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Evaluation of Educator Development Program in Improving the Performance of Madrasah Aliyah Teachers in Bengkulu

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Abstract: The purpose of this paper is to evaluate and analyze the educator development program in improving teacher performance. Using descriptive qualitative method with CIPP (Context, Input, Process, Product) approach. Data sources are obtained from various sources both print and online media, scientific books, scientific articles both nationally and internationally. The results of the study can be concluded that the educator development program has been carried out quite well, but at the context level teacher performance problems such as professionalism, mastery of technology are still weak, and teachers are less able to meet the demands of global competence, at the input level 20% of teachers teach not according to their fields, 20% are unable to plan learning programs, 40% of evaluations are not in accordance with the plans that have been prepared, the budget is still limited, and the books and information technology facilities are still uneven. Third, the process of implementing the development program is quite good. However, there are times when development is not carried out transparently, meaning that teacher needs are announced and those who have the ability can apply, causing teachers who are plotted to be non-linear, there are still teachers who have not been able to show good performance, due to budget constraints. Fourth, the product of the educator development program in general has been quite good, teachers already have a fairly good responsive, tenggon and trengginas character, but there are still teachers who are not innovative, and teachers still have difficulty improving their performance. So it can be suggested, to improve teacher performance, increase the evaluation of the teacher development program at Madrasah Aliyah.

Keywords: Evaluation, Educator Development Program, Teacher Performance, Madrasah Aliyah

Abstrak: Tujuan penulisan ini untuk mengevaluasi dan menganalisis program pengembangan tenaga pendidik dalam meningkatkan kinerja guru. Menggunakan metode kualitatif deskriptif dengan pendekatan CIPP (Context, Input, Proses, Produk). Sumber data diperoleh dari berbagai sumber baik media cetak maupun media online, buku-buku ilmiah, artikel ilmiah baik nasional maupun internasional. Hasil penelitian dapat disimpulkan bahwa program pengembangan tenaga pendidik telah dilakukan cukup baik, namun pada tingkat context permasalahan kinerja guru seperti profesionalitas, penguasaan teknologi masih lemah, dan guru kurang mampu memenuhi tuntutan kompetensi global, tingkat input 20% guru mengajar tidak sesuai bidangnya, 20% tidak mampu merencanakan program pembelajaran, 40% evaluasi tidak sesuai dengan rencana yang telah disusun, anggaran masih terbatas, dan fasilitas buku-buku dan teknologi informasi masih tidak merata. Ketiga, Proses pelaksanaan program pengembangan sudah cukup baik. Namun ada kalanya pengembangan dilakukan secara tidak transparan, maksudnya kebutuhan guru diumumkan dan yang mempunyai kemampuan boleh mengajukan, sehingga menyebabkan guru yang diplot tidak linier, masih terdapat guru belum mampu menunjukkan kinerja baik, karena keterbatasan anggaran. Keempat, Produk program pengembangan tenaga pendidik secara umum telah cukup baik, guru telah memiliki karakter tanggap, tenggon dan trengginas yang cukup baik, namun masih terdapat guru yang tidak inovatif, dan guru masih kesulitan meningkatkan kinerjanya. Sehingga dapat disarankan, untuk meningkatkan kinerja guru maka tingkatkanlah evaluasi terhadap program pengembangan guru pada Madrasah Aliyah.

Kata Kunci: Evaluasi, Program Pengembangan Tenaga Pendidik, Kinerja Guru, Madrasah Aliyah



