with problem-based, practical, and contextual learning models with teaching factory models.

Then the planning of teacher performance in the form of a lesson plan is very important because the success of a goal is largely determined by good performance planning, good material preparation, making strategies, appropriate methods, using tools and media that allow students to get meaningful and sufficient learning. learning experiences for students. So that the planning of performance and the preparation of teaching materials carried out by teachers at SMPN 13 and SMPN 22 Bandung City, is very important so that students, especially in IRE subjects, can follow well, have a good learning experience. In fact, students are presented with learning models that encourage students to be more active.

The teacher performance planning activities at the two junior high schools are usually carried out in the form of an early-year meeting with the previous year's activity evaluation activities followed by making strategic plans and programs for the year to be passed so that it is expected to produce better plans and programs. One of them is through the teacher working group or Subject Teacher Deliberation (MGMP) in schools, where they discuss the results of the problems they found during the

previous year, then evaluate them to be used as input and consideration for future plans.

The results of the discussion and discussion are then outlined in the form of work plans and lesson plans. It contains a discussion of basic competencies, core competencies, learning approaches, learning models, and evaluation plans for learning. In addition, this planning was made by the teachers in the form of a workshop, for later consultation and discussion with the principal or with the IRES supervisor.

Another important thing in the planning made by teachers with the mentoring process by the school principal and / or IRES supervisors includes parties who provide information about various kinds of expectations and criteria for students in the form of graduate standards and expected student outputs. Therefore, planning in the performance of guidance by the IRES Supervisor and the principal is directed at how the plan is made in order to answer the needs and expectations so that the output of these two SMP students can be accepted in the community.

Planning by the teacher also involves setting goals and competencies and estimating how to achieve those goals. Learning planning is a central function and learning management and must be oriented towards the future, especially whether junior high school graduates can be accepted well or whether the competence of students from all the competencies they receive makes themselves capable of being independent in tight competencies.

Organizing Teacher Performance in Improving Islamic Education Subjects in Two Junior High Schools

Organizing performance in learning for teachers in this case is the organization of teacher performance by the IRES Supervisor to ensure that the organization by teachers in teacher performance management at SMPN 13 and SMPN 22 Bandung City is related to: (a) SK for the division of teacher teaching tasks; (b) procedures for determining the MGMP

coordinator; (c) organizing the main tasks and functions of the MGMP; (d) organizing facilities and infrastructure; (e) organizing activity costs.

First, In both SMPs, it is the assignment of a teacher coordinator to the subject group, namely MGMP. The findings in the field show that in general they are relatively good at determining the coordinator of the IRE subject because apart from the fact that the teachers who will be selected as MGMP administrators have an average undergraduate education qualifications, most of the educational backgrounds have educational backgrounds according to their disciplines. . Therefore it is not too difficult to determine. However, in determining the coordinator, especially the IRE subject teacher coordinator was carried out very democratically. This means that the principal, the IRES Supervisor, hereby fully leaves it to the teachers and to the respective subject groups including Islamic Education subjects to determine personnel in management. So that in this case the communication between teachers does not feel dictated by the principal or by the IRES supervisor. After everything is done by working deliberation in the group then formally the principal issues a management decision as a formal legal for the group of teachers in their subject to be competitive in order to improve the quality of the subject effectively.

Second, organizing the main tasks and management arrangements of subject teacher groups. After the management of subject teachers, including IRE subject teachers, is determined by the issuance of a Decree (SK) from the school principal, then the next step is to arrange the subject teacher's main tasks and create a management structure.

Organizing through teacher working groups in schools through the Subject Teacher Conference (MGMP) at SMPN 13 and SMPN 22 Bandung City, each subject teacher including their IRE subject teachers in groups both during work meeting activities and in daily activities they are expected to continue to synergize and coordinate with other teachers to build communication in order to improve learning to

be more effective in providing learning for students, which occurs by giving and receiving information, both in the form of soft skills and hard skills. The results of training by teachers, whether organized by the government,

Organizing the teacher groups at SMPN 13 and SMPN 22 Bandung, also through the process of mentoring and coaching by the school principal and by the IRES supervisor explaining the main duties and functions and work authority of the teacher working group so that each teacher is expected to understand it well. Responsibility, motivation, creativity, initiative, and informative are expected to be formed in the teacher himself, so that the competitive climate is to make every work both learning for students and fellow teachers to give their best so that the goals of the plan can be achieved and can be successful. intact.

