

Teacher Performance Management in Supporting Learning Quality at SDI Puspa Bangsa

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ARTICLE INFO

Article history

Received:

12-o6-2025

Revised:

23-07-2025

Accepted:

22-08-2025

Keywords

elementary education;
learning quality; school
management; teacher
performance management;
teacher professional
development

ABSTRACT

Teacher performance management is an important component of school management because it can support the development of effective and sustainable learning practices. This study aimed to analyze teacher performance management in supporting learning quality at SDI Puspa Bangsa. The study employed a qualitative descriptive approach. Data were collected through semi-structured interviews, classroom observations, and document analysis involving the principal and 5 teachers. Data were analyzed through data reduction, data display, and conclusion drawing, while data credibility was strengthened through source and technique triangulation. The findings showed that teacher performance management was implemented through five interconnected processes: performance planning, implementation, monitoring, evaluation, and follow-up. Performance planning helped teachers establish instructional responsibilities and prepare learning activities, while monitoring and supervision provided opportunities for feedback and instructional improvement. Performance evaluation was used to identify teachers' strengths and areas requiring further development, followed by individual guidance, professional discussions, and professional development activities. These processes contributed to learning quality by supporting more organized instruction, reflective teaching practices, student engagement, and responsiveness to learning needs. However, the consistency of follow-up and the systematic use of assessment results still require improvement. The study concludes that teacher performance management can support learning quality when it is implemented as a continuous developmental process rather than merely an administrative procedure.

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Introduction

Teacher performance is one of the important factors in determining the quality of learning in elementary schools (Meliyani et al., 2025). Teachers are responsible not only for completing administrative duties but also for planning learning, implementing appropriate instructional strategies, managing classrooms, assessing student learning, and reflecting on instructional practices (Zalianty et al., 2026). These responsibilities require teachers to demonstrate consistent professional performance because the quality of classroom learning is closely related to how teachers carry out their instructional roles (Bürger et al., 2026). Recent research at the elementary school level has shown that teacher performance is significantly associated with learning quality, particularly through teachers' ability to plan, implement, manage, and evaluate learning activities (Pamuji & Lawal, 2026).

Teacher performance, however, cannot be understood solely as an individual characteristic (Pasaribu et al., 2023). It is also influenced by how schools organize, direct, monitor, and develop teachers' work (Mulalic, 2024). Teacher performance management therefore becomes an important component of educational management because it provides a systematic framework for aligning teachers' responsibilities with school goals (Urbaningkrum & Perawironegoro, 2023). Performance management may include planning performance expectations, providing guidance, conducting supervision, evaluating performance, and implementing follow-up actions. In this context, management is not merely an administrative activity but a continuous process intended to support teachers' professional growth and improve the quality of instruction (Jenab, 2023).

The importance of school management in developing teacher performance is supported by recent studies. Tanjung (2025) explains that school leadership can function as a managerial mechanism through planning, organizing, directing, and controlling instructional processes and school resources. Such mechanisms can support teacher performance through instructional supervision, professional development, strategic decision-making, and supportive professional relationships. Similarly, research conducted in elementary schools by Ali & Susilawati (2025) found that clear communication, appropriate task distribution, supportive guidance, and teacher involvement in decision-making were associated with stronger teacher performance and greater engagement in school improvement activities.

The role of performance management becomes increasingly important because improving teacher performance requires continuous rather than one-time intervention. Teachers need opportunities to receive feedback, identify weaknesses, improve instructional practices, and evaluate the outcomes of their work. Research conducted by Irasari (2025) in elementary schools in Siak Regency demonstrated that principal leadership and teacher professionalism were significant factors associated with teacher performance. These findings suggest that teacher performance develops within an organizational environment in which leadership, professional support, and systematic management are present.

