



## **The Strategies to Improve Teachers' Performance through Workshop Activities at MTsN**

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### **Abstrak**

Guru merupakan mitra bagi perkembangan anak. Atas dasar ini, kebijakan pemerintah berpihak pada upaya meningkatkan kesejahteraan guru, kreativitas, dan kompetensi guru. Penelitian ini berupaya mendeskripsikan strategi peningkatan kinerja guru melalui kegiatan *workshop* di MTsN 4 Mandailing Natal. Jenis penelitian ini termasuk penelitian tindakan kelas (PTK) sebagai upaya membenahi pendidikan dari ruang-ruang kelas. Adapun subjek penelitian yakni 20 guru yang mengajar siswa kelas VIII (dengan berbagai bidang studi) tahun ajaran 2021/2022. Analisis data penelitian berbasis cara kuantitatif menggunakan angket dan observasi. Dilaksanakan dalam komponen 2 (dua) siklus, meliputi tahap perencanaan, pelaksanaan, pengamatan, dan refleksi. Hasil penelitian ini menunjukkan bahwa strategi peningkatan kinerja guru terlaksana dengan sangat baik melalui *workshop* di MTsN 4 Mandailing Natal. Hal ini ditinjau dari aspek inti pembelajaran dapat menerapkan pembelajaran bahwa tidak ada orang atau 0,00% guru (kategori tidak baik), 1 orang atau 5,00 % guru tergolong cukup, 6 orang atau 30,00 % tergolong baik dan 13 orang atau 65,00 % tergolong sangat baik. Bila dijumlahkan antara yang berkategori baik dan sangat baik mencapai 19 orang atau 95,00 %, pemahaman terhadap strategi pembelajaran dapat ditingkatkan baik dalam teoretis (konseptual) maupun implementasi (kontekstual).

**Kata Kunci:** Kegiatan Workshop, Kinerja Guru, Strategi Pembelajaran.

### **Abstract**

*Teachers are partners in child development. On this basis, government policies favor efforts to improve teacher welfare, creativity, and teacher competence. This study seeks to describe strategies for improving teacher performance through workshop activities at MTsN 4 Mandailing Natal. This type of research includes classroom action research (CAR) as an effort to improve education in classrooms. The research subjects are 20 teachers who teach class VIII students (with various fields of study) for the 2021/2022 academic year. Analysis of research data was based on quantitative methods using questionnaires and observations. It is carried out in components of 2 (two) cycles, covering the stages of planning, implementing, observing, and reflecting. The results of this study indicate that the strategy for improving teacher performance is very well implemented through a workshop at MTsN 4 Mandailing Natal. This is viewed from the core aspects of learning to be able to apply to learn that there are no people or 0.00% teachers (not good category), 1 person or 5.00% of teachers are classified as sufficient, 6 people or 30.00% are classified as good and 13 people or 65.00% is classified as very good. If the sum of those categorized as good and very good reaches 19 people or 95.00%, understanding of learning strategies can be improved both in theory (conceptual) and implementation (contextual).*

**Keywords:** Workshop Activities, Teacher Performance, Learning Strategies.

### **Histori Artikel**

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## INTRODUCTION

Humans are social creatures who by nature need the help of others (Hamzah, 2015: 26-33; Syakhrani, 2019: 57-69). Interaction and communication between humans often produce differences that trigger disputes. However, when viewed clearly, the similarities between humans are greater than the differences. This is what leads humans to continuously improve their character and perspective on differences (Priatmoko, 2018: 221-239; Nursikin, 2018: 27-58).

Human nature invites people to seek wisdom from differences (inclined to the truth), not to criticize existing differences. Efforts to provide education about the human perspective on various differences can be pursued through the educational process (Aryati, 2018: 79-94; Ulum, 2018: 240-257). Education in this context is not only focused on learning as a formality in the classroom but is flexible like participating in organizational activities.

Organizations in educational institutions are interpreted as reminders or directors regarding the learning process. Furthermore, the organization of educational institutions does not refer to structural positions or hierarchical lines in schools, but to optimize the functions of members. In the context of schools, the organization of educational institutions regulates the duties and responsibilities of all members and even regulates the order of appreciation and punishment for mistakes/omissions that cause violations.

The existence of educational institutions is in line with the existence of the members and leaders of the organization. In other words, the quality of the institution can be judged by the quality of graduates (Ningrat, 2015: 55-72; Syam, 2019: 86-102). Teachers as student partners must be able to create teaching materials and make innovations to produce (excellent) quality graduates (Syakban, 2019; Miasih & Hasanah, 2021: 565-575). This shows the practice of the dynamic nature of science, thus requiring teachers to continue learning in order to create a conducive learning climate for students (Wulandari, *et.al.*, 2020: 164-168; Muhtadi, 2005).