Third, organizing facilities and infrastructure for both subject teacher groups including suggestions for infrastructure for learning in the classroom and outside the classroom, especially Islamic education subjects. This is done in an effort to improve learning supported by information and technology-based learning materials. Fulfillment of student learning facilities and infrastructure continues to be carried out in accordance with the demands of teaching materials and graduation standards. Either through assistance through government programs and forms of cooperation with outsiders. Support for learning to be effective and learning efficiency is one of the means of supporting the learning process. Laboratory facilities, an adequate library owned by the school including the organization that must be fulfilled as well as good financial support and transparency into something that makes it even better. These components at least in the two SMP are sufficiently available even though the ratio is not yet fully balanced.

Fourth, organizing financing in the form of material and equipment needs as well as the need for personal competency enhancement as stated in the school budget and expenditure plans. Learning, of course, must also be supported by

the availability of an adequate budget and contained in the school budget plan which is spread out in the needs plan in eight detailed national education standards as well. The sources of funding come from student operational assistance (BOS) and community participation funds which are jointly managed by the school committee on the basis of school work plans. So that the ease of regulation and use is immediately felt by the teachers on the management of each program head which is reported regularly to the principal through each semester evaluation meeting and year-end reports through activity evaluation and work planning meetings at the beginning of the new school year. Transparency of financing in organizing is the management of the school budget which is distributed by schools to the activity committee and managed according to their respective planned budget requirements. The school conducts monitoring and evaluation every semester. Transparency of financing in organizing is the management of the school budget which is distributed by schools to the activity committee and managed according to their respective planned budget requirements. The school conducts monitoring and evaluation every semester. Transparency of financing in organizing is the management of the school budget which is distributed by schools to the activity committee and managed according to their respective planned budget requirements. The school conducts monitoring and evaluation every semester.

At SMPN 13 and SMPN 22 Bandung City, this organization is very important because through this activity teachers can find out the strength of existing resources including those of the school so that it is hoped that plans can be achieved effectively and efficiently. This activity is continuous in nature with adjustments to developments including the development and dynamics of the curriculum in schools. Therefore, teachers are required to be able to adjust and be able to make strategies that have been developed or established by the school.

Then in organizing, it is more important that guidance by supervisors and by the principal

is to ensure that teachers can: a) condition students in the classroom; b) able to set learning objectives, especially Islamic Education subjects well; c) able to determine the learning strategy of Islamic Education subjects used; d) able to determine the tasks to be given in the teaching and learning process; e) how to do the task; f) determine what must be understood and done in the task; g) how is the assessment ?.

The conclusion from the findings and discussion above on coaching performance in organizing performance in learning by teachers for improving learning in general, teachers know the duties and functions of the teacher, but in practice there are still teachers who are not aware of the duties and functions of teachers properly to present quality learning through organizing tools, supporting materials, in the learning process so that learning effectiveness can be achieved. In addition, in the schools being researched, there is still a lack of tools when compared to the number of students, so that the ratio of tools and the number of students is not comparable.

Implementation of Teacher Performance in Improving Learning in Islamic Education Subjects in Junior High Schools.

The implementation of teacher performance in improving learning IRE subjects at SMPN 13 and SMPN 22 Bandung, several activities that have been found in the field, namely:

First, coordination and outreach in the implementation of teacher performance management. Each principal at the two junior high schools always coordinates in every activity in his school with the teacher in learning activities for students, with supervisors in the context of school supervision or supervision duties, as well as with school partners in order to synchronize several school programs contained in the memorandum of understanding. The coordination and communication with these parties is quite good, this can be ensured by a memorandum of understanding that the school will conduct this collaboration, including those

that provide high trust from the community, so that the public's interest in sending to school is relatively high compared to other schools.

Second, The steps for the management of teacher performance management in the learning of Islamic Education subjects are increasing the competence of teachers through various kinds of good competency training carried out by schools, the government through training centers or collaborating with school partners to continuously improve teacher competence so that their performance is better. This activity is continuously maintained with the school partners so that it can be carried out intensively in encouraging teacher competence, especially IRE subject teachers to continue to adapt and adopt new things, especially in terms of technological and information developments. IRE subject teachers attend various kinds of training both organized by schools, government through education and training centers and with school partners.