Introduction

Teachers are an important component that is very interesting and strategic to study, because teachers play an important role in education. As Khairiah (2020) explains that teachers are the spearhead of education and determine the quality of education.¹ Teachers are educators. Educators have a broad scope, including teachers, lecturers, counselors, learning leaders, widyaiswara, tutors, instructors, and facilitators. As stipulated in Law No. 20 of 2003 concerning the education system.² Teachers play an important role in improving the quality of education through their performance.³ The quality of education is determined by the quality of teacher performance.⁴ The quality of teacher performance is a determining factor in the quality of education.⁵ The

quality of education is determined by teachers who have quality performance, which is a figure of a teacher who continuously learns, anticipates, is proactive, has knowledge and expertise that is rich in innovation, creative to improve quality performance.⁶ The quality of teacher performance can also be seen in carrying out their main task of teaching, namely understanding learning strategies, being proficient in managing the classroom, being able to conduct and utilize classroom action research, having achievement motivation, discipline, professional commitment, and having time management skills.⁷ Therefore, the quality of education is largely determined by the quality of teacher performance.

Teacher performance is one of the determinants of institutional performance.⁸ Teacher performance is also the act of performing or carrying out an activity or its main task, namely teaching. Effective teacher performance is having broad knowledge, having attitudes that support the teaching and

¹Khairiah, K. (2021). Kinerja Guru Dalam Perspektif Budaya Organisasi, Kepemimpinan Dan Motivasi Kerja.

²Nurzannah, S. (2022). Peran guru dalam pembelajaran. *ALACRITY: Journal of Education*, 26-34.

³Khairiah, K., & Sirajuddin, S. (2019). The effects of university leadership management: efforts to improve the education quality of state institute for Islamic studies (IAIN) of Bengkulu. *Jurnal Pendidikan Islam Yogyakarta*, 7(2), 239-266.

⁴Khairiah, K. Peran Kepemimpinan Dalam Upaya Peningkatan Kompetensi Guru Madrasah Aliyah Di Provinsi Bengkulu.

⁵Zubaidah, Z., Muhajir, A., Muhajir, A., Barus, J., & Khairiah, K. (2022). Optimalisasi Supervisi Kepala Madrasah Terhadap Peningkatan Motivasi Kerja Guru di Madrasah Tsanawiyah

Negeri 2 Pidie Jaya. *An-Nizom: Jurnal Penelitian Manajemen Pendidikan Islam*, 7(1), 112-121.

⁶Dina, A., Yohanda, D., Fitri, J., umnia Hakiki, M., & Sukatin, S. (2022). Teori Kinerja Guru Dalam Meningkatkan Mutu Pendidikan. *Jurnal Edukasi Nonformal*, 3(1), 149-158.

⁷Indriawati, P., Maulida, N., Erni, D. N., & Putri, W. H. (2022). Kinerja Guru dalam Mutu Pendidikan di SMAN 02 Balikpapan. *Jurnal Penelitian, Pendidikan dan Pengajaran: JPPP*, 3(3), 204-215.

⁸Ratnasari, S. L., & Siregar, D. (2020). Bagaimana Upaya Meningkatkan Kinerja Guru. *Jurnal Bening*, 7(1), 119-125.



learning process, mastering knowledge in the subjects taught, having technical skills about learning, and being a leader, innovator, and motivator.⁹ Teacher performance is also a condition that shows the teacher's ability to carry out his duties and responsibilities during learning activities in an effort to achieve the expected educational goals, which are shown in his appearance, actions, and work performance.¹⁰ Teacher performance is determined by four factors, namely the environment, individual characteristics, organizational characteristics, job characteristics, and no less important is the role of leadership in improving teacher performance such as fostering teacher performance, supervising teacher performance, providing motivation, and evaluating teacher performance.¹¹ In particular, the principal's leadership academic supervision can also improve teacher performance. The higher the leadership academic supervision, the higher the teacher performance.¹² Including the

principal's leadership competence can improve teacher performance.¹³ It is also determined by the characteristics of the teacher itself, namely teacher competence can improve teacher performance.¹⁴ Teacher performance can also be improved through increased work discipline.¹⁵

However, the phenomenon of low teacher performance is still very concerning as seen from the low ability to meet established standards such as; pedagogical competence, personality competence, social competence and professional competence both individually and simultaneously are still not optimal.¹⁶ The implementation of management such as planning, monitoring and evaluation in improving teacher performance still found external and internal problems.¹⁷ Teacher

