TEACHER PERFORMANCE EVALUATION MODELS IN IMPROVING THE QUALITY OF LEARNING

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ARTICLE INFO	ABSTRACT
	This research aims to analyze various teacher performance evaluation models and how their application can contribute to improving the quality of learning. The research method used is a literature review by examining various relevant literature sources, including books, journals and research reports that discuss teacher performance evaluation models. The evaluation models studied in this research include competency-based models, academic supervision, 360 degree evaluation, learning outcome-based evaluation, self-assessment, and technology-based evaluation. The study results show that each model has different advantages and disadvantages. Competency-based models provide a comprehensive picture of teacher capabilities, while academic supervision is effective in providing immediate feedback. 360-degree evaluation allows assessment from multiple perspectives, but requires significant resources. Learning outcomes-based evaluation links teacher performance to student achievement, although it is influenced by external factors. Self-assessment helps teachers' self-reflection, but is susceptible to bias, whereas technology-based evaluation offers efficiency provided adequate infrastructure is provided

ABSTRAK

Penelitian ini bertujuan untuk menganalisis berbagai model evaluasi kinerja guru dan bagaimana penerapannya dapat berkontribusi dalam meningkatkan kualitas pembelajaran. Metode penelitian yang digunakan adalah literature review dengan menelaah berbagai sumber pustaka yang relevan, termasuk buku, jurnal, dan laporan penelitian yang membahas model-model evaluasi kinerja guru. Model evaluasi yang dikaji dalam penelitian ini meliputi model berbasis kompetensi, supervisi akademik, evaluasi 360 derajat, evaluasi berbasis hasil pembelajaran, self-assessment, dan evaluasi berbasis teknologi.

Hasil kajian menunjukkan bahwa masing-masing model memiliki kelebihan dan kekurangan yang berbeda. Model berbasis kompetensi memberikan gambaran komprehensif tentang kemampuan guru, sementara supervisi akademik efektif dalam memberikan umpan balik langsung. Evaluasi 360 derajat memungkinkan penilaian dari berbagai perspektif, namun membutuhkan sumber daya yang besar. Evaluasi berbasis hasil pembelajaran mengaitkan kinerja guru dengan prestasi siswa, meskipun dipengaruhi oleh faktor eksternal. Self-assessment membantu refleksi diri guru, namun rentan terhadap bias, sedangkan evaluasi berbasis teknologi menawarkan efisiensi dengan syarat infrastruktur yang memadai.

Kata Kunci: *Evaluasi, model pembelajaran, kualitas pembelajaran*.

Introduction

The quality of learning is an important factor in educational success (Sukowati, 2017). Teachers, as the main agents in the learning process, have a central role in creating an effective and meaningful learning environment (Mustofa & Ihsan, 2021). Therefore, teacher performance is one of the factors that really determines the quality of learning in schools. Good performance from a teacher not only has an impact on student academic achievement, but also on the development of student character and social skills (Larasati & Yanti, 2021). However, to ensure that teachers can carry out this role optimally, a comprehensive and continuous evaluation system is needed.

Teacher performance evaluation aims to assess the extent to which a teacher is successful in carrying out his professional duties, both in terms of pedagogical, professional, social and personality competencies. (Septiari et al., 2023). Various teacher performance evaluation models have been developed to meet this need. These models, such as the competency-based evaluation model, academic supervision model, and 360-degree evaluation model, are designed to provide constructive feedback to teachers, so that they can continuously improve the quality of their teaching. However, each evaluation model has advantages and disadvantages, which can influence its effectiveness in improving the quality of learning.

The quality of education is largely determined by the performance of the teacher as the main agent in the learning process (Diyati Masfufah et al., 2022). Teachers not only act as teachers, but also as facilitators, guides and inspirers for students (Rahmawati & Ihsan, 2022). Therefore, improving teacher performance is one of the efforts that must continue to be made to ensure the creation of effective and meaningful learning. In this context, teacher performance evaluation becomes an important instrument for measuring the extent to which teachers are able to carry out their roles and responsibilities in the learning process.

Challenges in implementing teacher performance evaluation are still quite significant. Several studies show that the teacher performance evaluation process is often just a formality and does not have a real impact on improving the quality of learning (Selirowangi et al., 2024) (Larasati & Yanti, 2021). In addition, the approaches used in evaluation are often not in line with the needs of teachers and schools. Therefore, it is important to identify and analyze the most effective teacher performance evaluation models in improving the quality of learning at various levels of education. (Larasati & Yanti, 2021).

This research aims to explore various teacher performance evaluation models and examine the effectiveness of each model in supporting improving the quality of learning. By understanding the characteristics and implementation of these evaluation models, it is hoped that this research can contribute to the development of teacher performance evaluation strategies that are more effective and relevant to the needs of modern education.

The importance of this research is increasingly relevant with the demands for improving the quality of education in the current era of globalization and technological developments. Teachers are expected to not only master subject content, but also have the ability to use technology and innovative learning strategies that support the development of 21st century skills. Therefore, teacher performance evaluation must be carried out with a more comprehensive and adaptive approach to the dynamics of modern education.

Various teacher performance evaluation models, such as competency-based evaluation, academic supervision, and 360 degree evaluation, have been developed with the aim of providing a more complete picture of a teacher's abilities and performance. Each model offers advantages and disadvantages, depending on the context and needs of the educational institution. However, there are not many studies that systematically review the effectiveness of these various evaluation models in improving the quality of learning.

