



Teacher Performance Analysis: Planning, Implementation, Evaluation, Communication, and Competency Development

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Received: 2023-11-30 Accepted: 2023-12-31

DOI: 10.24256/ideas.v11i2.4631

Abstract

This study aims to analyze teacher performance in terms of planning, implementation, evaluation, communication, and competency development. This study used a descriptive quantitative design to analyze the performance of Indonesian language teachers. The population in this study were all Indonesian language subject teachers who taught at Madrasah Aliyah in Makassar City, totaling 46 people. The sample in this study were Indonesian language subject teachers who taught at 3 State Aliyah Madrasahs in Makassar City totaling 17 people. Data collection using a questionnaire given to Indonesian language subject teachers. The data collected were then analyzed by descriptive statistics. Before analyzing the data, researchers will process the data through editing, coding, and tabulating. The data will be presented in the form of frequency distribution tables and percentages. The results showed that the performance of Indonesian language teachers was still moderate. It needs improvement in planning, implementation, evaluation, communication, and competency development. Strategic steps are needed: improving students' initial analysis and technology in lesson plans, focusing on time management, interesting learning methods, evaluation with appropriate items, good communication,

and competency development with class action research and scientific work. A comprehensive approach through professional development, innovative learning, continuous evaluation, open communication, and competency development is key in improving the performance of Indonesian language teachers.

Keywords: *indonesian language, madrasah aliyah, teacher performance*

Introduction

Performance refers to the quality and quantity of work accomplished by an individual in fulfilling their assigned responsibilities (Ayer et al., 2016). It is the process of achieving desired outcomes through one's efforts. Performance is influenced by both internal and external factors. Internal factors are those that come from within an individual and motivate them to pursue their goals, while external factors come from outside and drive them towards desirable outcomes (Kamijan, 2021). When both these factors are present, the results are usually highly satisfactory. Teachers, for instance, are motivated by both internal and external factors in performing their duties as professionals, resulting in satisfactory outcomes. Teacher performance is one of the key indicators of success for educational institutions and madrasahs (Syafar, 2017). Teacher performance refers to how well they plan, implement, and evaluate the learning process, which is driven by their work ethic and professional discipline (Syahrudin et al., 2019).

A teacher's performance can be assessed through various components, including planning, implementation, evaluation, communication, and competency development (Kartomo & Slameto, 2016). Planning involves the teacher's ability to organize systematic and structured learning (Sudaryanto et al., 2023). Implementation encompasses the teacher's capacity to execute the lesson plan in the classroom using suitable and effective methods (Karimulah & Ummah, 2022). Evaluation pertains to the teacher's ability to assess learning outcomes and overall student progress (Magdalena et al., 2020). Communication involves interaction and collaboration among teachers, students, parents, and relevant parties to support the learning process (Latip, 2020). Meanwhile, competency development focuses on teachers' endeavors to enhance their knowledge, skills, and abilities as educators through various professional development activities (Risdiyanti, 2021). These components are interconnected and define the quality of a teacher's performance in facilitating the student learning process. Each component of teacher performance plays a crucial role in establishing an effective learning environment. Planning serves as the foundation that guides the learning process, determining the strategies and methods to be employed in the classroom. Implementation brings the plan to fruition, with the teacher's skills and abilities in managing the classroom and executing the lesson plan being vital. Evaluation enables teachers to assess student comprehension and the efficacy of the teaching methods utilized. Communication plays a pivotal role in fostering positive

relationships among teachers, students, and relevant parties to bolster the learning process. Lastly, competency development ensures that teachers continue to evolve, update their knowledge, and expand their skills in line with changes in education and student needs. These components interact with one another to cultivate an effective learning environment and ensure optimal student development.

The role of a teacher, whether they are teaching Indonesian or any subject, is not just to deliver lessons. They must also be skilled in lesson planning, executing the teaching-learning process, and all related aspects, including assessment. This is emphasized in the Indonesian education standards for different pathways, levels, and types of education, which cover learning planning, implementation, and assessment. Learning planning involves formulating objectives, how to achieve them, and how to evaluate them (Nasution, 2017). This is the teacher's responsibility. The implementation of learning should take place in an interactive, inspiring, and challenging environment, encouraging active participation and allowing for creativity and courage in line with students' potential (Fadlillah, 2016). Teachers are also expected to serve as role models, mentors, and facilitators. The learning assessment process evaluates the learning plan and implementation, carried out by educators. However, this can be challenging for teachers lacking motivation, except for those who take initiative and are supported by school principals, supervisors, and government policies on professional development.