⁹Asiah, S. (2016). Efektivitas Kinerja Guru. *Tadbir: Jurnal Manajemen Pendidikan Islam*, 4(2), 1–11. Retrieved from <https://journal.iaingorontalo.ac.id/index.php/tjmpi/article/view/435>

¹⁰Khairiah, K., & Zakaria, Z. (2019, April). Organizational Culture and the Improvement of Teacher Performance. In *International Conference on Educational Sciences and Teacher Profession (ICETeP 2018)* (pp. 250-253). Atlantis Press.

¹¹Muspawi, M. (2021). Strategi Peningkatan Kinerja Guru. *Jurnal Ilmiah Universitas Batanghari Jambi*, 21(1), 101-106.

¹²Tanjung, R., Hanafiah, H., Arifudin, O., & Mulyadi, D. (2021). Kompetensi Manajerial Kepala

Sekolah Dalam Meningkatkan Kinerja Guru Sekolah Dasar. *JlIP-Jurnal Ilmiah Ilmu Pendidikan*, 4(4), 291-296.

¹³Tanjung, R., Hanafiah, H., Arifudin, O., & Mulyadi, D. (2021). Kompetensi Manajerial Kepala Sekolah Dalam Meningkatkan Kinerja Guru Sekolah Dasar. *JlIP - Jurnal Ilmiah Ilmu Pendidikan*, 4(4), 291-296. <https://doi.org/10.54371/jlpi.v4i4.272>

¹⁴Damanik, R. (2019). Hubungan kompetensi guru dengan kinerja guru. *Jurnal Serunai Administrasi Pendidikan*, 8(2).

¹⁵Kania Teja Utari, R. (2019). Pengaruh disiplin kerja terhadap kinerja guru. *Jurnal. Fakultas Pendidikan Ekonomi Dan Bisnis. UPI*, 4(2).

¹⁶Rohman, H. (2020). Pengaruh kompetensi guru terhadap kinerja guru. *JURNAL MADINASIKA Manajemen Pendidikan dan Keguruan*, 1(2), 92-102.

¹⁷Zubair, A., Sasongko, R. N., & Aliman, A. (2017). Manajemen peningkatan kinerja



performance is weak in carrying out their main task of teaching, namely; low understanding of learning strategies, lack of proficiency in managing the classroom, low ability to conduct and utilize classroom action research, low achievement motivation, lack of discipline, lack of professional commitment, and low time management skills. Including learning services, the quality of teacher performance is still low, characterized by unqualified and underqualified teachers (not yet qualified according to applicable laws and regulations), mismatched teachers, meaning that their educational background is not appropriate, almost 60% of public madrasah teachers are categorized as unqualified, and the figure is 80% in private madrasahs.¹⁸ There are still teachers who have not shown good performance, especially their main duties and responsibilities in the learning process such as preparing learning programs, implementing learning, conducting assessments and following up on assessment results.¹⁹ Therefore, to minimize teacher performance problems, the evaluation of the educator development program is very important

in an effort to improve teacher performance.

The purpose of this paper is to evaluate and analyze the educator development program in an effort to improve teacher performance. To facilitate the achievement of these objectives, the author formulates it into four questions as follows; (1) how is the context of the educator development program in improving the performance of teachers of Madrasah Aliyah Negeri in Bengkulu?; (2) how is the input of the educator development program in improving the performance of teachers of Madrasah Aliyah Negeri in Bengkulu?; (3) how is the process of the educator development program in improving the performance of teachers of Madrasah Aliyah Negeri in Bengkulu?; and (4) how is the product of the educator development program in improving the performance of teachers of Madrasah Aliyah Negeri in Bengkulu. To answer these four questions, the author discusses the following sections.

