

## Efforts to Improve Teacher Performance in The Learning Process at SMPN 1 Wawotobi

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### Abstract

This study expects to decide endeavors to further develop educator execution in the educational experience at SMPN 1 Wawotobi and to break down the elements that impact educator execution in the growing experience at SMPN 1 Wawotobi. Information assortment was helped out through meetings, perception and report survey. In order to draw more objective conclusions from a study, the data that has been gathered are then classified, analyzed, and interpreted in detail. Through teacher performance in the learning process at SMPN 1 Wawotobi, the results demonstrated that efforts to improve teacher performance in the learning process had been successful: a) Teaching quality and quantity: in terms of teaching quality, the teacher had carried out the learning process well and in accordance with expectations, and in terms of teaching quantity, the number of teachers was sufficient and had carried out their responsibilities in the classroom; b) Teaching is completed promptly in accordance with school policies and procedures; c) routine learning tasks have been carried out in accordance with the goals of the school organization through cooperation between fellow teachers and leaders in the implementation of education in the school environment.

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## INTRODUCTION

The teaching and learning process (PBM) is the most crucial component of any educational endeavor. Since it is through this cycle that instructive objectives will be accomplished as changes in understudy conduct. As stressed in the Public Schooling System Regulation Number 20 Article 3 of 2003 that Public training expects to foster the capability of understudies to become people who accept, dread God All-powerful, have respectable person, are sound, learned, proficient, imaginative, free , and become a vote based and mindful resident.

Culture is reflected in the identity and characteristics of the organization, which are controlled by various rules to achieve particular organizational goals through behavior patterns. Therefore, it is necessary to implement a positive culture in terms of a culture of discipline, honesty, and a high sense of responsibility in the culture. Delegates of reinforcing hierarchical culture in schools can diminish the expansion in the exhibition of an educator (Suratman et al., 2020).

Every educational establishment, including schools, aims to boost teacher performance in order to support effective education delivery. Implementing organizational culture, motivating employees, and increasing competence are all examples of stimuli that can be used to make this happen. Schools should pay close attention to this when putting organizational culture into practice. A subpar work environment will result from the implementation of an overly rigid organizational culture. Additionally, the second hypothesis demonstrates that teacher performance is significantly influenced by motivation. It is preferable for teachers to increase their enthusiasm so that any work that is assigned can be completed with satisfactory results. To be able to increase the motivation of teachers, the school can provide appreciation for their work. This will make teachers more enthusiastic and will improve the quality of their work. The third hypothesis then demonstrates that teacher performance is significantly influenced by competence. Teachers need to be encouraged to improve their competence by the school. It would be preferable if school principals had to encourage teachers, particularly senior teachers, to take part in training and improve their skills (Silalahi et al, 2021).

The fundamental teaching skills of a professional teacher are strong, as is their comprehension of or mastery of the materials they teach. Professional competence is one of the competencies that teachers must possess. This competency is necessary for creating a successful learning process because it places sufficient emphasis on knowledge and understanding of the subject matter. An educator's presentation can

be affected by how much the instructor dominated the capabilities expected to turn into a teacher. A certification test is one way teachers can demonstrate their level of competence mastery (Anita et al, 2021).

The teaching and learning process (PBM) has several components, according to Makmun (2016). These components include: (1) students, with all of their characteristics, who try to develop themselves as optimally as possible through learning activities; (2) objectives, which are something that is expected after teaching and learning activities; and (3) the teacher, who always aims to create the best conditions (teaching) for the process of learning experience to occur. There are two topic positions: the teaching party, represented by the teacher, and the learning party, represented by the pupils. In order to accomplish the objectives that have been stated, this indicates that the learning process is an interaction between teachers and students that is founded on educational partnerships.

Why is their performance so important to students' learning? Because the success of a teacher in carrying out high-quality teaching and learning activities, which includes aspects such as: being responsible for monitoring teaching and learning outcomes, being disciplined in teaching and other tasks, being creative in teaching, interacting with students to generate motivation, having a good

personality, being honest and objective in guiding students, and having an understanding of learning administration are all examples of high loyalty and commitment to teaching tasks.

