

Transformation of Teacher and School Principal Performance Management

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ABSTRACT

Keywords: PMM; Performance Management Through the Medeka Mengajar performance management; Platform is a tool that makes it easier for teachers and school evaluasi kinerja. principals to set more contextual performance targets by the needs of indicator units and career development to improve the quality of student-centered learning. This Performance Management feature is also integrated with e-performance services managed by the State Civil Service Agency. The method used in this research is the Library Research method or library research. Performance management transformation is a form of collaborative relationship carried out by the Ministry of Education and Culture with teachers and school principals, the State Civil Service Agency (BKN), a government agency in charge of personnel management, and the Regional Government according to its authority through the Regional Personnel Agency and the Education Service. This performance management transformation comes as a form of aligning and accelerating processes through integrated technology in regional performance management. There are relevant performance improvement priority indicators to assist teachers and school principals in achieving them. Assistance from the Ministry of Education and Culture and the Education Department is still needed in managing performance through PMM.



Introduction

One of the crucial factors in improving the quality of education is teacher performance (Munawir, Fitrianti, & Anisa, 2022). Teacher performance will have a great influence on student learning achievement and overall educational development. In managing teacher performance, of course, there are various challenges faced (Maris, Komariah, & Bakar, 2016). The main challenge lies in the limitations of current performance evaluation methods in covering all aspects of teacher success. Often, assessments focus too much on certain aspects, such as students' academic achievement without paying attention to elements of interpersonal skills, innovations in teaching methods, or contributions to curriculum research and development (Awaludin, Mantik, & Fadillah, 2023). Therefore, improvements are needed in the process of managing teacher

performance. This condition is a special concern for the government and stakeholders in the education sector.

To expand access to education and improve the quality of education implementation, the government has made various efforts. Simplification of curriculum materials during the COVID-19 pandemic to reduce learning loss is one of them (Pratiwi, 2021). Data from the 2022 Programme for International Student Assessment (PISA) survey shows that Indonesia is ranked 68th with a score of 379 (Ministry of Education and Culture, 2023). The international reading literacy score in PISA 2022 decreased by an average of 18 points, while Indonesia's score only decreased by 12 points, showing better results compared to the international average. In mathematical literacy, the average international score dropped by 21 points, while Indonesia's score dropped by 13 points, which is also better than the international average (Arif, 2024). For science literacy, Indonesia's score decreased by 13 points, almost the same as the international average decrease of 12 points (Anggreini & Priyojadmiko, 2022). The results of this PISA study highlight the relatively small learning loss that occurs. This condition reflects the performance of teachers who are supported by various pandemic-handling programs from the Ministry of Education and Culture. Simplification of curriculum materials has been proven to be effective in reducing learning loss (Rosmini, Ningsih, Murni, & Adiyono, 2024).

This simplification of the curriculum is one of the main principles in the development of the Independent Curriculum. Programs carried out during the pandemic were continued and strengthened into the Independent Learning program, which was implemented more comprehensively into the National Curriculum which is better known as the independent curriculum.

To support the implementation of the Merdeka curriculum in the 15th episode of Merdeka Belajar, the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) launched the Merdeka Teaching Platform (PMM), an application designed to assist teachers in implementing the Merdeka Curriculum (Sagala & Patilima, 2023). One of the features of the Independent Teaching Platform (PMM) is Performance Management. Performance Management Through the Merdeka Teaching Platform is a tool that makes it easier for teachers and principals to set more contextual performance goals to the needs of education and career development units to improve the quality of student-centered learning. This Performance Management feature is also integrated with e-performance services managed by the State Civil Service Agency (Kemendikbudristek RI, 2022).

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methods, or contributions to curriculum research and development (Awaluddin et al., 2023). Therefore, improvements are needed in the process of managing teacher performance. This condition is a special concern for the government and stakeholders in the education sector.

This article discusses the transformation of teacher and principal performance management through the independent teaching platform. Based on the background, the problems to be discussed can be formulated, namely: how to transform the performance management of teachers and principals through the independent teaching platform?