Methodology

This paper is entitled evaluation of educator development program in improving the performance of madrasah aliyah teachers in Bengkulu City using descriptive qualitative method, CIPP evaluation model approach (context, input, process, and product). Context evaluation means assessing needs, problems, and goals. Input evaluation means to assess alternative approaches, action plans, staffing plans, and financing. Process evaluation means to assess the implementation of the plan, and product

guru. *Manajer Pendidikan: Jurnal Ilmiah Manajemen Pendidikan Program Pascasarjana*, 11(4).

¹⁸Khairiah, K. (2021). Kinerja Guru Dalam Perspektif Budaya Organisasi, Kepemimpinan Dan Motivasi Kerja.

¹⁹Aroman, B., & Khairiah, K. (2023). Leadership Effectiveness in Improving The Professionalism of Madrasah Aliyah Teachers in Bengkulu. *Al-Khair Journal: Management, Education, and Law*, 3(2), 310-324.



evaluation means to assess the results achieved, and the evaluation of these results can be divided into assessments of impact, effectiveness, sustainability and adaptability.²⁰ Sources of data and documents in this paper, using various sources of both online media data and documents and printed media data and documents; including; scientific books, scientific articles, magazines, newspapers, and other documentation related to the evaluation of educator development programs and teacher performance. Data were obtained through several stages of data collection, namely (1) data reduction; (2) data presentation; and (3) conclusion drawing.²¹

Discussion

Context of Educator Development Program in Teacher Performance

There are several aspects that need to be evaluated related to the context of the educator development program in teacher performance, namely the needs, problems and objectives of the development program discussed as follows;

First, the need. The needs of the educator/teacher development program

are made, based on a number of needs for the benefit of educational institutions, namely in order to make professional educators to support the quality of national education in Indonesia. Educational institutions really need qualified educators/teachers and the existence of Madrasah Aliyah helps provide qualified educators, especially at the professional teacher level. Madrasah Aliyah is also very important to produce quality human resources to support the quality of education in Indonesia²². The results of the evaluation of the educator/teacher development program at Madrasah Aliyah Negeri in Bengkulu show that it was prepared and implemented based on the vision and mission of the Ministry of Religious Affairs and the Ministry of Education and Culture. Such as the Latsar program for prospective civil servants which is always directed to provide initial provision for employees, education and training (Diklat), KKG (teacher group work), MGMP (subject teacher deliberation) to provide understanding for teachers in carrying out their main duties, functions and responsibilities. With these activities, educators/teachers are expected to be able to establish communication, cooperation and build high togetherness as a component of the nation, in order to bring an educated, dignified, just, prosperous and prosperous Indonesia. Efforts to realize the vision, mission of a

²⁰Khairiah, K. (2019). Dari Ruang Kelas: Evaluasi Kelembagaan Pendidikan Islam Program Studi manajemen Pendidikan Islam Pascasarjana IAIN Bengkulu.

²¹Huberman, M. (1990). Linkage Between Researchers and Practitioners: A Qualitative Study. *American Educational Research Journal*, 27(2), 363–391.
<https://doi.org/10.3102/00028312027002363>

²²Khairiah, K. (2021). Kinerja Guru Dalam Perspektif Budaya Organisasi, Kepemimpinan Dan Motivasi Kerja.



smart and dignified Indonesian nation are supported by the strength of the performance of quality educational institutions, especially the performance of educators / teachers. Therefore, Madrasah Aliyah educational institutions continue to develop educators/teachers to meet the needs of good performance.