Sulistiayani and Rosidah (2013) say that a teacher's performance in carrying out his responsibilities and responsibilities is a combination of skills, efforts, and opportunities that can be evaluated through his work. According to Siswanto (2013), management or supervisors conduct performance reviews. Appraiser to survey labor force execution by contrasting execution and sets of responsibilities or portrayals in a specific period, typically toward the finish of every year.

Execution or work execution is characterized as an articulation in view of information, mentalities, abilities and inspiration in creating something, the presentation being referred to is the outcome accomplished by somebody in the wake of taking care of business (Simamora, 2013). Sedarmayanti (2017) defines performance as work performance, work execution, work achievement or results, and the appearance of hard work.

Hasibuan (2015) found that productivity issues are closely related to performance because performance is an indicator of how an organization attempts to achieve high productivity. The progress of schooling is to a not set in stone by the educator's presentation in completing his work as a teacher successfully and productively as per the obligations and obligations given to him.

Working effectively, according to Handoko (2013), means completing a task with the least amount of effort possible. In the meantime, the ability to choose the right goals or tools to achieve the set objectives is essential to effective work. Performance is a person's ability or success in carrying out their responsibilities in accordance with the tasks assigned to them and the work standards established by the organization in order to achieve a goal (Mangkunegara, 2014).

In general, this disparity in performance is attributed to two factors, according to As'ad (2015) individual factors and work environment factors. Individual variables, organizational variables, and psychological variables all have an impact on behavior and work performance or performance. to provide information for benefit evaluation decision-making or evaluations. A systematic or regular evaluation of the advantages of several items is called evaluation. A student, teacher, or lecturer is the subject of the inquiry, and an institutional project or program is another possibility. According to Fathoni (2016), evaluation serves two purposes: the formative function, in which it can be used to improve and develop ongoing activities (such as programs, people, products, and so on), and the summative function, in which it can be used for accountability, information, selection, or continuation.

It means quite a bit to take note of that endeavors to further develop educator execution are the obligation of each school (head) as the top of the work unit in doing their obligations and capabilities. This viewpoint departs from the fact that the boss is the one who knows the qualifications of the people he needs, knows how much of them he needs, places them in specific positions, gives them assignments, guides, directs, rewards, and punishes them if their subordinates behave badly (Siagian, 2016).

Steers (2015) states that the following criteria can be used to evaluate teacher performance: the capacity to adapt when human capabilities are severely restricted in every way, making it impossible for people to meet their needs without working together with others cooperation in achieving goals is the key to organizational success. The completion of work tasks that have been assigned in accordance with predetermined targets some of which even exceed predetermined targets is referred to as work performance. Finally, job satisfaction is the degree to which an individual enjoys their position or job in an organization.

The principal of SMPN 1 Wawotobi wants to improve teacher performance in the teaching and learning process in anticipation of public scrutiny of the quality of education provided by each school. In order to broaden teachers' perspectives and continue their education to a higher level, the principal wants to ensure that every teacher has adequate teaching knowledge and skills. In addition,

the principal of SMPN 1 Wawotobi encouraged teachers to begin and end lessons at a predetermined time and to make efficient use of them for the benefit of learning.

Be that as it may, in actuality, each school, both rudimentary and secondary school in Konawe Regime, still frequently shows not exactly ideal educator execution in the growing experience, particularly in building understudy learning inspiration. It has been observed that teachers frequently arrive late to class, particularly when providing additional learning outside of school hours (tutoring), employ learning strategies that do not touch the psychological aspects of students, present material in a non-systematic manner, are unfriendly, irritable, and do not provide students with opportunities to express their ideas, resulting in a decrease in students' interest in the subjects they teach. This study aims to determine teacher performance efforts in the learning process at SMPN 1 Wawotobi and examine the factors that influence teacher performance at SMPN 1 Wawotobi, as described above.

