EFFECTIVE SCHOOL MANAGEMENT STRATEGIES IN IMPROVING TEACHER PERFORMANCE AT SDN 1 MUNJUL JAYA

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Abstract:

This study aims to analyze effective school management strategies in improving teacher performance at SDN 1 Munjul Jaya. The research was conducted using a descriptive qualitative method. The data sources for this study consist of primary data, namely the principal and teachers at SDN 1 Munjul Jaya. Data collection techniques included interviews, non-participant observation, and documentation. The results of the study show that the management at SDN 1 Munjul Jaya is carried out through the following strategies: 1) Learning planning, which requires teachers to prepare teaching modules in accordance with the applicable curriculum; 2)Learning implementation, which emphasizes active interaction between teachers and students; 3)Assessment of the learning process and outcomes, conducted comprehensively using various assessment methods, both formative and summative; 4) Identification of students' learning difficulties, where teachers recognize early signs of learning difficulties and carry out appropriate interventions to help students overcome academic barriers; and 5) Evaluation, which is conducted periodically through monthly meetings and supervision by the principal. As for the recommendations to improve teacher performance at SDN 1 Munjul Jaya, the school needs to strengthen training programs, optimize the use of technology in learning, and provide recognition to outstanding teachers to enhance their work motivation.

Keywords: *strategy, school management, teacher performance, teacher, elementary school*

Abstrak:

Penelitian ini bertujuan untuk menganalisis strategi efektif manajemen sekolah dalam meningkatkan kinerja guru di SDN 1 Munjul Jaya. Penelitian ini dilakukan dengan metode kualitatif deskriptif. Adapun Sumber data dalam penelitian ini terdiri dari data primer yakni Kepala sekolah dan guru-guru di SDN 1 Munjul Jaya. Teknik pengumpulan data yang dilakukan adalah dengan melakukan wawancara observasi non partisipan dan dokumentasi. Hasil penelitian menunjukkan bahwa manajemen SDN 1 Munjul Jaya dilakukan dengan: 1) Perencanaan pembelajaran yang mewajibkan guru menyusun modul ajar sesuai kurikulum yang berlaku, 2) pelaksanaan pembelajaran menekankan pada interaksi aktif antara guru dan siswa, 3) penilaian proses dan hasil belajar dilakukan penilaian secara komprehensif dengan menggunakan berbagai metode asesmen, baik formatif maupun sumatif, 4) guru mengidentifikasi kesulitan belajar siswa untuk mengenali tanda-tanda kesulitan belajar sejak dini dan melakukan intervensi yang tepat untuk membantu siswa mengatasi hambatan akademik dan 5) evaluasi di SDN 1 Munjul Jaya dilakukan secara berkala melalui rapat bulanan dan supervisi kepala sekolah. Adapun rekomendasi dalam meningkatkan kinerja guru di SDN 1 Munjul Jaya, sekolah perlu memperkuat program pelatihan, mengoptimalkan pemanfaatan teknologi dalam pembelajaran, serta memberi apresiasi kepada guru yang berprestasi untuk meningkatkan motivasi kerja.

INTRODUCTION

Education is a key factor in building a nation, with teachers acting as facilitators who guide students in applying knowledge to their daily lives. In its implementation, school management plays a crucial role in ensuring teachers can carry out their duties professionally. Mulyasa stated that effective school management can create a supportive work environment, provide adequate facilities, and provide the necessary training to improve teacher competency (Mulyasa, 2013). Effective school management can create a conducive work environment for all members of the school community, including students, parents, educational staff, and especially teachers. A positive work environment can foster a collaborative culture among teachers, enabling them to work together to resolve various educational issues. In addition to fostering a collaborative culture, effective school management can foster open communication among teachers and between teachers and students, enabling effective learning objectives.

