



### Teacher Performance in the 21<sup>st</sup> Century Learning Management

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#### Abstract

This study aims to investigate teacher performance, its supporting and hindering factors, as well as solutions to the hindering factors in 21st-century learning management. One of the most crucial school goals is the development of student skills, since, with technologically pervasive prospects in all fields, including education, economics, communication, and politics, students are required to have a wide range of abilities, particularly in the field of information and communication technology. This is since science and technology is the heart of information system in the digital era. The emphasis of the learning foundation is on the process of forming and developing student competencies as demanded by the needs of the 21st century. It is a qualitative descriptive study. The object of this study is the lesson plans compiled by teachers participating in the madrasa learning management training in Jepara Regency in 2022. The data were gathered through documentation studies, observations, and interviews. The results suggested that participants in the Madrasah Learning Management Training in Jepara Regency in 2022 indicated good performance in 21<sup>st</sup>-century learning management. The supporting factors that contributed to teacher performance comprise motivation, competence, and work environment. Whereas, the hindering factors include work environment, principal's leadership, motivation, and competence. Several steps were taken to overcome the hindering factors of teacher performance, such as providing facilities and infrastructure to support teaching and learning activities in a madrasa, by encouraging principals' roles as a supervisor and a leader, and teachers' efforts to improve their competencies independently.

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## INTRODUCTION

In the context of learning management, 21<sup>st</sup>-century skills have now become a prevalent issue in generating students with high quality. In relation to this, teachers must facilitate the creation of students' learning interests and power, as well as stimulate their thoughts, feelings, attention, and abilities to motivate them to learn better. Despite the fact that it has been in place for several years, the implementation of 21<sup>st</sup>-century learning through the 2013 curriculum is not yet ideal. Several issues remain in learning management, such as (1) the formulation of learning objectives is not yet at the level of higher-order thinking skills (HOTS), (2) the learning activities have not engaged information and communication technology, and (3) the learning assessment has not met the demands of the 21<sup>st</sup>-century life skills yet

The impetus of meeting the quality of the human resources as the main actors in the development has impacts on the demand for quality education in order to achieve quality and competitive educational outputs and outcomes. Many countries believe that development in the education sector will be the key to the growth of other development sectors. As Schultz (1961), the founding father of human capital theory, stated before *The American Economic Association* in a speech entitled "*Investment in Human Capital*," the process of acquiring knowledge and skills through education is not only a form of consumption but also an investment (human capital investment). Quality education, as a long-term investment, will generate the intellectual and technological capital required to compete globally in 21<sup>st</sup>-century skills. Teachers must grasp the concept and be competent in 21<sup>st</sup>-century learning management in order to produce students who are competitive with today's demands.

According to Hermansyah et al., (2021), one of the most crucial school goals is the

development of student skills, since, with technologically pervasive future prospects in all fields, including education, economics, communication, and politics, students are required to have a wide range of abilities, particularly in the field of information and communication technology. This is due to the fact that science and technology is the heart of information system in the digital era. The emphasis of the learning foundation is on the process of forming and developing student competencies as demanded by the needs of the 21<sup>st</sup> century.

## METHOD

This study was conducted on participants in the Madrasah Learning Management training in Jepara Regency in 2022. According to the data taken from the committees, 35 training participants work as honorary teachers at private madrasas. The sampling technique was based on grouping participants by selecting six teachers to serve as group leaders for the research samples. Since this is a qualitative study, the data generated is descriptive. This research design was selected to describe teacher performance, its supporting and hindering factors, as well as solutions to hindering factors in 21<sup>st</sup>-century learning management. The data were collected through interviews, observations, and documentation studies.