Research Methods

The method used in this study is the Library Research method. According to (Indonesia, 2016), a literature study is a data collection technique by examining books, literature, notes, and reports related to the problem being researched. In this study, the author explores, studies, and analyzes literature related to student management, then conducts an in-depth analysis and compiles it in the form of scientific articles.

Results and Discussion

Performance Management Transformation

As part of the transformation of ASN management initiated by President Joko Widodo, the Ministry of PANRB carries out a performance management transformation which is regulated through: PermenPANRB No. 6 of 2022 concerning Performance Management of State Civil Apparatus Employees and PANRB Regulation No. 1 of 2023 concerning Functional Positions. Previously, the determination of the credit score was obtained through the implementation of various activities proposed in the Proposed List of Credit Score Assessment (DUPAK). The more activities carried out, the higher the credit score obtained. Each activity has a different credit score weight. Activities with greater weight will result in higher credit scores.

Through the transformation of performance management, credit scores are obtained through the determination of performance predicates based on the fulfillment of leadership expectations related to organizational goals and objectives. The performance predicate is then converted into a credit score by multiplying the credit score coefficient by the performance predicate multiplier. The amount of this credit score is no longer influenced by the number of activities carried out.

All employees are recognized for their performance in supporting learning transformation to realize student-focused learning (Ministry of Education and Culture, Research and Technology, 2023).

Characteristics of Performance Management Transformation

Some of the characteristics of performance management transformation that differentiate it from previous performance management are:

1. Freedom from administrative burdens

In previous performance management, employee time was confiscated for administrative matters, and superiors and local governments evaluated documents manually. After the transformation of performance management, alignment, and acceleration of processes through the integration of technology in regional performance management, reduces the number of documents that need to be prepared and reviewed by superiors and local governments (Pemda).

2. Merdeka chooses relevant indicators

In previous performance management, employees were measured by many indicators, which as a result of which it was difficult to map the need for performance improvement because the number of indicators was too many. After the transformation of performance management, employees choose one of the most relevant performance indicators to be improved so that superiors and local governments can prioritize indicators according to school and regional conditions.

3. Merdeka Shows Impact Performance

In previous performance management, the pressure to achieve perfect performance only resulted in formality changes. After the transformation of performance management, employees improve their performance by paying attention to performance observation. Superiors and local governments focus on supporting performance improvement that has a real impact on student learning.

The Independent Teaching Platform (PMM) application is a tool provided for teachers and school principals to improve the quality of performance and competence sustainably. As a tool, features in PMM such as Self-Training, Competency Reflection, Proof of Work, and Community are not mandatory. However, the PMM Performance Management feature must be used by teachers and school principals who have the status of State Civil Apparatus (ASN).

PMM is expected to be able to create a collaborative learning ecosystem to improve the quality and effectiveness of learning in the classroom (Muspawi, 2021). Therefore, the menu on this platform is equipped and developed according to the needs of teachers. The following are the menus and features contained in PMM, namely:

1. Self-Development Menu: Features available in this menu include self-training, community, principal selection, competency reflection, LMS, and performance management.
2. Teaching Menu: Features in the Teaching menu consist of learning outcomes (CP) and learning objectives (ATP), teaching tools, student assessments, and classes.
3. Inspiration Menu: Features in the Inspiration menu include inspiration videos, proof of work, and hands-on ideas.
4. Menu About the Independent Curriculum: The features contained in this menu include information about the independent curriculum and independent curriculum implementation training.

Before using the Merdeka Teaching Platform application, teacher performance management was carried out through e-Performa BKN, which is still general for all ASNs. This is different from performance management through PMM, which offers more

specific performance indicators according to the needs of teachers (Siagian, Mudjisusaty, & Pangaribuan, 2024). In the assessment stage in PMM, teachers can conduct self-control and evaluation (self-reflection) to assess things that are good and need to be improved. Furthermore, teachers also make follow-up plans based on the results of the reflection according to personal needs. With this approach, it is hoped that teacher performance management will be more targeted, help teachers improve the quality of teaching, and support the development of their professionalism in a sustainable manner.