According to Soedijarto, teacher performance includes 5 main aspects in school management, namely learning planning, implementation management, assessment of learning processes and outcomes, diagnosis of student learning difficulties due to and evaluation of learning programs (Soedijarto, 2008). These five aspects form the basis for assessing the effectiveness of teacher performance and provide insight into strategies for improving the quality of education.

However, in practice, teachers face various challenges in carrying out their duties. Several factors affecting teacher performance include high workloads, limited facilities and infrastructure, and suboptimal administrative support and motivation to develop competencies. This also occurred at SDN 1 Munjul Jaya, where school management faced various challenges, including gaps in the learning environment, inconsistencies in administrative data and teacher performance, the lack of accurate evaluations, and delays in completing e-performance. This hampered the follow-up process for improving teaching and learning activities at the school.

According to Dalimunthe et al., managing teacher performance management in schools is a social aspect in efforts to improve the quality of education (Dalimunthe et al., 2023). Optimal teacher performance will directly impact the achievement of student development goals. An effective elementary school can be defined as one that meets local needs based on available resources while ensuring regular attendance and high test scores. By understanding the dynamics of school management and teacher performance, it is hoped that appropriate strategies can be found to improve the quality of education in elementary schools. Therefore, elementary schools were chosen as the research location because this level is the primary foundation in developing students' basic competencies.

RESEARCH METHOD

The method used in this research is a descriptive qualitative study. Qualitative research is descriptive in nature and tends to use an inductive analysis approach. The theoretical foundation is utilized to ensure the research focus aligns with the data in the field (Rukin, 2019). The types of data used in this study are qualitative and quantitative data obtained through fieldwork. The data sources in this study consist of primary data, namely the principal and teachers at SDN 1

Munjul Jaya. Secondary data, including various data and books, were used to support the research analysis. Data collection techniques used included interviews with the principal and teachers at SDN 1 Munjul Jaya, non-participant observation, and documentation.

FINDINGS AND DISCUSSION

In this study, the effective strategy of school management in improving the performance of teachers at SDN 1 Munjul Jaya was carried out based on the following five indicators:

1. Learning Planning at SDN 1 Munjul Jaya

Lesson planning is a crucial aspect in determining learning effectiveness. Lesson planning at SDN 1 Munjul Jaya requires teachers to develop teaching modules based on the applicable curriculum. Furthermore, regular supervision is conducted to ensure that the planning meets established standards. In lesson planning, teachers at SDN 1 Munjul Jaya emphasize the development of activity-based learning strategies, such as singing, role-playing, and storytelling. Teachers at SDN 1 Munjul Jaya stated that the use of activity-based methods is more effective in building student interaction and increasing learning interest.

However, in practice, some teachers are still unable to develop innovative and responsive plans that optimally address student needs. Furthermore, teachers at SDN 1 Munjul Jaya face challenges in developing lesson plans due to limited time to adapt teaching materials to the diverse needs of individual students. Yet, as stated by the authors, without proper planning, teachers will not be able to implement effective learning. Learning will be ineffective, and students will lack understanding (Taridala & Anwar, 2023).

2. Learning Implementation Management at SDN 1 Munjul Jaya

The learning process at SDN 1 Munjul Jaya emphasizes active interaction between teachers and students. The principal of SDN 1 Munjul Jaya explained that teachers are empowered to implement learning methods tailored to student characteristics. Teachers are encouraged to use a variety of approaches to accommodate students' varying learning styles. As Marlina explained, differentiated learning is an approach that aims to adapt learning to students' interests, readiness, and learning preferences, ultimately improving learning outcomes (Misnawati et al., 2024).

Furthermore, based on interviews, teachers at SDN 1 Munjul Jaya emphasized that one of the methods frequently used is a contextual approach. For example, before starting a lesson, teachers always invite students to pray and sing educational songs to create a more comfortable and enjoyable classroom atmosphere. Furthermore, teachers at SDN 1 Munjul Jaya also teach basic concepts using simple visual aids to help students understand the material more easily.