## **METHODS**

This study was carried out at SMPN 1 Wawotobi, and 42 teachers served as the study's informants, which would make up the research sample. In order to ensure the validity of the research data, eight informants were selected on purpose, including: Deputy principal, three subject teachers, two homeroom teachers, and the principal of SMPN 1 Wawotobi, the key informant. Information examination procedures are utilized to give replies to existing issues so they are as per the exploration targets, so the insightful strategy utilized is a subjective investigation technique. The following factors are taken into account when using this qualitative analysis technique: First, when dealing with multiple realities, adjusting the qualitative method is simpler; Second, this strategy presents straightforwardly the idea of the connection among analysts and sources and Third, this technique is more delicate and more ready to adjust to the many honing of shared effects on the examples and values experienced. (Moleong, 2016). The actual conditions of efforts to improve teacher performance in the learning process at SMPN 1 Wawotobi were examined for the purpose of the analysis. It is evident from the preceding that there is no one method that can serve as a guide for assembling and analyzing the collected data. This is due to the fact that words and not numbers make up qualitative data.

## **RESULTS AND DISCUSSION**

One of the Wawotobi District schools is Wawotobi Public Junior High School 1, Konawe Regency, which has 612 students and 26 study groups. The exceptionally essential state of SMPN 1 Wawotobi has brought about an expansion in the quantity of understudies consistently. Then, it is supported by adequate learning facilities and infrastructure, including 26 study classrooms, a library, a teacher's room, an administration room, and a school principal's room, as well as a comfortable learning environment. At SMPN 1 Wawotobi, students can maximize their potential with adequate facilities and infrastructure and a clear vision and mission to ensure continuity in education.

At SMPN 1 Wawotobi, teacher performance efforts are incorporated into the learning process. Teaching is a professional occupation in which employees are expected to do their best work. The teacher's responsibilities as educators, teachers, and trainers should allow them to influence their students. The teacher can, in this case, keep working on his performance, which is the key to educational success. The cultivation of three interrelated components skills, effort, the nature of the circumstances, and external conditions is the foundation of teacher performance. The factors of quantity and quality, attendance and timeliness, and the impact of interpersonal/cooperative

relationships on each student's learning process are all necessary for determining teacher performance.

1. Quality and quantity of teacher work

SMPN 1 Wawotobi is one of the functional organizations that provides educational services to build human resources and is closest to the community. As a result, every teacher, along with the principal, is highly sought after for their role in achieving national education objectives. An interview with the Principal of State School 1 Wawotobi (CS), which revealed the following:

*"The duties and responsibilities that are carried out are to regulate the teaching and learning process, namely by arranging annual and semester programs, compiling lesson schedules, compiling division of tasks, arranging the implementation of study unit programs and allocating time, arranging class increases, and managing business-efforts to increase class improvement."* (Interview, September 2022).

Then, in order to find out the proportion in carrying out the responsibilities of each teacher in the teaching process, some informants in this case the teacher said In the following excerpt from the interview, the informant (KR) stated that:

*"Every educator has obligations and obligations that should be finished consistently in the showing system in class, and in the event that the objective showing hours are not accomplished, then exercises outside school hours are completed, for example, giving extra coaching, particularly for understudies whose accomplishments are very low..'"* (Interview, September 2022).

According to the findings of the aforementioned interview, teachers at SMPN 1 Wawotobi have a significant amount of responsibility for carrying out their responsibilities. Additionally, teachers are supported by their creativity in order to improve student achievement in a planned manner through tutoring in accordance with the fields of study for which they are responsible. Then, on the basis of processed interviews with informants, it is possible to draw the conclusion that the majority of the field teachers in the study have engaged in activities outside of teaching hours by providing additional tutoring, sports guidance, and tutoring. However, only a small number of teachers have a reason to believe that the material presented in class has been completed and tailored to the needs of students. This means that tutoring is provided if evaluation results reveal low student achievement.

The Principal of SMPN 1 Wawotobi (CS), based on the results of interviews with key informants, stated:

*"The teacher's success in carrying out teaching and learning activities, such as a high commitment to teaching assignments and the ability to shape or change student behavior from being lazy to being a student who is diligent and diligent in learning, is the focus that parents frequently place on the teacher. This is what we are trying to improve performance, says the article. teacher's involvement in the education process."* (Interview, September 2022) The informant (SW) then stated in the subsequent interview that:

*"One of the roles of the leader is to directly supervise in each class with the goal of raising teacher awareness to correct weaknesses and improve quality through effective learning" in order to improve the quality of teacher work during the classroom teaching process."* (Interview, September 2022).

