

Strategy in Developing Teachers' Performance at Senior High School

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Abstract—This research is focused on strategy in developing teacher's performance at Senior High School in Palopo. This research is a field research by using analytic descriptive method. Data collection is done through the process of identification of factors that contribute to the development of teacher's performance done by 3 stages. Stages of data analysis are: 1) Internal Factor Evaluation, External Factor Evaluation, and Internal External analysis; 2) SWOT matrix and; 3) Quantitative Strategy Planning Matrix (QSPM) analysis. The result of this research indicates three things. First, the main strength is teacher's motivation and commitment. The main weakness is unplanned program of developing teachers' performance. The main opportunity is government commitment. The main threat is the increasing demands and expectations of the community towards the improvement of teacher's performance. Second, alternative strategy that can be formulated is to apply integration strategy. Third, priority strategies that can be applied in developing teacher's performance are: 1) Synchronization program of schools, research and community service of university, and government programs through partnership program; 2) Empowerment of teachers through teacher's organization; 3) Preparation of blue print of empowerment based developing teachers' performance.

Keywords—strategy; developing teachers' performance; senior high school

I. INTRODUCTION

Competition in developing teacher's performance and of course schools are getting tighter in this millennial era. To survive in competition, teachers must strive to build trust and interest of prospective students, improve the quality of graduates, and develop their performance that can realize competitive advantage. Teacher is an important aspect that plays an active role in the development of school performance [1]. He needs to develop his performance, for example through training. Training must be given to employees. To achieve the overall goals of the organization in a better way, teacher must get better training [2]. Training will make it easier for teacher to complete his tasks well [3]. Schultz in his research proves that the results of human capital investment through more training greater than the results of physical investment [4]. In addition, a lasting competitive advantage can be achieved by the school if it has a set of human resources that cannot be

replicated or replaced by competitors as a view developed by Barney in human capital theory [5].

To improve competitiveness, every teacher must possess and develop differentiation and innovation in the era of rapid change today. In an effort to win the competition, the role of strategy is a must, because strategies can create alternatives that can be taken so that teacher can survive in this competitive era. Teacher performance is a key issue in formulating strategic planning in schools. A number of researchers, among them, Murphy et al., Kaplan, Norton and Bontis have analyzed human capital and organizational performance in the context of corporate strategy [6-8]. These researches inspired this study by choosing topic about strategies in developing teacher's performance at senior high schools in Palopo.

Performance development towards professional teachers is one of the main components in any effort to improve the quality of education [9]. Developing teacher's performance is often not sufficient to support school organizations in facing dynamic and unpredictable environmental pressures. It places high demands on the capacity of school organizations to always learn and change. Learning and change are carried out through various teacher's performance development activities, especially through education and training. There is positive evidence in the literature about the relationship between training, development and productivity [10]. The development of teacher's performance is understood as an intervention in the natural learning processes of organizations and individuals must be closely linked to school organizational strategies at all levels and organizational systems [11]. Teacher performance development must be strategic and developed in the strategic planning process [12].

There are numbers of arguments to explain why the development of teacher's performance is important and interesting to research. First, teacher as one of the agents of change is a key element in the education system, especially at schools [13]. Second, teacher as a professional job requires training related to improving performance and job satisfaction that results in development [14]. Third, creativity and productivity in educational innovation require cooperation of all human resources. Therefore, it is necessary to empower human resources so that everyone feels themselves as part of the process of change towards improving the quality of education [15]. Fourth, the value and flow of knowledge in the

form of changes in intellectual capital and evolve over time and human actions play an important role in that process [16].

II. INTERNAL AND EXTERNAL FACTORS

A. Internal Factors

There are several internal factors that can be considered in developing teacher's performance at senior high schools in Palopo. The results of the IFE analysis show that the main strength of senior high schools in Palopo in developing teacher's performance is teacher's motivation and commitment. This strength factor has a grade 4 rating and a weight of 0.125 resulting in a weighted average score of 0.500 so that this factor has a relatively high importance for the development of teacher's performance at senior high schools in Palopo. Another strength possessed by senior high schools in Palopo is the role of principals in motivating and leading teachers to improve their performance. In addition, the motivation and commitment of high school teachers in Palopo also support efforts to develop teacher's performance. Development of empowerment-based teacher performance requires teacher motivation and commitment in carrying out their duties and role as professional educators.

TABLE I. RESULT OF INTERNAL FACTOR EVALUATION (IFE)

No.	Strengths	Weight	Rating	Score
1.	Potential of senior high school in Palopo for Developing teachers performance	0,109	4	0,434
2.	Role of Principals in motivating and leading teachers	0,117	4	0,467
3.	Motivation and Commitment of Teachers	0,125	4	0,500
Total		0,351		1,391
Weaknesses				
4.	Teachers performance development Program has not been specifically designed.	0,096	1	0,096
5.	Role of teachers organization is not optimal	0,121	1	0,121
6.	Ability and Competence of Teachers are not evenly distributed.	0,103	2	0,205
Total		0,310		0,422
Total of Weighted Score				1,813

The main weakness of senior high school in Palopo in developing teacher's performance is that the teacher performance program has not been specifically designed. This weakness factor has the lowest total score of 0.098. Another weakness of senior high schools in Palopo is that the role of teacher's organization is not optimal. In addition, teachers' abilities and competencies are not evenly distributed. These results indicate that the strength of senior high schools in Palopo has not been able to cover up the weaknesses they have in order to maximize the development of teacher's performance at senior high schools in Palopo. The results of the IFE analysis can be seen in Table 1.