The institution's preparation for recruiting competent teachers indicates the institution's readiness to educate students wholeheartedly. How come? Teachers for students are defined as role models who are able to accommodate all the learning aspirations of children (students). Then, the teacher is also tasked with contextualizing the teaching that has been neatly arranged on the concept of books (Srihartini & Lestari, 2021: 135-154; Lailatussaadah, 2015). Thus, the central role of the teacher must be met by carrying out activities that can improve the competence and image of educational institutions.

Education and training activities are usually given opportunities by the principal to teachers in rotation, according to the classification of the field of study or requests from the education office (Ilfiandra, *et.al.*, 2016: 70-81; Daud, 2021). Another effort that can be made to improve teacher performance according to Muspawi (2021: 101-106) is through the implementation of workshop activities, both training in writing scientific writing skills and teaching skills. Zubair, *et.al.* (2017) termed it a form of teacher performance improvement management.

Relevant studies (previous research) on improving teacher performance have been discussed from various perspectives. Among these is research conducted by Slameto (2017: 38-47) on teacher training activities, including workshops and training that are shaded by educational professional organizations. Emda (2016: 111-117) termed training activities as a form of professional strategy for educators in improving teacher competence. In line with this, Susanto (2021) explains the importance of improving teacher performance management. This also underlies the provision of certification for competent teachers, in addition to prioritizing the welfare of teachers, it also requires teachers to improve self-competence (Fuad, 2017: 23-32; Hurmaini, 2011: 499-535).

Supporting the research above, it takes a wise attitude from the principal in empowering teachers' human resources in schools (Iskandar, 2013; Yuliandri & Kristiawan, 2017; Gaol & Siburian, 2018). Especially in the aspect of supervising teacher performance, which affects the consistency and commitment of teachers in teaching students (Sarifudin, 2019: 417-434; Apdila, 2021: 73-84; Karsiyem & Wangid, 2015: 201-212). Internal policies and principals' attitudes in making decisions about teacher performance (Murtiningsih & Lian,

2017: 87-96; Prasetyono, *et.al.*, 2020: 255-266), will also have an impact on the realization of learning culture (climate) in schools that are conducive to learning. positive-religious (Komar, 2020: 109-117; Oktaviani, 2015; Sudiati, 2018: 231-237). In its entirety, management is defined by Amini, *et.al.* (2021) as school-based management.

Observing the literature review above, obtained a gap analysis or study distinction in the form of the principal's strategy in improving teacher performance in the form of periodic workshops for internal teachers. For this reason, the researcher seeks to deepen the study through research activities which are summarized in the research title, "*Strategies for Improving Teacher Performance Through Workshop Activities at MTsN 4 Mandailing Natal*". Through this research, it is hoped that the concept of strategies for improving teacher performance can be found through workshop activities.

## METHOD

This research uses the type of classroom action research. In this classroom action research, the researcher did 2 cycle stages. The stages referred to in each cycle include; planning, implementation, observation or observation, to the stage of reflection. The results of the reflection in the first cycle, become a reference for planning and the next cycle stages (Assingkily, 2021). Then, the researcher also made a decision after the reflection stage as an effort to develop activities and next steps (actions). The research activity consisted of two cycles, in the form of planning, implementation, observation, and reflection stages. The results of each cycle, become a reference for actions in the next cycle.

The formulation of the research problem is how to improve teacher performance strategies through workshops and the level of ability of class VIII teachers to apply learning strategies at MTsN 4 Mandailing Natal. The subjects of this study consisted of 20 teachers who taught class VIII at MTsN 4 Mandailing Natal, consisting of 3 mathematics teachers, 2 physics teachers, 2 chemistry teachers, 2 biology teachers, 2 English teachers, 2 Indonesian language teachers, 2 economics teachers, 1 geography teacher, 1 history teacher, 1 sociology teacher, and 2 arts and culture teachers.

## RESULTS AND DISCUSSION

### Cycle I and Cycle II

#### Cycle I

Classroom action research activities are carried out in stages starting from planning, implementing, observing, and reflecting (Mulia & Suwarno, 2016). The following is a description of the activities of the first cycle:

#### 1. Planning Stage

The activities at the planning stage include; (1) inviting the teacher councils to take part in the workshop activities, (2) compiling and agreeing on a workshop schedule (day, date, time, and place of implementation); (3) preparation of workshop materials based on the direction of the principal and recommendations of experts in their fields; (4) ask the teacher to bring learning preparations (curriculum, syllabus, lesson plans for teaching materials). Thus, planning is seen as a common reference by teachers for conducting classroom research actions.