Based on these interviews, it was determined that the teachers' performance at SMPN 1 Wawotobi has improved in terms of quality by raising teacher awareness of teaching flaws and enhancing learning quality in and outside of the classroom. The principal then oversees each class directly and observes the teaching and learning process directly.

Through the use of class discussion techniques, quizzes, and simulations, teachers create educative communication between themselves and their students, which is the most effective method of classroom learning. This has been finished at SMPN 1 Wawotobi, coming up next is a selection from a meeting with one of the subject educator witnesses (NS) who said that:

*"Usually, at the end of each lesson, I give the students the material and then give them a quiz. Because they are related to the material I am presenting, I rarely perform simulations"* (Interview, September 2022)

Then, based on the processed results of interviews with school principals, the outcomes of classroom learning that have met or exceeded school standards. However, some informants stated that the simulation's school visual aids' limitations remained minimal, preventing teachers in the field of study who required simulations from getting the most out of them.

## 2. Timeliness of teaching

A teacher's performance will be at its best if it is highly dedicated, loyal, and committed to carrying out its responsibilities in teaching students. This indicates that the teacher's highest priority is following the disciplinary guidelines for teachers who teach at the school every day. It has been demonstrated, based on the findings of the author's observations, that, in general, every teacher is very obedient to the rules that are in place at the school, specifically the staffing rules. As a result, they typically always arrive at school on time every day, even though their teaching hours are past 10 p.m.

The author's interview with AM, one of the informants, yielded the following information:

*"I always try to be there when I teach because if we teach with discipline, our students will also be disciplined. As teachers, we should set a good example and behave well with our students so that they will be obedient and diligent about learning the material later. what we bring."* (Interview, September 2022).

Additionally, field observations have demonstrated that, in principle, teachers at SMPN 1 Wawotobi always arrive on time to begin and end class according to the school's study hours.

Interviews with informants (KS) showed that teacher performance in carrying out teaching tasks was also influenced by their promptness in entering the classroom, as evidenced by the following statements:

*"As a subject teacher who teaches in class IX, of course I have to be on time and fulfill my obligation to teach because I teach students in grade 3, so I have to give lessons as often as possible both in class and outside of class or additional tutoring."* (Interview, September 2022).

Additionally, the findings of interviews with the vice principal (SW) stated that:

*"Every student still enters class on time because an assistant teacher or school principal will replace him, even if there are teachers who arrive late or are absent."* (Interview, September 2022).

## 3. Participation

The meaning of joint effort in this review is a helpful relationship, both among individual educators and with school pioneers in the execution of training at SMPN 1 Wawotobi with the point that all instructing and learning exercises in the study hall can run well and school hierarchical objectives can be accomplished.

Therefore, the following interview excerpts (AK) can be used to describe this collaboration in the performance of routine learning tasks at SMPN 1 Wawotobi to obtain opinions regarding it:

*"The importance of collaborating between teachers can actually overcome problems in the implementation of teaching so that they can solve problems."* (Interview, September 2022).

This explanation shows that teachers at SMPN 1 Wawotobi really know how important it is for them and the administrative staff to work together to complete each task. This way, the collaboration can help other teachers solve problems when doing teaching assignments. This is evident from some of the responses provided by informants, who frequently emphasize the significance of working together to complete tasks.

In addition, this study places an emphasis on the indicators, specifically the form of cooperation among fellow teachers; select instructional strategies, make lesson plans (RPP), and complete assignments. It was demonstrated, based on the processed outcomes of informant interviews, that teachers at SMPN 1 Wawotobi had collaborated to implement routine teaching assignments in various forms. Then, some teachers are more likely to collaborate with one another to complete assignments for teachers who are having difficulty teaching. They also tend to assist teachers in developing teaching plans or instructional designs and collaborate with one another to

select the appropriate teaching method based on the nature of the learning activities that students engage in during class. because at SMPN 1 Wawotobi, leaders, subject teachers, and administrative staff can work together more effectively when teachers collaborate. Establish a communication network that encourages members to rely on one another.