B. External Factors

The main opportunity factor that can be utilized by schools in developing teacher's performance is the government's commitment in developing teacher's performance with a weight of 0.176. In addition, the presence of information technology that offers various facilities to teachers in developing their performance with a weight of 0.162. Another opportunity that can be utilized by schools in developing teacher's performance is that there are numbers of universities that can be invited to collaborate in efforts to develop teacher's performance with a weight of 0.139. The threat factor faced by senior high schools in Palopo in developing teacher's performance is the increasing demand and expectations of the community towards improving teacher competency with a weight of 0.204. In the 21st century a number of senior high school teachers in Palopo not yet take advantage of information technology in learning with a weight of 0, 176. This condition is counter-productive with the ability of students to utilize information technology in completing tasks given by the teacher in the classroom. The success of several non-formal education institutions in fostering their students provides an assessment and mistrust of some people towards teachers at schools with a weight of 0.176. This condition is a serious threat that must be considered by teachers to make maximum efforts to develop their competencies so as not to be underestimated by the people who use their services. The results of EFE analysis can be seen in Table 2:

TABLE II. RESULT OF EXTERNAL FACTOR EVALUATION (EFE)

No.	Opportunities	Weight	Rating	Score
1.	Presence of Information Technology offers facilities to teachers	0,162	3	0,486
2.	Government Commitment in Developing teachers performance	0,176	4	0,704
3.	Cooperation with Universities	0,139	4	0,556
Total		0,477		2,246
Threats				
4.	Disadvantage of Information Technology	0,176	1	0,176
5.	Success of Non-Formal Education Institution in fostering students	0,176	1	0,176
6.	Demand and Expectation Community More Increasingly towards improving teachers competency	0,204	2	0,407

The results of the EFE analysis also produced a weighted total score of 3,005. This shows that the response of senior high schools in Palopo is low against external factors in developing teacher's performance above average. This condition is expected to be supported by internal factors so that the improvement of teacher competency becomes an important thing to do in solving education problems. It's time for teachers to become lifelong learners.

III. ALTERNATIVE STRATEGY IN DEVELOPING TEACHERS PERFORMANCE AT SENIOR HIGH SCHOOL IN PALOPO

The results of the analysis using IFE and EFE obtained IFE scores = 1,813 and EFE = 3,005. This score is then entered into the Internal External (IE) analysis. The evaluation results in Figure 1 puts the position of senior high school in Palopo in the third quadrant (Hold and Maintain). Senior high school is a weak internal position and externally high. This shows that senior high schools in Palopo must strive to capture the opportunities that exist and overcome the threats that come. An alternative strategy that can be done to optimize the development of teacher's performance at senior high schools in the Palopo is by applying an integrated strategy horizontally through the development of teacher's performance. This strategy is carried out by involving all stakeholders involved in developing teacher's performance at senior high schools in Palopo.

		Total Score Weighted IFE		
		Strengths 3.0 – 4.0	Average 2.0 – 2.99	Weaknesses 1.0 – 1.99
Total Score of Weighted EFE	High 3.0– 4.0	I	II	III
	Middle 2.0 – 2.99	IV	V	VI
	Low 1.0 – 1.99	VII	VIII	IX

Fig. 1. IE Matrix of senior high school in Palopo.

IV. PRIORITY STRATEGY IN DEVELOPING TEACHER'S PERFORMANCE AT SENIOR HIGH SCHOOL IN PALOPO

The SWOT analysis carried out resulted in 4 strategies for developing teachers' performance at senior high schools in Palopo based on analysis of school positions as shown in Figure 2.

The results of the analysis using the QSPM Matrix in Table 3 show the priority strategies that match to the external and internal environment. Priority strategies that can be carried out are (1) synchronizing teachers performance development programs at senior high schools in Palopo, research and community service programs at universities, and government through partnership program; (2) Preparation of blue print Empowerment-Based teachers performance Development Program; (3) Building partnership with non-formal education institution based on local wisdom; (4) empowering teachers through teacher organization, as shown in Figure 2.

Offering teachers, the opportunity to participate and collaborate in teachers' organizations is essential for the development of high-quality professional teacher performance [17]. Professional learning communities in teacher organizations encourage change in practice with creating an environment to support innovation and experimentation [18].

Maintaining a collaborative professional learning community in teacher's organization ensures that developing teachers' performance is in the culture and environment of sustainable learning [19]. In addition, collaborative learning communities encourage teachers to develop their own theories from their practices. Teachers are challenged by professional learning experiences to do more than they think possible [20].