When planning lessons, teachers should consider structuring activities that enable students to take an active role in constructing their own understanding, aligning with constructivist learning theory (Sudarsana, 2018). During the implementation of learning, teachers can utilize cooperative learning strategies that foster cooperation and collaboration among students, in accordance with cooperative learning theory (Lubis & Harahap, 2016). Teacher evaluations should encompass more than just a final assessment, providing feedback to steer students towards better comprehension, in line with the principles of formative assessment (Agustianti et al., 2022). Effective communication between teachers and students is crucial in supporting the learning process (Prayudha & Malik, 2021). Teachers should apply the principles of interpersonal communication to ensure educational messages are conveyed clearly and understood by students (Dermawan, 2018). Additionally, prioritizing the development of teachers' competencies in accordance with the theory of lifelong learning is essential, enabling teachers to continually update their knowledge and skills to meet the demands of evolving times and technology (Nikmah, 2021). Integrating teacher performance practices with the theoretical foundation of education establishes a robust basis for the development of inclusive, student-centered learning that is responsive to the times. This approach fosters a dynamic learning environment, encourages independent student learning, and provides opportunities for students to realize their full potential and talents.

Initial findings revealed subpar teacher performance in competency tests in South Sulawesi, particularly in Makassar City. In 2015, the Teacher Competency Test ranked South Sulawesi 18th nationally with an average score of 52.55 out of 34 provinces in Indonesia (Nugraha, 2018). This issue is linked to the performance of madrasah aliyah teachers in Makassar City, specifically in teaching Indonesian language in Madrasah Aliyah. Assistance from school principals, madrasah supervisors, and the government, along with motivation provided to Indonesian language teachers, can serve as a supportive element in enhancing their performance, particularly in madrasah aliyah in Makassar City. This study seeks to assess the performance of Indonesian language teachers in terms of planning, implementation, evaluation, communication, and competency development, as well as to explore strategies that can be employed to enhance the performance of Indonesian language teachers.

Method

This study employs a descriptive quantitative design to examine the performance of Indonesian language teachers. The research population consists of all Indonesian language teachers who teach at Madrasah Aliyah in Makassar City, totaling 46 individuals. The sample for this study includes 17 Indonesian language teachers who teach at 3 State Aliyah Madrasahs in Makassar City. Data collection is carried out through a questionnaire consisting of 32 questions divided into three indicators: the first is the performance of Indonesian language teachers, which includes planning, implementation, evaluation, communication, and human resource development; the second is work motivation, which includes internal and external factors; the third is the role of the principal, which includes facilities, supportive/motivative, and participatory factors; and the fourth is the role of the supervisor, which includes coordinative, consultative and evaluative factors. Respondents are asked to choose the answer that best suits their situation from a set of alternative answers provided. The collected data are categorized into five categories, namely always, often, sometimes, rarely, and never, with a score range of 1 to 5. The data collected will be analyzed descriptively. Prior to analysis, the data will be processed through editing, coding, and tabulating, and presented in the form of frequency distribution tables and percentages.

Results

This study examines Indonesian language teachers' performance in planning, implementing, evaluating, communicating, and developing competencies. It highlights the crucial role teachers play in creating a supportive learning environment for students' knowledge construction. Thorough planning, efficient implementation, ongoing evaluation, transparent communication, and competency development serve as the basis for meaningful student learning experiences.

Table 1. Planning

No	Planning	Always		Often		Sometimes		Rarely		Never	
		f	%	f	%	f	%	f	%	f	%
1	Prepare an Annual Program Plan	6	35,29	6	35,29	5	29,41	0	0,00	0	0,00
2	Prepare semester program plan	5	29,41	7	41,18	5	29,41	0	0,00	0	0,00
3	Develop Indonesian Language Materials based on the Syllabus	5	29,41	7	41,18	5	29,41	0	0,00	0	0,00
4	Designing the Use of Learning Methods in accordance with Learning Objectives	5	29,41	6	35,29	5	29,41	1	5,88	0	0,00
5	Developing lesson plans based on the analysis of learners' abilities	4	23,53	5	29,41	7	41,18	1	5,00	0	0,00
6	Designing lesson plans and syllabus with ICT base	1	5,88	4	23,53	5	29,41	6	35,29	1	5,88
7	Developing Learning Strategies to Create a Conducive Atmosphere	4	23,53	4	23,53	7	41,18	2	11,76	0	0,00
8	Preparing KKM before Learning Implementation	4	23,53	4	23,53	8	47,06	1	5,88	0	0,00
9	Developing assessment guidelines	4	23,53	7	41,18	6	35,29	0	0,00	0	0,00
	Total	38	223,52	50	294,12	53	311,76	12	69,69	1	5,88
	Average	4,22	24,84	5,56	32,68	5,89	34,64	1,33	7,74	0,11	0,65