### **Efforts to Improve Teacher Performance**

Instructor fulfillment with their work could be utilized by school pioneers to distinguish perspectives connected with instructor proficient way of behaving, school viability improvement, and authoritative execution (Alonderiene et al., 2016). Teacher satisfaction and performance are influenced by the workplace's culture and sense of community. It will also enhance school learning quality (Song et al., 2018).

There are a number of ways to examine the efforts to improve teacher performance at SMPN 1 Wawotobi:

#### **1. Education and Training**

Education and training is a type of coaching that helps teachers perform better so that each teacher can learn more and be better able to do their jobs. DM stated, based on interviews with informants, that:

*"In principle, all existing teachers have been given the opportunity to participate in education programs at a higher level or in other trainings that are pleasing to increase teacher knowledge and skills."* (Interview, September 2022).

The findings of the interview can be taken as evidence that the leadership, in this case the principal of SMPN 1 Wawotobi, has provided teachers with opportunities to improve their abilities as a foundation for creating human resources in accordance with national education goals. Good teaching and learning are necessary for graduates to have certain traits; therefore, educators or professional teachers who work with high performance are needed.

In addition, Wawotobi (CS) stated in interviews with key informants or the principal of SMPN 1:

*"On the off chance that there is a solicitation for instruction and preparing members, the school generally answers by sending educators who meet the prerequisites to participate in preparing, both coordinated by the Konawe Regime government and the territory or from the focal government.."* (Interview, September 2022).

Paying attention to the aftereffects of the meetings above, it shows that the authority, for this situation the head of SMPN 1 Wawotobi, consistently answers when there are demands for preparing members, whether made by the neighborhood government or the common government. One of the initiatives aimed at enhancing teacher performance during the teaching and learning process is this.

The following is the transcript of the author's interview with the informant (teacher) (NS initials) in order to ascertain the informants' opinions regarding the school leadership's provision of opportunities for each teacher to participate in government or other educational programs aimed at improving teacher performance:

*"Our school principal is very open about giving us opportunities to go to training, education, and training, and he always inspires us to improve the quality of our education..."* (Interview, September 2022).

The informant (AM) also disclosed the following:

*"Even the principal always prioritizes us as young teachers, and there are always opportunities for every teacher to attend training and education."* (Interview, September 2022).

According to the findings of these interviews, the leadership or principal of SMPN 1 Wawotobi is very open and has a strong desire to improve teacher performance by giving each teacher as many opportunities as possible to participate in training that is organized by the local government or other institutions. additional social education.

## 2. Conduct an evaluation

The principal is a competent educator who is tasked with leading a school where all activities, including teaching and learning, are held. Hence, it is a significant errand for the school head to attempt to further develop educator execution as an essential condition for the advancement of his school.

According to the results of interviews with the principal of SMPN 1 Wawotobi (CS) said that:

*"Every quarter an evaluation of teacher performance is carried out openly to help each teacher to make improvements to weaknesses in order to create excellent teacher performance in the teaching and learning process in schools..."* (Interview, September 2022).

Furthermore, interviews related to how to carry out evaluations were revealed in the following (KR) interviews:

*"The way to evaluate teacher performance is through forming an evaluation team to evaluate student learning outcomes, then the results are announced openly so that each teacher can be motivated to improve performance..."* (Interview, September 2022).

Based on the results of these interviews, it can be concluded that with the implementation of teacher performance evaluation, the results will bring positive changes to teachers, schools and students. To find out the teacher's response to the performance evaluation carried out by the school principal, the following is the author's interview with the informant (AK) who revealed that:

*"At the end of every semester we always evaluate teacher performance to see how the achievements and materials for improving teacher performance, we are actually very enthusiastic, but there are also teachers who don't care about this and even think it's not important"* (Interview, September 2022).