## RESULTS AND DISCUSSIONS

### Teacher Performance in the 21st Century Learning Management

The preparation in 21<sup>st</sup>-century learning management has been arranged by teachers before carrying out the learning process, but it is not yet ideal in terms of the formulation of learning objectives at the higher-order thinking skills (HOTS) level. As stated in the objectives, through Problem-Based Learning, students are able to: 1) explain the correlation between the central angle, the arc length, and the area of the circle, and 2) overcome daily issues involving

the correlation between the central angle, the arc length, and the area of the circle, where the words "to explain" and "to complete" are used. Referring to Bloom's taxonomy, the operational verb "to explain" (C1) is at the lower-order thinking skills (LOTS) level, and "to overcome" (C3) is at the middle-order thinking skills (MOTS) level. Based on the above learning objectives (numbers 1 and 2), they are not yet at the level of higher-order thinking skills (HOTS). According to previous studies, the most common barrier for most teachers in planning learning objectives at the higher-order thinking level was a lack of knowledge of the concept of higher-order thinking skills in the sense of critical thinking (Agusta & Sa'dijah, 2021). Teachers need to re-evaluate the HOTS competence-based achievement indicators (GPA) and learning objective formulation techniques.

In this study, it was discovered that teachers' performance in learning activities was not ideal in terms of engaging information, communication, and technology (ICT). Only one of the six teachers utilized information, and communication technology. Teachers did not utilize information technology to its full potential due to a variety of factors, such as low motivation and inadequate supporting infrastructure, given that all respondents are private teachers who teach at private madrasas. According to the findings of Nurhayati's (2016) study, the following factors contributed to teachers' low level of ICT mastery: ICT facilities are still very limited; madrasas do not require teachers to use ICT in the learning process; teacher capacity to utilize ICT as a medium of learning is still inadequate; and time to prepare ICT media for learning is limited; the teacher's presumption that the materials provided in the book are satisfactory to teach students well and that no ICT media is required; and the teacher's comfort with traditional learning methods. Teachers' inability to utilize ICT for learning will have an impact on students' outputs with inadequate competence. Teachers must be able to play an active role in utilizing technological

innovations in order to benefit both themselves and their students. Madrasa management is required to upgrade information technology facilities and infrastructure, as well as to enhance teacher capacity through training or workshops on learning media and equipment.

In terms of learning assessment, it was discovered that four out of six teachers did not design scoring guidelines yet due to a lack of teacher competence in documenting the assessment instruments. Scoring guidelines are part of the assessment instruments that the teacher must create. A good assessment instrument will assist teachers in achieving positive assessment results. A good assessment instrument must include the guidelines needed to determine the student's acquisition scores. According to the Minister of National Education Regulation (2007), one of the competencies required of teachers is the capability to design an instrument for assessing and evaluating learning processes and outcomes. This competency is essential to guarantee the accuracy and fairness of student assessments. Scoring guidelines are required as a guide to determine the score of students' tasks in order to acquire the most objective score as possible. Teachers must thoroughly study the scoring guidelines and the steps involved in developing them so that the assessment results acquired are as accurate and fair as the learning principles assessment.

### **Supporting and Hindering Factors of Teacher Performance**

The supporting factors that contributed to teacher performance in the 21st century learning management include motivation, competence, and work environment. Motivation will be a strong drive within ourselves to achieve the goals we desire, always believing that tomorrow will be better than today and benefit both ourselves and those around us. Without teacher's motivation and moral support, it will be tough to do tasks when challenges arise. According to Afandi (2018), desire arises from within an individual as he/she is inspired, encouraged, and driven to

carry out activities with sincerity, pleasure, and integrity so that the outcomes are good and excellent. Their job status as honorary teachers at private madrasas, with all of the benefits and drawbacks that imply, actually serves as a motivator to perform significantly better in order to have a healthy competition with teachers with civil servant status at other madrasas/schools.

Competent teachers will be able to manage learning process well and easily adapt to the environment, as well as quickly adjust to the needs of students and madrasas. The increasing teachers' competence is expected to have a positive impact on the outputs or graduates. The student's parents' trust in sending their children to school at madrasas, as well as the competition from other schools and the demands of times, present a challenge for teachers to continue to improve their competence in order to generate students with competitive skills. In line with Rahmatullah et al. (2022), intensive coaching carried out by teachers in the context of their students' skill development is unlikely to be desirable in schools lacking standardized teachers in mastering teaching technology.

One of the supporting factors in 21st-century learning management is a conducive work environment since with young professionals, every new development related to curriculum and learning management will be explored together. Besides discussing, there is also a classification of tasks for compiling references and materials between the subject groupings. Sanny and Kristanti (2012) suggested that if an employee prefers the work environment in which he/she engages, he/she will be at ease in his/her workplace to carry out activities. Consequently, the work time is used effectively and he/she always feels enthusiastic, as well as his/her work performance will be significant.