Table 1 shows that, in the learning planning component, the average performance of Indonesian language teachers is as follows: always 24.84%, often 32.68%, sometimes 34.64%, rarely 7.74%, and never 0.65%. This indicates that, in terms of lesson planning, Indonesian language teachers generally fall within the sometimes category.

Table 2. Implementation

No	Implementation	Always		Often		Sometimes		Rarely		Never	
		f	%	f	%	f	%	f	%	f	%
1	Implementing apperception	6	35,29	7	41,18	4	23,53	0	0,00	0	0,00
2	Motivate students to learn after the lesson	5	29,41	6	35,29	5	29,41	1	5,88	0	0,00
3	Conveying learning objectives at the beginning of learning	3	17,65	3	17,65	3	17,65	5	29,41	3	17,65
4	Carry out learning that	5	29,41	4	23,53	7	41,18	1	5,88	0	0,00

	encourages students to be more creative										
5	Explaining the Lesson Material, Grouping Learners in several Groups, Then Given Tasks to Complete	3	17,65	5	29,41	8	47,06	1	5,88	0	0,00
6	Invite to convey the results of their work in front of other groups and then respond to them	3	17,65	7	41,18	6	35,29	1	5,88	0	0,00
7	Providing opportunities for students to ask questions	5	29,41	7	41,18	5	29,41	0	0,00	0	0,00
8	Using learning methods prioritizes the lecture method	3	17,65	4	23,53	8	47,06	2	11,76	0	0,00
9	Re-asking the subject matter that has been taught in accordance with the indicators or learning objectives Then concluded	4	23,53	6	35,29	7	41,18	0	0,00	0	0,00
	Total	37	217,65	49	288,24	53	311,77	11	64,69	3	17,65
	Average	4,11	24,18	5,44	32,03	5,89	34,64	1,22	7,19	0,33	1,96

Table 2 shows the performance of Indonesian language teachers in the learning implementation component. Out of 17 respondents, the average who stated always was 24.18%, who stated often was 32.03%, who stated sometimes was 34.64%, who stated rarely was 7.19%, and who stated never was 1.96%. This indicates that, in terms of implementing learning, the average teacher performance falls within the sometimes category.

Table 3. Evaluation

No	Evaluation	Always		Often		Sometimes		Rarely		Never	
		f	%	f	%	f	%	f	%	f	%
1	Assessing cognitive aspects, after students learn a basic competency that must be achieved at the end of each semester.	3	17,65	5	29,41	7	41,18	2	11,76	0	0,00
2	Conducting Psychomotor Aspect Assessment During the Process of Skill-Oriented Learning Activities, such as reading Poetry in Affective assessment using Non-Tests (Attitude Scale and Observation)	3	17,65	4	25,53	8	47,06	2	11,76	0	0,00
3	Psychomotor Assessment Using Verbal Tests (Oral and Written)	3	17,65	5	29,41	7	41,18	2	11,76	0	0,00
4	Assessing students based on learning outcomes through formative tests	4	25,53	7	41,18	5	29,41	1	5,88	0	0,00
5	Using Problem Items as the Basis for Test Preparation	5	29,41	8	47,06	4	25,53	0	0,00	0	0,00
6	Paying attention to the suitability of the type of question with the subject matter	4	25,53	4	25,53	7	41,18	2	11,76	0	0,00
7	Prepare an answer key when preparing questions	4	25,53	3	17,65	7	41,18	3	17,65	0	0,00
8	Administering learner assessment results	5	29,41	7	41,18	5	29,41	0	0,00	0	0,00
9	Assessing cognitive aspects, after students learn a basic competency that must be achieved at the end of each semester.	7	41,18	6	35,29	4	25,53	0	0,00	0	0,00
	Total	38	229,54	49	292,24	54	321,66	12	70,57	0	0,00
	Average	4,22	25,50	5,44	32,47	6	35,74	1,33	7,84	0	0,00

Table 3 shows the average teacher performance on the learning evaluation component. Out of 17 respondents, those who stated always was 25.50%, often was 32.47%, sometimes was 35.74%, rarely was 7.84%, and never was 0.00%. This indicates that the average teacher performance on the learning evaluation

component falls within the sometimes category.