Third, Aligning programs and teaching materials according to the demands of the times as well as preparing students in a diversified program to be prepared in addition to responding to the needs of the times, also to be able to compete to continue to senior secondary education institutions. The implementation of this activity has been carried out even though the findings in the field at the two schools have not been optimal due to several factors, including human resources, costs and time.

Fourth, fulfillment of learning infrastructure in accordance with the demands of teaching materials as well as adjustments to school partners with information and technology-based learning models. In terms of learning they do by: (1) teaching materials adapted to the demands of today's science and technology, (2) using the internet to access information other than source books, (3) cultivating character at the beginning, process, and the end of the lesson, (4) make improvements in learning tools.

Fifth, The strategy for implementing teacher performance management in improving

learning is increasing teacher competence through training activities, comparative studies to other schools, visits to school partners, improving teacher welfare through incentives and recreation, which are routinely implemented in two junior high schools, namely SMPN 13 and SMPN 22. Bandung. In addition, in the implementation of learning, teachers use strategies in learning by applying a combination or one of the learning strategies, namely discovery learning and project-based learning (project-based learning), including the Teaching Factory (TEFA) learning model, for IRE subjects make learning more effective.

Sixth, the achievements of the implementation of teacher performance management in improving learning in two junior high schools. Performance achievement can be seen from the results of learning by students continue to increase both in the achievement of test scores and student attendance levels are getting higher. Communication between students and teachers is quite good. Several things of this habituation have been seen both in students and teachers and other education personnel. In addition, the form of student achievement and achievement of test scores both carried out by schools and in collaboration with school partners.

The conclusion is based on the findings and discussion of performance coaching in the implementation of learning by teachers to improve learning in two junior high schools, it has been implemented but has not gone well. IRE subject teachers still need guidance in implementing learning models that are in accordance with the character of core competencies and basic competencies as well as collaboration between the results of increasing teacher competence with school partners. Coordination and communication within schools and outside of school both between teachers, teachers with school principals, principals with IRES supervisors, teachers with IRES supervisors running but with very little intensity.

Supervision of Teacher Performance and Improvement of IRE Subjects Learning in junior high

Supervision in the sense of control by the IRES Supervisor, the principal, to the teacher in terms of management of teacher performance coaching for improving learning at SMPN 13 and SMPN 22 Bandung City is a systematic effort to set performance standards with planning objectives, designing a real information feedback system with standards are set first. This also means that IRES supervisors and principals in terms of supervision or control are to ensure that each teacher can make systematic efforts as well to set achievement standards for students with planning goals, so that a feedback system will be formed simultaneously between real information and standards. which has been set by the teacher himself.

Referring to the theological value system developed by Ahmad Sanusi (Noor TE, 2017: 179) it is reflected, among others, in the One Godhead, Rukun Iman (6), Pillars of Islam (5), worship, tauhid, ihsan, istigfar, do ' a, sincerity, repentance, ijti had, khususy, istiqomah, and jihad fisabilillah, supervision is very important because above all else is the teacher in carrying out his duties and functions including the supervisory function of supervisors and the principal feels someone is supervising so that he will always do the best continue to improve performance through increasing learning in students by the teacher himself.

Then the supervisor and principal in terms of supervision ensure whether there are work plans in terms of learning by the teacher or in the form of modified plans, including actions taken by teachers in the context of improvements and to ensure that learning has been implemented. well made ?. So controlling or supervising by the principal and the IRES supervisor is the main objective that the teacher is able to control and ensure that the results of the learning activities that are delivered or implemented are in accordance with what was planned.

The focus of supervision is on academic supervision of teachers. Academic supervision focuses on managing learning by teachers in the classroom with the administration of learning, including teachers of Islamic Education subjects.

Then the results of supervision and monitoring by both the IRES supervisor and the school principal are continued with analysis and making reports on the results of supervision. This activity has been carried out by IRES supervisors, as well as by school principals, but the results of these supervision activities have not been optimally utilized in efforts to improve learning for teachers.

The conclusions from the findings and discussion of the results indicate that performance coaching activities in terms of supervision have been running but the intensity is still small because the ratio of schools to the number of supervisors is quite large and geographically the Bandung city area is quite wide and dense.