Second, problems. (1) Teacher performance problems that often arise become the basis for implementing a program. The existence of an educator development program in improving teacher performance is very much needed to create professional or performing educators/teachers, so that teachers in carrying out their main duties, functions and responsibilities have adequate knowledge and skills. Educator development programs through education and training, teacher group work, and subject teacher meetings that are well planned in the education implementation program, and are arranged integratively, can improve teacher performance; (2) The background problem of the development program is related to mastery of technology (gaptek). To be able to master the technology needed by the world of education, it requires special education and focus, so it requires a systematic educator development model. Therefore, the educator development program becomes an educational forum to strengthen the mastery followed by educators/teachers is science and technology subjects; and (3) The problem behind the educator development

program in improving teacher performance is the internal education system in Madrasah Aliyah Negeri which is less able to meet the demands of developing competencies.²³ From the evaluation results, information was obtained that, if it only relies on development programs from the internal State Aliyah Madrasah alone, it is still considered insufficient in producing teachers who perform well, so it requires early education, especially the educator development program in improving teacher performance is needed to build good and quality teacher human resources, because to create teachers who perform well, a good education and training system, KKG, MGMP is needed to provide skills and knowledge to educators / teachers.

Third, the objectives. The evaluation results in this paper show that the educator development program in improving teacher performance is in line with efforts to realize the quality of education. In this case, to realize the quality of education, an absolute requirement must be met, namely having human resources with quality and professional performance.²⁴ Thus, the

²³Aroman, B., & Khairiah, K. (2023). Leadership Effectiveness in Improving the Professionalism of Madrasah Aliyah Teachers in Bengkulu. *Al-Khair Journal: Management, Education, and Law*, 3(2), 310-324.

²⁴ Khairiah, K., & Sirajuddin, S. (2019). The effects of university leadership management: efforts to improve the education quality of state institute for Islamic studies (IAIN) of



quality of education can only be realized if Indonesia has a strong Madrasah Aliyah, and to realize a strong Madrasah Aliyah must have educators/teachers with strong performance, and quality. In addition, it must also be supported by adequate technology. The Madrasah Aliyah educator/teacher development program is considered to be one of the main instruments for realizing quality educators/teachers in Madrasah Aliyah in an effort to realize world-class teacher performance.

Input of Educator Development Program in Teacher Performance

The success of a program requires adequate input or planning. In the context of the Madrasah Aliyah educator/teacher development program, the inputs needed are human resources, budget and facilities. The results of the evaluation of the three things mentioned above are explained as follows;

First, human resources as educators/teachers can be seen by teachers making syllabus work plan programs, lesson plans, carrying out work according to work programs that have been prepared, conducting evaluations, and following up on assessment results. However, teacher performance continues to be improved both by educators / teachers and the support of educational institutions Madrasah Aliyah provides opportunities for S1, S2 and S3 lectures, as well as courses, workshops, and education and training. The human

resources aspect of the teaching staff is also seen from the aspect of the number, because the number affects the success of educators/teachers in performing their main tasks in the learning process. The results of the evaluation of human resources show that the number of educators/teachers is sufficient as needed, the level of suitability reaches 80% while 20% is not suitable, because there are still limitations. Meanwhile, the results of the evaluation of teacher performance show that 80% of teachers have made lesson plans, while 20% have not been able to make plans. The level of learning implementation is 60% implemented according to the work program that has been prepared and 40% have not been implemented according to the program. The level of evaluation of learning outcomes is 60% while 40% are not according to the plan that has been prepared.

Second, the budget. The results of the budget evaluation show that the budget used for the educator/teacher development program is sourced from various parties, both sourced from the government and sourced from individual educators/teachers. So far the budget allocated for the educator/teacher development program is relatively inadequate, due to the limited budget available at Madrasah Aliyah, but in practice the educators/teachers at Madrasah Aliyah incur personal costs to continue their education to higher levels such as S2 and S3, then to develop the knowledge and skills of



educators/teachers to follow KKG and MGMP spend personal money for transportation.

Third, facilities. The results of the evaluation of educational facilities in Madrasah Aliyah show that in general the facilities are adequate, it seems that they already have classrooms to carry out the teaching and learning process, the condition of tables and chairs is quite adequate and some teachers have implemented attractive learning media, the library space is quite adequate. However, the books are still considered insufficient so that it is still difficult to find references, the laboratory space is quite adequate, but it has not been implemented optimally, Information technology support in Madrasah Aliyah is sufficient to facilitate the teaching and learning process and facilitate obtaining information, but still needs to be improved, especially in terms of internet access speed or internet network equity needs to be improved.