Table 4. *Communication*

No	Communication	Always		Often		Sometimes		Rarely		Never	
		f	%	f	%	f	%	f	%	f	%
1	Collaborating with parents in following up on assessments	2	11,76	3	17,65	5	29,41	6	35,29	1	5,88
2	Creating a Separate Schedule for Guidance for Learners with Problems	2	11,76	3	17,65	2	11,76	6	35,29	4	25,53
	Total	4	23,52	6	35,30	7	41,17	12	70,58	5	31,41
	Average	2	11,76	3	17,65	3,5	20,59	6	35,29	2,5	15,71

Table 4 shows how Indonesian language teachers performed in the communication component. Out of 17 respondents, 11.76% stated always, 17.65% stated often, 20.59% stated sometimes, 35.29% stated rarely, and 15.71% stated never. This indicates that, on average, teacher performance in the communication component falls within the rare category. This suggests that teachers have not fully optimized communication with students or other stakeholders, including students' parents and the surrounding community.

Table 5. *Competency Development*

No	Competency Development	Always		Often		Sometimes		Rarely		Never	
		f	%	f	%	f	%	f	%	f	%
1	Developing Insight	0	0,00	2	11,76	3	17,65	2	11,76	10	58,82
2	Conducting Classroom Action Research	0	0,00	1	5,88	3	17,65	4	25,53	9	52,94
3	Developing Scientific Writing Skills	4	25,53	7	41,18	5	29,41	1	5,88	0	0,00
	Total	4	25,53	10	58,82	11	64,71	7	43,17	19	111,76
	Average	1,33	8,51	3,33	19,61	3,67	21,57	2,33	14,39	6,33	37,25

Table 5 depicts the performance of Indonesian language teachers in developing teacher competence. Out of 17 respondents, the average who stated always was 8.51 percent, often was 19.61 percent, sometimes was 21.57 percent,

rarely was 14.39 percent, and never was 37.25 percent. This indicates that teacher performance in competency development is in the never or very low category. Consequently, in this component, teachers' attention to scientific development related to their duties is minimal.

In general, the performance of Indonesian language teachers at madrasah aliyah in Makassar city, out of 17 respondents, showed that always was 22.68 percent, often was 30.27 percent, sometimes was 32.66 percent, rarely was 9.96 percent, and never was 5.21 percent. This suggests that the performance of Indonesian language teachers at madrasah aliyah in Makassar city falls within the moderate category (sometimes). This implies that while these teachers have made efforts in various aspects such as lesson planning, learning delivery, evaluation, communication, and professional development through education and training, there is still room for improvement in optimizing their duties as outlined in each frequency table above. The management of these items also reflects the four competencies that Indonesian language teachers possess in carrying out their duties.

Discussion

Based on the results of a study that reviewed the performance of Indonesian language teachers in Madrasah Aliyah in Makassar City from the aspects of planning, implementation, evaluation, communication, and competency development, it was found that their performance was at a level that could be categorized as moderate. Although these teachers have shown efforts in carrying out their duties, the results of the analysis show that their performance has not reached the optimal level as professional educators. This suggests that there is room for improvement in various aspects such as more structured planning, more effective implementation, more in-depth evaluation, better communication, and more sustainable competency development for Indonesian language teachers in the madrasah. By focusing efforts on improving these five aspects, it is expected to improve the quality of teacher performance and, overall, have a positive impact on the learning process at the Madrasah Aliyah.