In addition to supporting teacher performance, effective performance management is expected to contribute to the quality of learning experienced by students. Recent research

specifically examining teacher performance management and learning quality found that performance management, combined with an appreciative leadership approach, was associated with efforts to improve learning quality in elementary schools (Astutiningtyas et al., 2025; Slamet et al., 2026; Yusup, 2022). The study illustrates that the management of teacher performance can become part of a broader school improvement strategy rather than being limited to performance assessment alone. This perspective is important because a teacher performance management system should ultimately be connected to improvements in classroom practice and student learning experiences.

Nevertheless, existing studies have largely examined teacher performance in relation to individual and organizational factors, such as principal leadership, teacher professionalism, motivation, and work discipline (Irasari, 2025; Nurhabibah et al., 2025; Ali & Susilawati, 2025). Although these studies provide important evidence about factors associated with teacher performance, they provide limited explanation of how teacher performance is systematically managed as a continuous process within a school. In particular, less attention has been given to the interconnected processes of performance planning, implementation, monitoring, evaluation, feedback, and follow-up and how these processes contribute to learning quality.

Recent studies have also indicated a relationship between teacher performance management and learning quality in elementary education (Astutiningtyas et al., 2025; Pamuji & Lawal, 2026; Slamet et al., 2026). However, much of the existing research remains focused on the outcomes or factors associated with teacher performance rather than providing an in-depth description of the management mechanisms through which teacher performance is translated into improved instructional practices and learning experiences. This creates a research gap in understanding teacher performance management from a process-oriented educational management perspective, particularly within specific elementary school contexts.

Therefore, this study addresses the gap by examining how teacher performance is planned, implemented, monitored, evaluated, and followed up at SDI Puspa Bangsa and how these processes support learning quality. By focusing on the management process rather than only on factors influencing teacher performance, this study is expected to provide a more contextual understanding of how school-level performance management can support continuous improvement in teaching and learning.

SDI Puspa Bangsa provides a relevant context for examining this issue. As an elementary education institution, the quality of learning is closely related to the consistency and effectiveness of teachers' instructional practices. However, the management of teacher performance cannot be assumed solely from the final learning outcomes. It needs to be examined through the processes undertaken by the school to plan teacher responsibilities, support their implementation, monitor performance, conduct evaluation, and provide appropriate follow-up. Examining these processes can provide a more comprehensive understanding of how school management contributes to the development of quality learning.

Based on the above considerations, this study aims to analyze teacher performance management in supporting learning quality at SDI Puspa Bangsa. The study focuses on the management processes of performance planning, implementation, monitoring, evaluation, and follow-up, as well as their contribution to the quality of learning. The findings are expected to provide practical insights for school leaders and teachers in developing a systematic and continuous teacher performance management process that is oriented toward improving instructional quality in elementary education.

Method

This study employed a qualitative descriptive approach to analyze teacher performance management in supporting learning quality at SDI Puspa Bangsa. The qualitative approach was selected because the study aimed to obtain an in-depth understanding of the processes through which teacher performance is planned, implemented, monitored, evaluated, and followed up within the school setting. The research was conducted at SDI Puspa Bangsa during the 2025 academic year. The research participants were selected purposively and consisted of the principal and 5 teachers who were directly involved in the planning, implementation, supervision, and evaluation of teacher performance. Data were collected through semi-structured interviews, observations, and document analysis. Interviews were conducted with the principal and selected teachers to explore performance planning, division of responsibilities, instructional implementation, supervision, performance evaluation, feedback, professional development, and follow-up actions. Observations were conducted during learning activities and school-related performance management processes to obtain direct evidence of teachers' instructional practices and the implementation of performance management. Documents such as teacher performance plans, supervision records, lesson plans, assessment documents, evaluation reports, and relevant school policies were analyzed to complement the interview and observation findings.