Teacher Performance Appraisal in Learning Enhancement

Teacher performance appraisal in improving the learning of Islamic Education subjects at two junior high schools is one of the teacher performance appraisal items which is carried out once a year for the purpose of fulfilling the credit score for teachers. However, the effect of carrying out the assessment also is for the teacher to be in good learning preparation. Fulfillment of administration and its implementation is imperative. Even this happened in three schools. In the implementation of teacher performance appraisal, it can also be identified based on the results of learning, grade promotion, and student graduation at the school as well as referring to the criteria and standards of junior high school graduation.

More specifically, the assessment of teacher performance in improving learning, especially Islamic education subjects, can be identified the level of success is: (a) increasing student achievement, (b) changing student

behavior towards the better, (c) achieving planned results. according to the criteria. Then students feel happy to learn in school, especially following IRE subjects because the teacher, the facilities and infrastructure are there and the learning approaches carried out by the teacher vary, even one of the activities that becomes very enjoyable learning for students with visits to school partners.

Furthermore, to be able to find out in more detail the level of success of the performance in improving the learning of Islamic Education subjects in particular, the next step for supervisors and school principals is to carry out an assessment of the implementation of learning for IRE subject teachers. This assessment uses an instrument that has been prepared by the IRES supervisor or by the principal with standard standards for the implementation of learning, namely one year and one time with the term teacher performance appraisal (PKG).

The implementation of the assessment is open, transparent and full of kinship. From the results of the assessment, it was analyzed both by the IRES supervisor and by the school principal by: (a) examining the IRE subject teacher program; (b) monitoring and observing the teacher during the learning process. After knowing the results of the assessment analysis, the IRES supervisor and the school principal conducted a follow-up. The follow-up carried out by the supervisor is conveyed to the target schools through the school principal and the principal convey it to the teacher at his school.

A Review of the Improvement of Islamic Education Subjects in Junior High School

The improvement of learning Islamic education in junior high schools can be seen from several aspects. These aspects refer to the management function, namely:

Planning or program aspect

From the aspect of planning to improve learning in SMP it can be seen from the objectives and programs. Teacher performance management can be said to be effective in

improving learning, especially in Islamic education subjects in two junior high schools which are the research sites if clear objectives are formulated and can be applied in a learning activity by the teacher.

From the results of the research findings, it can be interpreted that generally in the two junior high schools, they have formulated the goals of teacher performance. These objectives are included in a work program in the form of a semester program and an annual program for subject teachers including Islamic Education subjects. Although there are still subject teachers who need guidance in preparing the program properly.

Organizational aspects

From the aspect of organizing the learning of Islamic Education subjects at the two junior high schools, it can be seen from several things, including: 1) there is a decree for the division of teaching tasks for teachers; 2) availability of an organizational structure for the MGMP; 3) details of the main tasks and functions of the MGMP management; 4) availability of facilities and infrastructure for student learning; 5) availability of a budget set forth in the school RAPBS.

Teacher performance management can be said to be effective in improving the learning of Islamic Education subjects in junior high schools if the organization meets the above criteria.

Implementation aspects

From the aspect of implementing the improvement of learning in SMP it can be seen from several things, including: 1) there is coordination in the implementation of teacher performance; 2) there are teacher performance management steps; 3) there is a strategy for implementing teacher performance; 4) there are performance achievements of subject teachers including teachers of Islamic Education subjects.

The management of teacher performance coaching can be said to be effective in improving the learning of Islamic Education subjects in junior high schools if in practice it meets the above criteria.

From the data, the research findings can be interpreted that in general in junior high school, not all of the criteria have worked well.

Supervision aspect

From the aspect of monitoring the improvement of learning in Islamic education subjects, it can be seen from several things, including: 1) the presence of IRES / subject supervisors; 2) the existence of a program of supervision, monitoring and guidance carried out with a system and according to procedures; 3) the results of supervision are administratively ordered.

Teacher performance management can be said to be effective in improving learning in two junior high schools, if in its supervision it meets the above criteria.

From the data, the research findings show that in general, not all indicators are in accordance with the above, including there are still some that are lacking, namely not all supervisors, have a background in IRE subject teachers.