After analyzing the five aspects of research indicators, differences in the performance of Indonesian language teachers in Madrasah Aliyah in Makassar City have been identified. Generally, teachers' performance in lesson planning is categorized as moderate to tend to be high. This indicates good ability in planning lessons. However, some areas in lesson planning require further improvement, as they are still at a low level and tend to model. These include the lack of analysis of students' initial abilities in preparing lesson plans, the underutilization of information and communication technology in preparing lesson plans, and the lack of optimal learning strategies that can create a conducive learning environment. Therefore, there needs to be a focus on improving these aspects to enhance the quality of lesson planning overall. According to Constructivist Learning Theory, the

teacher acts as a facilitator in building students' knowledge through interesting and interactive lesson planning. When there is a lack of initial analysis of students' abilities in the lesson plan, the underutilization of information and communication technology in the preparation of lesson plans, and the lack of optimal learning strategies, this reflects a discrepancy with constructivist principles (Wiratman et al., 2023). Teachers need to pay more attention to students' abilities in designing learning that is appropriate to their level of understanding and utilizing technology and learning strategies that facilitate students' knowledge construction (Santyasa, 2007). Thus, improvements in lesson planning can better support students' knowledge construction process in accordance with the constructivist learning paradigm.

In terms of implementing learning activities, teacher performance is generally categorized as moderate, with a trend towards improvement. This suggests that teachers have not yet reached an optimal level in this area. Analysis of the research results reveals that the average score in this category is at a moderate level, indicating a need for increased attention and improvement in the implementation of learning activities to achieve a more optimal level. By focusing on this, it is anticipated that teachers can make adjustments and enhancements in their methods or strategies to boost the effectiveness of learning implementation in the classroom. Teachers should prioritize aspects that may still be suboptimal, such as efficient time management, the use of diverse learning methods to engage students, and active involvement of students in the teaching-learning process (Peterson, 2001). Furthermore, the evaluation of learning implementation also requires improvement. Teachers can engage in regular self-reflection to assess the success of the methods used and make necessary changes to enhance the effectiveness of the learning process. With improvements in the implementation of learning activities, a significant enhancement in the quality of learning at the Madrasah Aliyah is anticipated, which will consequently have a positive impact on student achievement in their learning process. Teacher performance in the implementation of learning activities can be linked to Social Learning Theory, which underscores the significance of social interaction in learning, where teachers serve as models that influence students (Bandura, 1977). When teacher performance is still moderate but showing progress, it can be associated with this theory because the student learning process is influenced by teacher interactions in presenting material and managing the classroom. Teachers who enhance time management, utilize learning methods that capture students' attention, and involve students in the learning process align with the concept of social learning, which emphasizes the role of teachers as effective models in shaping students' behavior and understanding (Buchari, 2018). By focusing on these aspects, it is anticipated that teachers can establish a more interactive learning environment that supports and influences students' development in line with the principles of Social Learning Theory.

In terms of learning evaluation, the performance of Indonesian language teachers is generally moderate, leaning towards a better level. This indicates that teachers have demonstrated good ability in conducting learning evaluation. However, there are still areas in the learning evaluation aspect that need improvement as they are still at a low level. One of the aspects considered to be lacking in learning evaluation is the suboptimal use of items by teachers as the basis for test preparation. Furthermore, there is a need for improvement in ensuring the suitability between the types of questions used and the subject matter taught to students. Therefore, there is a need to develop tests that are more aligned with the learning materials in order to accurately measure students' understanding and abilities. By improving this aspect of learning evaluation, it is hoped that teachers can provide more precise assessments of students' abilities, leading to a more effective learning process and greater academic development. The need for improvement in learning evaluation can be linked to the theory of authentic evaluation, which emphasizes the importance of thorough assessment of student understanding by connecting the subject matter to real life (Nurgiantoro, 2018). The suboptimal use of items in test preparation by teachers reflects the lack of application of authentic evaluation principles that require relevant assessment according to the context of the material (Tanjung, 2022). Additionally, the lack of attention to the suitability of item types to the material can be attributed to the principle of authentic evaluation that considers the variety of items according to learning objectives. By applying these principles, teachers can develop assessments that better suit students' needs, improve the effectiveness of learning evaluation, and provide an accurate picture of students' understanding of the material.