The data were analyzed interactively through data reduction, data display, and conclusion drawing. During data reduction, relevant information related to teacher performance management and learning quality was identified, categorized, and organized according to the research focus. The reduced data were then displayed in descriptive and thematic forms to identify patterns across the different sources of information. Conclusions were subsequently drawn by comparing and interpreting findings from interviews, observations, and documents. Data credibility was strengthened through source and technique triangulation by comparing information obtained from the principal, teachers, observations, and school documents. Member checking was also conducted by confirming key interpretations with selected participants to ensure that the findings accurately represented the practices occurring at SDI Puspa Bangsa. The study focused on five main dimensions of teacher performance management: performance planning, implementation, monitoring, evaluation, and follow-up. Learning quality was examined through indicators reflected in instructional planning, classroom implementation, student engagement, assessment practices, and teachers' efforts to improve learning based on evaluation results. This methodological design enabled the study to provide a comprehensive description of how teacher performance is managed and how the process supports the development of quality learning at the elementary school level.

Results and Discussion

1. Results

The findings indicate that teacher performance management at SDI Puspa Bangsa is implemented through a series of interconnected activities covering performance planning, implementation, monitoring, evaluation, and follow-up. Data obtained from interviews, observations, and school documents show that teacher performance is managed as an ongoing process rather than as an administrative assessment conducted only at the end of a particular period.

The first finding concerns performance planning. The principal and teachers reported that teacher responsibilities are planned at the beginning of the academic period by

considering school programs, learning objectives, and teachers' instructional responsibilities. Teachers are expected to prepare learning devices, including teaching plans, learning materials, assessment instruments, and other supporting documents. The planning process provides teachers with a clearer understanding of their responsibilities and expected performance. The findings also show that planning is adjusted to classroom conditions and students' learning needs.

The second finding relates to performance implementation. Observations indicated that teachers generally implemented learning activities according to the plans that had been prepared. Teachers organized learning activities, explained learning materials, facilitated student participation, and conducted assessments during the learning process. Classroom observations also showed variations in instructional strategies, indicating that teachers adapted their practices to the characteristics of the students and the subject matter. Nevertheless, several teachers still needed support in developing more varied student-centered learning activities and optimizing the use of assessment results to improve instruction.

The third finding concerns monitoring and supervision. The principal conducted monitoring through classroom observations, informal discussions, review of instructional documents, and follow-up communication with teachers. Monitoring was not limited to checking administrative completeness but also included attention to classroom implementation. Teachers indicated that supervision provided opportunities to discuss difficulties encountered during learning and to receive suggestions regarding instructional improvement. This process enabled the school to identify aspects of teacher performance that required further development.

The fourth finding shows that performance evaluation was conducted through the review of teachers' instructional implementation, administrative documents, student learning activities, and results of supervision. Evaluation was used to identify teachers' strengths and areas requiring improvement. Rather than functioning solely as a judgment of teacher performance, evaluation served as a basis for providing feedback and determining subsequent development needs.

The fifth finding concerns follow-up actions. The school followed evaluation results through individual guidance, discussions, sharing of teaching experiences, and encouragement for teachers to participate in professional development activities. Follow-up was directed toward addressing weaknesses identified during supervision and strengthening practices that were considered effective. However, the intensity and form of follow-up varied according to the needs of individual teachers. This indicates that the school has implemented the basic elements of continuous performance management, although the process still requires greater consistency and systematic documentation.

In relation to learning quality, the findings indicate that teacher performance management supports several aspects of classroom learning. Teachers' preparation of instructional plans contributed to more organized learning activities, while monitoring and feedback encouraged teachers to improve instructional strategies. Assessment activities were also increasingly used not only to record student achievement but to identify students' difficulties and determine subsequent instructional adjustments. Student participation during classroom observations further indicated that teachers' instructional practices influenced the overall learning experience.

Overall, the results demonstrate that teacher performance management at SDI Puspa Bangsa is carried out through planning, implementation, monitoring, evaluation, and follow-up. The process contributes to learning quality by encouraging more organized instruction, reflective teaching practices, responsiveness to student needs, and continuous improvement of teachers' professional performance.