The main obstacles faced by teachers at SDN 1 Munjul Jaya in managing learning are limited time and the lack of technology utilization in teaching. Although the school has provided a variety of technological devices, their use remains limited because not all teachers have sufficient skills to utilize them optimally.

3. Assessment of Learning Process and Outcomes at SDN 1 Munjul Jaya

Evaluation of the learning process and outcomes is a crucial component in assessing the effectiveness of learning. At SDN 1 Munjul Jaya, teachers are required to conduct comprehensive assessments using various assessment methods, both formative and summative. One method used is project-based assessment, where

students are given assignments that develop their critical thinking skills. Furthermore, observation-based assessments are also conducted to document student progress throughout the learning process. The challenge in measuring student character development is the need for systematic assessments, requiring teachers to collaborate with parents to gain a deeper understanding of the factors that may influence student learning outcomes at home.

4. Diagnosis of Student Learning Difficulties at SDN 1 Munjul Jaya

One important aspect of teacher performance is their ability to identify student learning difficulties. At SDN 1 Munjul Jaya, teachers are trained to recognize early signs of learning difficulties and implement appropriate interventions to help students overcome academic obstacles. Identification is carried out at the beginning of the learning process to anticipate students experiencing learning difficulties, whether reading or writing, especially in the early stages of learning. To address this issue, teachers at SDN 1 Munjul Jaya provide an additional one-hour study session after class for students who need further guidance. Furthermore, when dealing with students with more complex learning difficulties, teachers coordinate with the principal and parents to find appropriate solutions. In some cases, understanding and mediation with parents is a necessary step to establish more effective learning strategies both at school and at home.

5. Evaluation of learning programs at SDN 1 Munjul Jaya

Evaluations at SDN 1 Munjul Jaya are conducted periodically through monthly meetings and supervision by the principal. The principal explained that during these meetings, each teacher is given the opportunity to share challenges they face in the learning process and discuss strategies that can be implemented to improve learning effectiveness. Furthermore, the principal delegates supervisory duties to the curriculum team, which is tasked with evaluating learning methods and providing recommendations to teachers for improving the quality of learning. Teachers who demonstrate improved performance are given recognition as a form of motivation to continue developing. However, evaluations of learning programs have not been carried out optimally due to limited time for teachers to reflect on and revise learning strategies in the classroom.

In general, school management at SDN 1 Munjul Jaya has been carried out optimally, but in its implementation, SDN 1 Munjul Jaya still faces several challenges, ranging from the challenge of developing science and technology that must be continuously developed, improving teacher competency and allocating additional learning time outside of class hours to assist students who are lagging behind or having difficulty following the learning process. These various challenges are addressed by continuously striving to provide support to teachers at SDN 1 Munjul Jaya through the provision of training and technical guidance for teachers. According to the results of a 2021 World Bank study, which explained that ongoing training for teachers can improve the quality of teaching and student engagement in the learning process. Teachers who do not have access to training tend to use traditional learning methods that are less interactive and uninteresting for students. This results in low student learning motivation and minimal development of skills relevant to current challenges (Azri & Raniyah, 2024).

CONCLUSION

Management of SDN 1 Munjul Jaya is carried out by: Learning planning that requires teachers to prepare teaching modules according to the applicable

curriculum, implementation of learning emphasizes active interaction between teachers and students, assessment of learning processes and outcomes is carried out comprehensively using various assessment methods, both formative and summative, teachers identify students' learning difficulties to recognize signs of learning difficulties early on and carry out appropriate interventions to help students overcome academic obstacles and evaluation at SDN 1 Munjul Jaya is carried out periodically through monthly meetings and supervision of the principal. Based on this, school management at SDN 1 Munjul Jaya has an important role in improving teacher performance. As for recommendations in improving teacher performance at SDN 1 Munjul Jaya, schools need to strengthen training programs, optimize the use of technology in learning, and give appreciation to outstanding teachers to increase work motivation.

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