In terms of communication in education, teachers' performance generally remains subpar, indicating a need for improvement. The lack of collaboration among teachers, parents, and other stakeholders in monitoring student progress, offering necessary guidance, and fostering communication and collaboration with students highlights the necessity for greater attention from educators. It is crucial for efforts to continually enhance communication and collaboration among all involved parties to be prioritized, as this supports a more effective learning process. The subpar performance of teachers in the realm of communication can be associated with Communication Theory in education, which underscores the significance of interaction between teachers, students, parents, and relevant parties in the learning process (Suherman, 2020). When communication between teachers, parents, and other stakeholders is lacking, it signifies a failure to apply effective communication principles in education (Andina, 2018; Octavia, 2019). Establishing strong relationships among involved parties, including in monitoring student progress and providing guidance, is an integral aspect of this theory. Teachers must increase parental involvement, engage stakeholders, and cultivate improved communication with students to establish an inclusive learning environment and uphold students' holistic development in line with the principles

of Communication Theory in education (Nurdyansyah & Fahyuni, 2016; Suklani, 2023).

The development of teacher competencies, particularly in the use of classroom action research and writing scientific papers, is considered inadequate. Classroom action research is crucial as it allows for educational innovation based on direct field experience, enabling teachers to take independent and confident corrective measures (Pandiangan, 2019). Although teachers often attend Indonesian subject teacher meetings for professional development, the effectiveness of this is deemed suboptimal. Therefore, to enhance professionalism, they must pursue additional education and training to enhance their knowledge and skills as qualified Indonesian language educators. This is closely tied to the concept of continuous learning, which underscores the importance of teachers as lifelong learners who engage in reflection, experimentation, and ongoing self-development (Wijaya, 2018). Failure to conduct classroom action research or engage in scientific work is at odds with the principle of continuous learning, which emphasizes ongoing self-development to enhance teaching practices (Simanjuntak, 2022). While participating in Indonesian language subject teachers' meetings is a crucial initial step, it is not sufficient. Hence, teachers should seek additional education and training to further their continuous learning, including the implementation of classroom action research and the development of scientific writing skills to support their professional growth in teaching Indonesian.

To enhance the performance of Indonesian language teachers in Madrasah Aliyah, Makassar City, a comprehensive approach is required. Firstly, a structured and targeted professional development plan is necessary to enhance teachers' competencies. Regular training, workshops or other development activities can be held to improve their understanding of the latest teaching methods and effective evaluation techniques. Secondly, teachers need support in planning innovative and relevant lessons that cater to students' needs. Collaborating with other teachers and utilizing supporting resources such as technology can improve the effectiveness of the teaching-learning process. Thirdly, regular evaluation of teacher performance needs to be implemented to provide constructive feedback to teachers and ensure continuous improvement in the quality of their teaching. Fourthly, open and active communication should be established between teachers, students, parents, and the school to foster strong cooperation in supporting the learning process. Finally, competency development should be an ongoing process, with continuous support and resources provided to teachers to keep them up to date with the latest developments in education and language.

Certainly, these measures are not merely a short-term plan, but rather a prolonged dedication to enhancing the educational system. With such a holistic strategy, substantial improvements in the teaching quality at Madrasah Aliyah in Makassar city are anticipated. Devoting time, resources, and continual support to

teachers is pivotal for elevating educational standards. Through a well-structured professional growth plan, educators can refine their skills in line with contemporary requirements. Collaborative efforts among teachers are equally crucial. By sharing experiences and ideas, they can devise more innovative and efficient teaching approaches that cater to students' needs. Furthermore, regular and constructive assessment of teachers' performance serves as a vital tool for providing the necessary feedback for ongoing enhancement. The crux of success hinges on the collective commitment of teachers, students, parents, and school authorities to ensure that every stride made is geared towards enhancing the educational standard. With a comprehensive and enduring approach, it is anticipated that a more favorable and supportive learning atmosphere will be fostered at Madrasah Aliyah in Makassar city.

Conclusion

The results indicate that the performance of Indonesian language teachers in Madrasah Aliyah Makassar City is still considered moderate despite current efforts. Improvements are needed in planning, implementation, evaluation, communication, and competency development. Strategic steps are required to enhance teacher performance, including improving initial student analysis and utilizing technology for lesson planning in line with constructivist principles. For learning implementation, time management, engaging methods, and student involvement should be prioritized. Evaluation should use appropriate items and assessments that align with authentic evaluation theory. Communication limitations can be addressed by considering educational communication theory. Competency development should focus on classroom action research and scientific paper development, in line with the concept of continuous learning. Professional development plans, innovative learning, continuous evaluation, open communication, and competency development are key to improving the performance of Indonesian language teachers in Madrasah Aliyah Makassar City.

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