Performance Management Transformation Through the Independent Teaching Platform

Performance Management is designed to be carried out in two cycles each year, with each cycle lasting 6 months, aiming to improve the effectiveness of implementation. The main advantage of two cycles per year is that it provides opportunities for periodic evaluation, monitoring, and performance improvement, both for teachers and school principals (Kemendikbudristek RI, 2022).

Stakeholders involved in Performance Management include the Directorate General of Teachers and Education Personnel (Ditjen GTK) as the agency for coaching teachers and school principals, the State Civil Service Agency (BKN), government agencies in charge of personnel management, and Regional Governments according to their authority through the Regional Civil Service Agency and the Education Office. The involvement of these stakeholders strengthens the implementation of Teacher and Principal Performance Management so that it is more impactful, dynamic, and responsive to the quality of learning for a year.

The Teacher and Principal Performance Management Timeline reflects a commitment to provide regular evaluations and regular support to support continuous performance improvement.



Performance Management for Teachers has three important stages that are carried out by teachers for six months and occur twice a year. (Perdirjen GTK/Number7607/B.B1/HK.03/2023). The following are the Performance Management Stages starting from Planning.

Performance to Performance Results Assessment on the Independent Teaching Platform.

Performance Planning

Performance planning is an important process for teachers to improve the effectiveness of teaching and learning that impacts students. In this stage, teachers can start developing performance planning at the beginning of each month of each semester of the new school year. Teachers can choose recommended indicators based on assessments from the Education Report Card or other indicators according to the needs for performance improvement. The performance plan that has been prepared will be submitted to the supervisor for review and approval.

Performance Implementation

Performance implementation is the second stage after the performance plan is approved. At this stage, the principal will implement, monitor, and foster performance through observation. The implementation of the performance involves four observation stage processes, namely preparatory discussions, classroom observations, follow-up discussions, and follow-up reflections.

Performance Assessment

Performance appraisal is the last stage in the performance management series. At this stage, the principal and teachers will discuss to determine the performance assessment at the end of the semester based on the implementation of the performance that has been carried out. The principal will discuss the achievements and contributions of teachers by the indicators that have been set in the performance plan. This discussion is an opportunity to provide feedback, identify strengths, and plan further development steps to improve the quality of learning and teacher performance.

The management of teacher and principal performance is carried out to achieve educational performance goals and objectives. This management focuses on improving the performance of teachers and principals to realize student-centered learning, meet the expectations of school principals, encourage intense work dialogue between principals and teachers, and achieve the performance of educational units and the results of Teacher and Principal Performance Management Variables.

In performance management through the Merdeka Teaching Platform, there are four variables in the performance assessment of an employee, namely:

1. Performance Practices

In this performance practice, the other variables come from the school education report card

2. Competency Development

In the development of variable competencies, the supporting variables come from self-development activities carried out by teachers and principals

3. Work Behavior

In the development of work behavior, the assessment variables come from the behavior of employees that reflect the attitudes: 1) Service-oriented, 2) Accountable, 3) Competent, 4) Harmonious, 5) Loyal, 6) Adaptive, and 7) Collaborative. This assessment variable is known by the acronym BERAKHLAK.

4. Accountability Documents

In the development of accountability documents containing documents that show the accountability of employees (teachers and principals) in carrying out their duties, they are not assessed but collected. These four variables will be a reference for appraisers in determining employee performance predicates. This Performance Predicate will then determine the Credit Score obtained by the Employee.

Conclusion

Performance management transformation is a form of cooperative relationship carried out by the Ministry of Education and Culture with teachers and school principals, the State Civil Service Agency (BKN), government agencies in charge of personnel management, and Regional Governments according to their authority through the Regional Civil Service Agency and the Education Office. This performance management transformation is present as a form of alignment and acceleration of processes through integrated technology in regional performance management. The existence of relevant performance improvement priority indicators to assist teachers and principals in achieving performance management through PMM is a new thing so many teachers are still experiencing difficulties. And there are still limited or unstable internet access constraints in many regions. So there needs to be assistance from the Ministry of Education and the Education Office in each region.

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