2. Discussion

The findings demonstrate that teacher performance management at SDI Puspa Bangsa functions as a continuous process involving performance planning, implementation, monitoring, evaluation, and follow-up. This finding is consistent with Rukin et al. (2025), who emphasized that teacher performance involves systematic preparation, implementation, and evaluation of learning activities. Similarly, Rahmi and Rasanjani (2025) highlighted that continuous management processes are important for supporting teacher performance and school improvement. The present study extends these findings by showing how these management stages are interconnected within a specific elementary school context and contribute to improvements in classroom learning.

The finding regarding performance planning indicates that clear expectations and instructional preparation provide an important foundation for effective teacher performance. Teachers at SDI Puspa Bangsa prepared learning plans, materials, and assessment instruments according to school programs and students' learning needs. This finding supports Rusdin et al. (2026), who identified instructional planning as an important component of learning quality in elementary education. However, the present findings also show that planning needs to remain flexible because teachers must adjust instructional practices to classroom conditions and student characteristics.

The implementation findings further indicate that teacher performance management is reflected in actual classroom practices rather than merely in the completion of administrative requirements. Teachers generally implemented planned learning activities but still needed support in developing more varied and student-centered strategies. This finding is in line with Siregar et al. (2024), who argued that teacher performance should be assessed not only through administrative completion but also through the quality of instructional practice. Thus, classroom observation is important because it allows school leaders to determine whether performance plans are translated into meaningful learning experiences.

The role of the principal in monitoring and supervision was also significant. Classroom observations, document reviews, and professional discussions enabled teachers to identify instructional difficulties and receive feedback. This finding supports Ramlan (2024), who found that instructional leadership and supervision can strengthen teacher performance through direction, professional support, and reflection. The present study further indicates that supervision is more meaningful when it is implemented as a developmental process rather than merely as a control mechanism.

The findings regarding evaluation and follow-up are consistent with Widyawati and Najib (2025), who emphasized that performance evaluation should be followed by feedback and improvement efforts. At SDI Puspa Bangsa, evaluation results were used to identify areas requiring improvement and to provide individual guidance and professional development opportunities. This suggests that evaluation becomes more effective when it is connected to concrete follow-up actions rather than functioning only as an administrative assessment.

The relationship between teacher performance management and learning quality can also be understood through the continuity of the management cycle. Planning supports organized instruction, monitoring identifies areas requiring improvement, evaluation provides information about teacher performance, and follow-up encourages subsequent instructional improvement. This finding is consistent with Pitriani (2024), who identified school leadership, teacher professionalism, and systematic performance management as important elements of school improvement. The present study adds a process-oriented

perspective by showing how these elements operate together in supporting learning quality at the school level.

An important finding of this study is that teacher performance management should be oriented toward professional development rather than administrative compliance. This perspective supports previous research emphasizing the importance of supportive leadership, supervision, and professional development in improving teacher performance. However, the findings at SDI Puspa Bangsa also reveal that follow-up activities are not yet fully standardized and that the use of assessment results to improve subsequent instruction requires further development. This indicates that the school needs to strengthen documentation of follow-up plans, establish clearer development procedures, and periodically evaluate the effectiveness of improvement activities.

Overall, the findings are broadly consistent with previous studies showing that teacher planning, instructional implementation, supervision, evaluation, and professional development are important for teacher performance and learning quality. However, this study contributes a more integrated view by examining these elements as a continuous teacher performance management cycle within one elementary school. The findings suggest that the effectiveness of teacher performance management depends not only on the existence of each management activity but also on the continuity between planning, supervision, evaluation, feedback, and follow-up.

Conclusion

This study concludes that teacher performance management at SDI Puspa Bangsa is implemented as a continuous process involving planning, implementation, monitoring, evaluation, and follow-up. These interconnected processes support learning quality by helping teachers organize instruction, respond to students' needs, reflect on their practices, and improve teaching based on evaluation results.

The findings imply that school management should strengthen systematic supervision, constructive feedback, documented follow-up, and collaborative professional development. For teachers, continuous guidance and development opportunities are important to improve instructional practices and respond effectively to students' learning needs. Thus, teacher performance management should be oriented not only toward administrative compliance but also toward continuous professional development and instructional improvement.

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