According to the researchers' observations, the factors impeding teacher performance in the 21st century learning management, on the participants of Madrasa Learning Management Training in Jepara

Regency in 2022 are: work environment, the madrasa principal's leadership, motivation, and competence.

An unfavorable work environment is related to supporting facilities or relationship patterns among madrasa personnel. Work environment, according to Sanny and Kristanti (2012), is a place where employees perform their daily tasks. If an employee prefers the work environment in which he/she engages, he/she will feel at ease in his/her workplace to carry out activities, resulting in effective and efficient use of work time and excellent performance. Due to a lack of technology and information resources, teachers are less than ideal in managing administrative performance and engaging learning media for teaching and learning activities in the classroom. The lack of engagement in information and communication technology-based facilities in the two madrasas is due to the madrasas' continued focus on meeting other more urgent concerns, such as classroom availability and teacher fee payment.

Furthermore, the hindering factors in teacher performance in learning management is the principal leadership. According to the teachers, the principal's ineffective leadership had an impact on the teacher's performance in the learning management. The ineffectiveness of principal's leadership is due to a lack of understanding of the principal's main duties and functions as the headmaster, as well as a lack of periodic supervision of the madrasa supervisor on the implementation of the madrasa's eight educational standards. These conditions must be addressed immediately and brought to the attention of the authorities in order that teacher performance runs well. According to Pramudita et al. (2021), principal leadership is required to advance teaching in schools by developing school programs and the teachers' abilities, as well as seeking conditions that allow teachers to develop their potential and abilities. Some teachers' lack of motivation in 21st-century learning management is driven by their status as honorary teachers. Inadequate teaching salaries lead them to seek other

sources of income beyond teaching. This situation will affect their focus and concentration, so teachers' performance in designing lesson plans, activities, and learning assessments is far from ideal. If a solution is not provided immediately, it will impede the teaching and learning process and have an impact on student learning outcomes. Hadari Nawawi (2000: 359) mentioned intrinsic motivation as a driving force for work that comes from within teachers. Teachers in madrasas do well since they can meet their daily needs, have a secure future, have an accomplishment, have fun, achieve a goal, and are responsible for their work.

The next factor hindering teacher performance is the work environment; the work environment of teachers who are not productive, innovative, or creative will affect their behavior at work. The teacher's work environment, in which all teachers are honorary staff with relatively low pay, leads them to seek a side job beyond teaching. This has an immediate impact on teachers' inability to manage to learn, let alone create innovative and creative learning. This situation must be addressed as soon as possible so that it does not affect other teachers and the working environment remains conducive. In line with Sanny and Kristanti (2012), if an employee prefers his/her work environment, he/she will feel at home in his/her workplace to carry out activities. Therefore, the work time is used effectively and positively, and the employee's work performance will be significant.

Teacher competence serves as a factor hindering performance. Teachers need time to process, think, and strive for a better understanding of any changes that occur, such as the implementation of a new curriculum. The demands of rapid change, including in the field of education, necessitate the ability of a teacher to adapt. If you do not adjust immediately, the teacher's understanding and skills will be disrupted by these changes. Teachers who lack competence in managing learning will have an impact on the student outputs, making them less capable of

competing in the face of changing times. Rahmatullah, A.S., et al., (2022) made clear that intensive coaching carried out by teachers in the context of developing the skills of their students is unlikely to be desirable in schools lacking standard teachers in mastering teaching technology.

### **Solutions to Factors Hindering Teacher Performance**

The issue of work environment in terms of the availability of supporting facilities in the implementation of teaching and learning activities will immediately be dealt with through fundraising activities as well as the procurement and fulfillment of all facilities and infrastructure required to improve the capacity of madrasas, including those used for teaching and learning activities. Solutions that involve fundraising or procurement activities to provide the necessary facilities and infrastructure need to be executed because teachers require comfort in their daily work. This comfort arises when the facilities that support learning activities are provided by madrasas. Teachers concentrate on their primary duties and functions as both educators and teachers. Planning learning, carrying out learning activities and assessing learning without being impeded by infrastructure shortcomings. If an employee prefers the work environment in which he/she engages, he/she will feel comfortable in his/her workplace and will carry out activities so that work time is used effectively and positively, and the teacher's work performance will also improve (Sanny & Kristanti, 2012). Fundraising and the provision of madrasa's infrastructure should involve many stakeholders, including madrasa committees, religious leaders and community leaders, student guardians, and the government, in this case, the Ministry of Religion. Apart from reducing future risks, the involvement of other elements beyond the madrasa aims to foster a sense of belonging and responsibility. Income for madrasahs can be derived from government funds, community funds, self-help funds, grants that do not violate applicable laws and

regulations, funds from the organizing foundation, and funds from the larger community.