Process (implementation) of the Educator Development Program in Teacher Performance

Program implementation is a very important stage and determines the success of the program. Aspects related to program implementation are timeliness, application of learning methods, evaluation and monitoring, human resource development, recruitment of educators/teachers, services and obstacles.²⁵ For an

explanation of each aspect, it is explained as follows;

First, timeliness. The results of the evaluation of the timeliness of the implementation of the development of Madrasah Aliyah educators/teachers have been carried out in a timely manner according to the academic calendar that has been made every year. For the timeliness of the implementation of the evaluation of the development of educators in the learning process such as the final exam and other types of exams have also been carried out on time. It's just that sometimes the implementation time changes, if there are activities whose implementation time changes so they have to be followed. For now there are still many educators who are constrained by promotion and stuck at the rank / classification IV / A because for the next level required educational qualifications and writing scientific work, while educators still have difficulty writing scientific work published in journals both nationally and internationally.²⁶ So that educators still need to increase development must increase training time.

Second, the application of learning methods. The results of the evaluation of Madrasah Aliyah educators/teachers show that so far the application of learning methods by educators/teachers

kinerja guru (Professional development of teachers in improving the performance of teacher). *Jurnal Pendidikan Manajemen Perkantoran*, 2(2), 93-101.

²⁶Khairiah, K. (2021). Kinerja Guru Dalam Perspektif Budaya Organisasi, Kepemimpinan Dan Motivasi Kerja.

²⁵ Putri, A. D. K., & Imaniyati, N. (2017). Pengembangan profesi guru dalam meningkatkan



is quite interesting, not boring and quite varied in accordance with the themes and materials taught. Learning methods used by educators/teachers such as direct practice, case studies, lectures and discussions. The selection of methods is generally adjusted to the learning topic.²⁷

Third, evaluation and monitoring. The results of this evaluation and monitoring show that the evaluation carried out on educators/teachers has been running quite well. Evaluation is carried out through tests or instruments to see the ability of educators/teachers which is a development in their profession such as mental struggle, intellectual level, and physical condition. For global evaluation, it is done internally by making an annual report to see the achievements of its performance as planned. Meanwhile, supervision has been carried out by the school principal and a team of school supervisors appointed by the Ministry of Religious Affairs.²⁸

Fourth, human resource development. The results of the evaluation of human resource development show that Madrasah Aliyah educators/teachers have made various efforts to develop human resources. Educators/teachers are included in

education and training, workshops, KKG, and MGMP according to their respective fields, as well as guidance from leaders to improve their performance. Other efforts made in the development of educators/teachers in Madrasah Aliyah by providing opportunities for educators/teachers to continue their education to S2 and S3 levels. While the development of education personnel/staff through education and training including providing opportunities to continue education to the next level S1, S2, and S3.²⁹

Fifth, Recruitment. The results of the evaluation of the recruitment of educators/teachers show that so far the recruitment carried out by Madrasah Aliyah follows the policy of the Regional Office of the Ministry of Religious Affairs of Bengkulu Province, so that it only accepts personnel placed by the Head of the Regional Office of the Ministry of Religious Affairs of Bengkulu Province. The placement is usually adjusted to the respective qualifications for teaching. The qualifications to become a teacher are in accordance with the subjects taught, for subjects generally the qualifications of educators/teachers are at least S1 graduates in accordance with the subjects they teach. The recruitment process has been carried out transparently based on the needs and competencies. However,

²⁷ Handayani, F., Ruswandi, U., & Arifin, B. S. (2021). Pembelajaran PAI di SMA: (Tujuan, Materi, Metode, dan Evaluasi). *Jurnal Al-Qiyam*, 2(1), 93-101.