The assessment aspect

From the aspect of assessing the improvement of learning in SMP it can be seen from several things, including: 1) an increase in student achievement; 2) there is a change in student behavior; 3) achievement of results according to the criteria. The management of teacher performance coaching can be said to be effective in improving the learning of Islamic Education subjects if the assessment meets the criteria he above. From the data, the results of the research findings can be interpreted that in general in junior high schools, especially in two junior high schools, it has been effective in implementing Islamic education subject learning according to the indicators above.

Teacher performance appraisals based on findings and discussions have been carried out well by IRES supervisors and by the school principal, however the results of performance appraisal activities have not been utilized properly by school principals and teachers in accordance with the objectives of the performance appraisal itself.

Review of Factors Affecting Teacher Performance in Improving Learning of Islamic Education Subjects in Junior High Schools.

Teacher performance management in improving the learning of Islamic Education subjects in two junior high schools is inseparable from the factors that affect its implementation, some of these factors are:

a) Intrinsic teacher (personal / individual)

Includes: measure the knowledge, skills, abilities, confidence, motivation, and commitment possessed by each individual such as a teacher.

From the intrinsic factor of teachers at two junior high schools the teachers have fulfilled the element of knowledge, skills are evidenced by several teacher competency improvement activities that are followed both within schools and with school partners. The teacher's confidence in teaching is quite good, the motivation to teach the teacher is also good, but in terms of work commitment, supervision and guidance still needs to be carried out so that continuity is well maintained.

b) Teacher actress

Includes: leadership, systems, team and situational. Leadership factors, including aspects of the quality of school principals as managers in providing encouragement, enthusiasm, direction, and work support to teachers. Team factors, including the quality of support and enthusiasm given by colleagues in a team, the trust of fellow members or work groups such as MGMP, cohesiveness, and closeness of work group members. System factors, including work systems, work facilities provided by the principal, educational unit organizational processes, school culture. Contextual (situational) factors, including pressure from changes in the external and internal environment.

In these two junior high schools, the ecstical factors are quite good and mutually supportive, but there is still a need for guidance and supervision by the IRES Supervisor to continue to improve in the process, so that

teachers are encouraged to continue to provide optimal learning to students.

IRES supervisors and school principals at SMPN 13 and SMPN 22 Bandung, always try their best in terms of competence, including: leadership competencies of school principals, school systems, teams managed by the school, and school situation or environment. Principal leadership factors, including aspects of the quality of the principal as a manager in providing encouragement, encouragement, direction, and work support to teachers. Team factors, including the quality of support and enthusiasm given by colleagues in one team, the trust of fellow members or work groups such as MGMP, cohesiveness, and closeness of work group members. Increase in system factors, including work systems, work facilities provided by school heads, learning infrastructure, organizational processes or educational units, school culture. Contextual (situational) factors, includes stresses from changes in the external and internal environment. The principal of the school continues to make efforts to fulfill it. Apart from that the principal continuously provides: 1) Teacher work motivation, namely the urge to do good work for the teacher in order to get optimal results. 2) Encouraging the work ethic of the teacher, namely for the teacher to carry out the teaching and learning process properly. 3) Creating a work environment that is fun for the teacher, that is, a work environment that can support the teacher to carry out tasks effectively and efficiently.

IRES supervisors and school principals at SMPN 13 and SMPN 22 Bandung, continue to strive to optimize the teacher working group through various kinds of MGMP activities with facilities, both at the school level and outside the school.

CONCLUSIONS

The management of teacher performance coaching is very important as a hard effort to improve teacher performance, especially in the learning process. Coaching the performance of IRE subject teachers which is carried out in a planned and structured manner by implementing

the management function will succeed in improving the quality or quality of IRE teacher learning itself and in the end it will improve student achievement as learning citizens. Teacher performance coaching carried out by SMPN 13 and SMPN 22 Bandung, has generally been well implemented with reference to the vision and mission, as well as the goals that must be realized.

The conclusion of the researcher on the various activities carried out in the management of teacher performance coaching at SMPN 13 and SMPN 22 Bandung has been successfully implemented. Various stages of management starting from planning, organizing, implementing and supervising the IRES supervisors and school principals in the implementation of IRE teacher performance coaching are carried out properly, objectively, professionally and transparently. Some things that become notes in the future for improving the management of IRE teacher performance coaching by IRES supervisors and school principals are focused on fostering work ethics, building morals and teacher character. This is very important to do as an effort to create teachers who are not only smart and creative but also have great character and have great character.

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