#### 2. Implementation Stage

The implementation phase lasts for 2 (two) days. The first day, starting at 09.00 – 12.00 WIB includes directions from the principal and a presentation of learning strategy materials. The second day, starting at 09.00 – 12.00 WIB includes the preparation of learning concepts and strategies, question and answer activities, small group presentations, and revision of teaching concepts. At this stage, the teacher is directly involved to gain educational experience during the workshop, so that it can be practiced in the learning process in the classroom.

#### 3. Observation Stage

Observation or observation activities include aspects of teacher physical & psychological readiness, workshop activity equipment, teacher attendance, smooth and stable internet network (connection), and reports on the results of temporary activities. The results of the report in the observation activities become a reference for reflection and giving action in the next cycle. Thus, the observation phase is urgent for planning the next cycle, both improvement of weaknesses and modification of activities supporting the success of classroom action research activities.

#### 4. Reflection Stage

In the reflection stage, the researcher made a matrix of learning strategies, adjusting the time and use of teaching materials, as well as teaching materials. Indicators of the success of action are also assessed from 4 (four) aspects, including physical and psychological readiness, material readiness, attendance, and laptop readiness. As for the provisions, if the success indicator reaches 85%, it is declared successful, but if it has not reached that number, then action is taken in the next cycle.

In the first cycle, it was found that physical and psychological readiness reached 85%, material readiness reached 85%, attendance reached 90%, and laptop readiness reached 60%. From these results, it is known that the average achievement value is only 80% (it has not been declared successful because it is below 85%). For that, it is necessary to make improvements in the next cycle (cycle II).

#### *Cycle II*

The second cycle was carried out according to the stages of the first cycle which started from the planning stage which was adjusted to the results of the first cycle, then at the implementation stage, the learning activities were modified to cover the weaknesses in the first cycle. The researcher also carried out further observations to check changes that occur between cycle I to cycle II. Finally, the researcher conducts a reflection to conclude the success or failure of a classroom action research cycle. As a differentiator, in the second cycle, improvements were made that refer to the weaknesses of the learning components so that they can reach the minimum limit of success indicators (85%). In addition, the researcher also made efforts to modify the weaknesses in cycle I so that active, creative, and fun actions were carried out, so as not to cause new problems in the form of boredom and boredom in the process of implementing the action.

#### **Description of Cycle I and Cycle II Activities**

The general description of teacher performance at MTsN 4 Mandailing Natal shows several errors, including (1) the teacher has not determined learning goals and targets, (2) the teacher has not been able to describe the teaching material well, (3) the teacher has not been able to apply appropriate learning methods. the concepts that have been written, (4) the teacher has not been able to make an assessment according to the learning concept, and (5) the teacher has not been able to manage learning time, starting from preliminary activities, core activities, to closing activities. On this basis, efforts are needed to improve teacher performance through workshop activities.

The action activities carried out by the research include efforts to improve teacher performance. This is based on preliminary findings (preliminary study), that teachers have not been able to apply creative and fun learning strategies for students. On this basis, the success of the action is seen from the comprehensive application carried out by the teacher to the learning strategy in the classroom. Of course, this series of activities starts from a serious planning stage.

Then, the researchers also tried to carry out the implementation in accordance with the planning stage, namely optimizing the improvement of teacher performance through awareness and provision of materials in special workshops for teachers. In addition, teachers are given the opportunity to take part in follow-up activities outside the workshop a strengthen of understanding of the material that has been received in these activities. This activity is believed to be able to assist teachers in formulating the concept of appropriate and effective learning strategies for students.

Based on the results of the analysis carried out by the researchers during the workshop, it was concluded that the workshop activity could improve teacher performance in formulating teacher learning strategies in class VIII of MTsN 4 Mandailing Natal. These results in terms of the core aspects of learning can apply that there are no people or 0.00% of teachers (not good category), 1 person or 5.00% of teachers are classified as sufficient, 6 people or 30.00% are classified as good and 13 people or 65.00% is classified as very good. If the sum of those categorized as good and very good reaches 19 people or 95.00%, understanding of learning strategies can be improved both in theory (conceptual) and implementation (contextual).

Observing the above findings, Sudiati (2018: 231-237) emphasized that teacher performance must be improved based on student achievement against the minimum completeness criteria (KKM). On another aspect, Jokomarsono (2019: 42-59) views that workshop activities in an effort to improve teacher performance are part of the implementation of collaborative educational supervision between madrasah principals and madrasa supervisors. Thus, it is understood that workshop activities can be used as a strategy for improving teacher performance in madrasahs.

## CONCLUSION

Based on the description of the findings and discussion above, it is concluded that the performance of teachers at MTsN 4 Mandailing Natal has various problems that need to be improved. This classroom action research uses workshop activities, and understanding of learning strategies can be improved both in theory (conceptual) and implementation (contextual). Through this research, the workshop activities that were practiced on teachers at MTsN 4 Mandailing Natal succeeded in improving teacher performance with 2 cycle stages reaching 95% (good and very good categories).

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