This research is important to conduct because it will provide a deeper understanding of the most relevant and effective teacher performance evaluation models in the learning context in

Indonesia. Thus, it is hoped that the results of this research can be a reference for policy makers, school principals and educational institutions in designing performance evaluation systems that not only function as an assessment tool, but also as a means to facilitate teacher professional development, which will ultimately improve the quality learning significantly.

Method

This research uses a descriptive qualitative approach with the aim of analyzing and describing various teacher performance evaluation models that can be applied in order to improve the quality of learning. The qualitative method was chosen because it provides flexibility in exploring an in-depth understanding of the concepts, practices and challenges faced in implementing various teacher performance evaluation models.

Data was obtained through in-depth interviews with education experts, school principals and teachers who have experience in using or implementing various performance evaluation models. This interview aims to obtain views, experiences and best practices regarding teacher performance evaluation models. Secondary data was obtained through a literature review of various academic literature such as books, journal articles and official documents that discuss teacher performance evaluation models. This source is used to support the analysis and provide a strong theoretical foundation in this research.

Results and Discussion

The literature review research entitled "Teacher Performance Evaluation Models in Improving the Quality of Learning" produced several important findings regarding the effectiveness of various evaluation models in improving the quality of learning. This study collects and analyzes various research and literature sources that focus on teacher performance evaluation models. The research results are described as follows:

1. Competency Based Evaluation Model

The competency-based evaluation model assesses teacher performance based on four main competencies: pedagogical, professional, social, and personality. From the various literature reviewed, this model is widely used in the education system because it can provide a comprehensive picture of a teacher's ability to carry out their duties. Several research results show that:

Table 1

Excess	Lack
This model is very effective in helping teachers understand specific areas of development, because the assessment focuses on the skills and knowledge that teachers should have.	Implementation often requires significant time and resources, particularly involving evaluator training and ongoing monitoring.

2. Academic Supervision Model

The academic supervision model places more emphasis on direct supervision by the supervisor or principal to provide real-time feedback to teachers. The literature shows that this model makes a major contribution to improving learning methods in the classroom. Some findings from the literature include::

Table 2

Excess	Lack
This model allows for direct coaching and performance improvement through observation and reflection. Teachers get	The effectiveness of this model is highly dependent on the competence of the supervisor. If supervision is not carried

feedback that can be immediately applied in the teaching process.	out with sufficient professionalism, this model tends to become a formality without significant results.

3. *Evaluation Model 360 Degree*

The 360 degree evaluation model involves various parties, such as students, fellow teachers, school principals, and parents, to provide an assessment of teacher performance. Based on the literature review, this model is considered a holistic approach because it involves many perspectives. Literature findings say:

Table 3

Excess	Lack
This model provides rich and varied feedback, as it involves multiple points of view. This allows for a more objective and comprehensive evaluation of teacher performance.	The complexity of this model makes the data collection process time consuming and resource intensive. In addition, some respondents may not understand the appropriate indicators for assessing teacher performance.

4. *Learning Outcomes Based Evaluation Model*

This model evaluates teacher performance based on student learning outcomes, both in terms of academic and non-academic development. Based on the literature review, there is debate regarding the effectiveness of this model. Several research results state that:

Table 4

Excess	Lack
This model is very concrete because it directly links teacher performance with student learning outcomes. This allows for a clearer measure of success.	Teacher performance cannot always be measured fairly based on student learning outcomes, because many external factors influence student achievement, such as socio-economic conditions, family support, and individual student character.

5. *Self-Assessment Evaluation Model (Self-Assessment)*

Self-Assessment evaluation model, teachers are asked to self-evaluate their own performance. The literature shows that this model is effective in encouraging teachers' critical reflection on their teaching practices. Several results from the literature review state:

Table 5

Excess	Lack
Self-assessment mendorong kesadaran guru untuk terus memperbaiki kualitas pengajaran. Guru menjadi lebih proaktif dalam mengidentifikasi kelemahan dan mencari solusi peningkatan.	Self-assessment is susceptible to bias, especially if teachers do not have strong reflective abilities or tend to assess themselves subjectively.

6. *Technology-Based Evaluation Model*

This model uses digital platforms and software to collect teacher performance data, either through analysis of student data, video recordings of teaching, or online feedback from students and colleagues. Literature results show that technology can improve the accuracy and efficiency of evaluation. The findings from this study include::

Table 6

Excess	Lack
Technology allows the evaluation process to be more measurable and well documented. Evaluations can be carried out quickly and data can be analyzed in more depth.	Low technological access and skills can be an obstacle in implementing this model, especially in areas where technological infrastructure is inadequate.

Conclusion

The results of the literature review show that there is no one evaluation model that can be considered the most ideal for all situations. The competency-based evaluation model provides a comprehensive assessment of teacher abilities, while academic supervision is effective in providing direct feedback and encouraging improvements in the teaching process. 360 degree evaluation adds a collaborative dimension by involving many parties, but has challenges in terms of complex implementation. Learning outcomes-based evaluation concretely links teacher performance with student achievement, although there are external factors that can influence the results. Self-assessment helps teachers in self-reflection, but is vulnerable to bias, while technology-based evaluation promises efficiency, but requires good infrastructure support.

Overall, the application of a holistic and integrated evaluation model, which combines the advantages of several models, will be more effective in encouraging improvements in teacher performance and learning quality. The results of this research recommend the need to develop an evaluation system that not only functions as an assessment tool, but also as a means of continuous professional development for teachers, so that it is able to support the achievement of better educational goals.

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