In contrast to the previous two teachers, one teacher saw the work environment as more about the correlation between personnel or people, that is, the teacher's colleagues at work, so a possible solution is that the principal provides policies or manages all resources. In madrasa, subordinates or teachers continue to develop themselves in order to create a competitive work environment in achievement.

In order to create a conducive and competitive environment for achievement, principal, as the top manager, must conduct an in-depth self-analysis so that each teacher's competence, particularly pedagogic competence, is clearly identified. Opportunities and strengths, as well as challenges and obstacles, will be clearly identified for each teacher in order for them to complement one another. Because each teacher's need for increased competence is unique, the principal will conduct an in-depth analysis to determine the best solution, which may include MGMP activities, webinars, training, workshops, or in-house training. If all teacher competencies are met, a conducive environment for competition in achievement will be created, rather than the opposite, notably low motivation and unproductiveness. According to Porter (1994: 206), the presence of "good" competitors may provide a variety of strategic benefits, one of which is increased competitive advantage.

According to one teacher, the leadership of the principal can be accomplished in two ways: first, the appointment of the principal must go through a feasibility competency test by the competent authority, and second, when serving as principal, his/her performance is supervised by the madrasa supervisor or other authorized officials. According to the researchers, the solution to the principal's leadership issue by appointing the principal must go through a feasibility competency test by the competent authority serves as an anticipatory solution; however, this will be different if the principal has previously served

at a madrasa under a certain foundation. The foundation has taken into account all of the interests and goals that will be reached by appointing an individual as the principal. Buckingham (2005: 197) stated that effective leaders do not lose sight of the human side of others. The principal must meet the needs of teachers in managing the learning process by providing supervision services and being able to create a conducive environment in the madrasa environment. If all of this is met, the teacher will work tirelessly to achieve common goals. A madrasa principal's role, in addition to being a supervisor and a leader, will be a solution for teachers who need motivation to succeed since one of a leader's duties is to motivate subordinates to work better. In line with this, all parties, particularly madrasa institutions, which are mostly run by foundations with a strong pattern of patronage relationships, must work together to raise awareness.

Competency issues for some junior teachers can be addressed with self-study and online seminars because they don't require as much time and are quite applicable to other things. This can be done without having to wait for a mandate from the principal to attend training or workshops beyond madrasa, which does not always exist, and the time is not always clear when the need for competency improvement is very urgent. In today's open and digital era, a teacher can try to improve his/her competencies without having to wait for a mandate from the principal. Teachers can take online courses and training, read digital books, attend webinars, and access other learning resources without disrupting the teaching and learning process in the classroom. According to the findings of Alida and Jamilus's (2021) study, online training is quite effective in improving teacher competence in the pandemic era. The approximately 2-year Covid-19 pandemic period is both a challenge and an alternative solution for teachers to continue to improve their competencies.

## CONCLUSION

The participants of the Madrasa Learning Management Training in Jepara Regency in 2022 in the framework of 21st-century learning management showed good performance. The supporting factors that contributed to teacher performance in 21st-century learning management include motivation, competence, and work environment. Whereas the hindering factors comprise: work environment, principal leadership, motivation, and competence. Efforts have been made to overcome the obstacles to teacher performance, such as by fulfilling the facilities and infrastructure to support teaching and learning activities in the madrasa, increasing the roles of the principal as a supervisor and a leader, and encouraging the teachers' autonomy to improve their competencies. The study of teacher performance in 21st-century learning management is expected to contribute ideas and become the result of scientific findings in the field of educational administration so that teachers as learning managers and madrasah principals as educational institution managers understand how to realize 21st-century learning and generate competitive students in facing global challenges.

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