²⁸ Nasihi, A., & Hapsari, T. A. R. (2022). Monitoring dan evaluasi kebijakan pendidikan. *Indonesian Journal of Teaching and Learning (INTEL)*, 1(1), 77-88.

²⁹ Effendi, M. (2021). Pengembangan sumber daya manusia dalam meningkatkan citra lembaga di lembaga pendidikan islam. *Southeast Asian Journal of Islamic Education Management*, 2(1), 39-51.



there are times when it is not done transparently, meaning that the need for educators / teachers is announced and those who have the ability may apply. This often causes educators/teachers who are plotted in Madrasah Aliyah to be non-linear.³⁰

Sixth, Service. The results of the evaluation of the services of educators/teachers indicate that the services of educators/teachers and staff at Madrasah Aliyah have been providing a quick response in providing services to students and madrasah management. Educators/teachers have tried to do excellent service, and also education personnel/staff quickly respond when students and madrasah management require administrative services. Madrasah Aliyah educators/teachers are also considered to have enough concern to help, and in general, education personnel/teachers always show professionalism in carrying out their duties. However, there are still educators/teachers who have not been able to show their professionalism as professional personnel.

Seventh, Obstacles. In the process of implementing the educator/teacher development program, there are always obstacles that cause a program not to provide optimal results. The results of the evaluation of the implementation of the educator/teacher development program show that there is nothing very serious,

because every obstacle can be handled and anticipated properly. However, its implementation can be stated as not optimal, due to the limited budget owned by Madrasah Aliyah. To optimize the need for additional budget for the development of educators/teachers, so that Madrasah Aliyah can create a more effective program to improve the performance of educators/teachers and also to update infrastructure. During this time Madrasah Aliyah must adjust programs and activities according to the available budget, so it is not free in holding programs and facilities to develop the performance of Madrasah Aliyah educators/teachers.

Products of Educator Development Program in Teacher Performance

Products or outcomes are the desired results of program implementation. Every program must have a vision, mission and goals and objectives to be achieved. To determine the success of a program, an evaluation is needed. As Khairiah et al. (2019) explain product evaluation means identifying and assessing results, both desired and undesirable, both short and long term, to keep educators/teachers, and education personnel/staff keeping the organization's focus on achieving important results.³¹ Product evaluation is also related to impact, effectiveness,

³⁰Khairiah, K. (2021). Kinerja Guru Dalam Perspektif Budaya Organisasi, Kepemimpinan Dan Motivasi Kerja.

³¹Khairiah, K. (2019). Dari Ruang Kelas: Evaluasi Kelembagaan Pendidikan Islam Program Studi manajemen Pendidikan Islam Pascasarjana IAIN Bengkulu.



sustainability and transferability.³² The development program of Madrasah Aliyah educators/teachers is carried out to build superior characters of educators/teachers in working, namely responsive, tanggon and trengginas characters.³³ These three characters, if possessed by every educator/teacher of Madrasah Aliyah, are believed to be able to realize the quality performance of Madrasah Aliyah teachers.

First, the responsive aspect. Responsive means that educators have a teaching profession that is skilled and proficient in their duties and responsibilities and able to respond to various changes that occur in the future. The evaluation results show that the educators/teachers are quite well prepared to carry out their main duties, functions and responsibilities at work. Quite able to adjust to the demands and development of the times, quite professional in working, and have a fairly good working knowledge, but educators / teachers do not show innovative behavior. As the results of research by Asbari et al. (2020) show as the service sector grows and competition between business services intensifies, innovative

management needs to exist to ensure sustainable development and leading competitive positions. However, studies focused on specific actions that influence innovative behavior among teachers are scarce. The main reason lies in the specific service context: innovation in the service industry is considered a complex question. Therefore, innovation behavior, and professional teachers are of great importance in the work of the service industry.