	STRENGTHS	WEAKNESSES
	1. Potential of senior high school in Palopo for Developing teachers performance. 2. Role of Principals in motivating and leading teachers. 3. Motivation and Commitment of Teachers.	1. Teachers performance development Program has not been specifically designed. 2. Role of Teachers Organization is not optimal. 3. Ability and Competence of Teachers are not evenly distributed.
OPPORTUNITIES	STRATEGI SO	STRATEGI WO
1. Presence of Information Technology offers facilities to teachers 2. Government Commitment in Developing teachers performance 3. Cooperation with universities	1. Synchronizing teachers performance development program at senior high school, research and community service program at universities, and government through Partnership Program (S1, S2, S3, Vs O1, O2, O3)	2. Preparation of blue print Empowerment-Based Teachers performance Development Program (W1, W2, W3 Vs O1, O2, O3)
THREATS	STRATEGI ST	STRATEGI WT
1. Disadvantage of Information Technology 2. Success of Non-Formal Education Institution in fostering students 3. Demand and Expectation Community More Increasingly	3. Building Partnership with Non-Formal Education Institution based on local wisdom (S1, S2, S3 Vs T2)	4. Empowering teacher through teachers organization (W1, W2, W3 Vs T1, T3)

Fig. 2. SWOT Matrix of Developing teachers performance at senior high school in Palopo.

The strategies mentioned above must be led by an effective principal. Principals are important contributors in maximizing their impact in developing professional teacher performance [21]. Nevertheless, senior high schools in Palopo must be more proactive in collaborating with universities and other institutions to conduct empowerment-based teacher performance development programs. To make the development of teacher's performance successful, it is necessary to combine three principles: collaboration between schools; cross-time collaboration; and collaborate with external partners [22].

An effective approach to the development of professional teacher performance must be supported by effective principals. They must recognize the potential for developing teacher's performance to improve student learning outcomes, give them a central role in school strategic planning and this is reflected in their policies [23] Teachers performance development can be effective when the principal integrates the development of teacher's performance with performance management and school self-reviews [24]. They must also build a culture of evidence-based inquiry and maintain a relationship of mutual trust and respect [25].

TABLE III. RESULT OF SETTING STRATEGY PRIORITY THROUGH QSPM

Strategy Factors		Weight	S1		S2		S3	
			AS	TAS	AS	TAS	AS	TAS
No	Strengths							
1.	Potential of senior high school in Palopo for Developing teachers performance	0,109	4	0,434	3	0,326	4	0,434
2.	Role of Principals in motivating and leading teachers	0,117	4	0,467	3	0,350	3	0,350
3.	Motivation and Commitment of Teachers	0,125	4	0,500	4	0,500	4	0,500
	Weaknesses							
1.	Developing teacher's performance Program has not been specifically designed	0,096	4	0,385	3	0,289	4	0,385
2.	Role of Teachers Organization is not optimal	0,121	4	0,484	3	0,363	4	0,484
3.	Ability and Competence of Teachers are not evenly distributed	0,103	3	0,308	4	0,410	3	0,308
	Opportunities							
1.	Presence of Information Technology offers facilities to teachers	0,162	3	0,486	3	0,486	3	0,486
2.	Government Commitment in Developing teachers performance	0,176	3	0,528	4	0,704	3	0,528
3.	Cooperation with universities	0,139	4	0,556	4	0,556	3	0,417
	Threats							
1.	Disadvantage of Information Technology	0,176	3	0,528	3	0,528	4	0,704
2.	Success of Non-Formal Education Institution in fostering students	0,176	3	0,528	3	0,528	3	0,528
3.	Demand and Expectation Community More Increasingly	0,204	4	0,815	3	0,611	4	0,815
	Total			6,019		5,651		5,939
	Priority			1		3		2

Notes:

S1: Synchronizing teachers performance development program at senior high school, research and community service program at universities, and government through Partnership Program.

S2: Preparation of blue print Empowerment-Based teachers performance development Program.

S3: Teacher empowerment through teachers' organization.

V. CONCLUSION

The results of this study indicate three things. First, the main strength is motivation and commitment of teachers. The main weakness is teacher performance program has not been specifically designed. The main opportunity is the government's commitment in developing teacher's performance. The main threat is the increasing demands and expectations of the community towards improving teacher competence. Second, an alternative strategy that can be formulated in developing teacher performance at senior high schools in Palopo is implementing an integration strategy through the development of sustainable teacher performance. Senior high schools in Palopo must be more proactive in collaborating with universities and other institutions to conduct empowerment-based teachers performance development programs. Third, priority strategies that can be applied in the development of teacher professions in high schools in Palopo are: (a) synchronizing teachers performance development programs at senior high schools in Palopo, research and community service programs at universities, and government through partnership program; (b) Empowering teachers through teacher's organization; (c) Preparation of blue print Empowerment-Based teachers performance Development Program.

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The researcher recommended that principal should synchronize teacher's performance development programs through partnership program, and empower teachers through teacher's organization. Finally, the researcher discourages disadvantages of information technology in learning.

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