Second, the tanggon aspect. Tanggon means that as educators have a teacher profession with behavior, attitude, mentality and high morale always ready to serve in any condition. As Putra, T.F. (2017) teacher performance, competence and professionalism can be improved through the role of leadership in providing training, assigning teachers, assigning teachers to subject areas that are in accordance with their fields of expertise, and encouraging teachers to increase their knowledge and qualification levels. However, obstacles in improving teacher performance are influenced by two factors, namely internal and external. Internal is that there are still teachers teaching not in their fields. While external is the lack of budget to participate in training, as a development of teacher performance. The evaluation results show that in general the educators/teachers of Madrasah Aliyah have a tenggon character in the sufficient category. Therefore, Madrasah Aliyah educational institutions have a lot of tasks to improve the effectiveness of

³²Raibowo, S., & Nopiyanto, Y. E. (2020). Evaluasi Pembelajaran Pendidikan Jasmani Olahraga & Kesehatan pada SMP Negeri Se-Kabupaten Mukomuko melalui Pendekatan Model Context, Input, Process & Product (CIPP). *Jurnal Pendidikan Kesehatan Rekreasi*, 6(2), 146-165.

³³Ghofur, M. A., Sovian, A., Andi, A., & Jonathan, P. (2024). 3. MANAJEMEN STRATEGI AKREDITASI PROGRAM STUDI DI PERGURUAN TINGGI MILITER. *TNI Angkatan Udara*, 3(1).



development programs in order to produce educators/teachers with strong tenggon characters and maximum performance in order to compete with other more advanced countries.

Third, the trengginas aspect. Trengginas means educators who have a teaching profession with a healthy and excellent physical condition. The condition of excellent educators is needed because the work of educators / teachers is more in aspects that require physical involvement. As Rowiya, N., & Natuna, D. A. (2022) explained that the teacher's own personal abilities such as health, ideal posture and authority that must be possessed by a teacher before learning takes place.³⁴ The evaluation results show that Madrasah Aliyah educators/teachers generally have good physical health to support the implementation of tasks at work, have strong physical endurance to support the demands of the task, and have an ideal physical appearance or posture. Thus, Madrasah Aliyah educators/teachers generally have a good character of trengginas, so that they can improve their performance in realizing the quality of education.

Conclusion

The evaluation of the educator development program in improving teacher performance was carried out using the CIPP approach. The evaluation

results can be concluded that; First, the contex of the educator development program is quite good. The needs follow the vision and mission policy of the Ministry of Religious Affairs. However, teacher performance problems such as professionalism, mastery of technology are still weak, and teachers are less able to meet the demands of global competencies in realizing the quality of professional and world-class teacher performance.

Second, Input/input/planning in general is quite good, it has been fulfilled as needed, but the level of conformity reaches 80% while 20% is not appropriate. Teacher performance 80% have made a learning program plan, while 20% have not been able to make a plan. The implementation of learning is 60% in accordance with the work program that has been prepared and 40% has not been implemented according to the program. The level of evaluation of learning outcomes is 60% appropriate, while 40% is not according to the plan that has been prepared. The budget for the development program comes from the government and from individual teachers themselves. Facilities in general are sufficient, but books and information technology are still uneven. Third, the process of implementation of the development program is quite good as seen from the timeliness, application of learning methods, evaluation and monitoring, human resource development, recruitment of educators/teachers, services and obstacles. However, there are times when

³⁴Rowiya, N., & Natuna, D. A. (2022, December). Kewibawaan Guru Profesional Dalam Pembelajaran Era Digital. In *Seminar Nasional Ilmu Terapan* (Vol. 6, No. 1, pp. T11-T11).



development is carried out in a non-transparent manner, meaning that teacher needs are announced and those who have the ability can apply, causing teachers who are plotted to be non-linear, there are still teachers who have not been able to show good performance as professionals, and the implementation obstacles can be stated as not optimal, due to budget constraints. Fourth, the products or achievements of the educator development program are generally quite good, but teachers do not show innovative behavior. In general, teachers have good trengginas characters, so that teachers can improve their performance.

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