According to the findings of these interviews, informants provided a variety of responses regarding the use of teacher performance evaluations conducted by school principals. However, a number of informants tended to state that the use of teacher performance evaluations served as motivation to pursue better work performance in the performance of teaching and learning tasks. This is consistent with the findings of the interviews. Additionally, a small number of informants stated that performance evaluations were used as a means of determining whether or not a teacher had performed satisfactorily and to improve teacher performance.

On the basis of these interviews' findings, it can be deduced that the teacher's role in completing school routines is very important. Indicators of teacher accountability in the following ways: the teacher's capacity for hard work, the ability to complete appropriate assignments, and good orders. This demonstrates that, theoretically speaking, the SMPN 1 Wawotobi teacher has carried out his responsibilities in terms of completing the tasks and work that have been assigned to him. This includes being able to carry out orders or work, being able to carry out tasks appropriately and correctly, and carrying out these tasks as well as possible in accordance with the expectations of leadership.

## 3. Motivate teachers

Motivation is the driving force that directs the achievement of goals, therefore, giving the principal's motivation to teachers as well as motivation that arises from the teacher's self to excel will be able to achieve job satisfaction, achieve maximum organizational performance and achieve school organizational goals.

Based on the results of the author's interview with the informant (AK), it was revealed that:

*"Each teacher is always motivated by high morale by sending outstanding teachers to take part in training or by promoting functional positions (principal) for each outstanding teacher..."* (Interview, September 2022).

Standing by listening to the consequences of the meeting, it tends to be perceived that with the inspiration of the head as a forerunner in the instructive hierarchical unit, it can urge each educator to take a stab at magnificent work execution through finishing responsibilities capably towards



accomplishing authoritative objectives, without disregarding their capacity to get fulfillment in addressing their requirements.

In theory, teachers at SMPN 1 Wawotobi have been encouraged to do a better job of carrying out their responsibilities as teachers by increasing teaching discipline. This has been done with the goal of improving teacher performance by creating an atmosphere of cooperation with administration and fellow teachers. The accompanying meetings with sources (DM) additionally uncover that:

*"The purpose of giving motivation to each teacher is to increase teacher passion and enthusiasm to increase teacher morale and job satisfaction as well as to increase teacher creativity and a sense of responsibility toward their assignments..."* (interview, September 2022).

Based on the aforementioned, it can be concluded that providing each teacher with work motivation in the form of increasing teaching discipline, as well as providing functional position promotions for each outstanding teacher and creating an atmosphere of collaboration within an organization, is the best way to improve teacher performance in carrying out their duties and responsibilities.

### **Factors Influencing Teacher Performance Improvement in the Learning Process**

One of the most significant issues in the field of education is the low quality of human resources, particularly educators. One of the most crucial factors in determining educational success is a qualified teaching staff. Because elementary schools are an educational system that aims to improve the quality of education, qualified educators must exist in one institution, which is elementary schools. Because of this, school principals can pursue a variety of coaching strategies for educators. This is done with the intention of raising the standard of teachers or educators, particularly in terms of developing the learning process. Because of this, there are a number of things that can be done to improve teacher performance, such as having the principal regularly provide guidance and supervision to teachers. Coaching and supervision are carried out in an effort to continuously improve business operations and perfect and develop the capacity to achieve educational success goals. These teachers will perform better with gradual and ongoing coaching, which will improve the quality of the teaching and learning environment (Nurma et al, 2021).

#### **1. Facilities and Infrastructure**

In improving the quality of teacher learning, of course it needs to be supported by various resources needed in an effort to achieve the expected goals. One that has an important role in efforts to improve teacher performance in the learning process is the availability of adequate facilities or facilities to support the implementation of the tasks carried out by teachers in an organization. A teacher needs to be supported by adequate means. Inadequate of these resources, such as the technological tools needed in providing services, for example the availability of learning devices, computers, LCDs, practical tools and others, then the means of transportation used to support the smooth implementation of tasks, then of course all provisions, or the rules will become weak, the service will not be optimal, and even rational arrangements will not be developed.

Based on observations, SMPN 1 Wawotobi, Konawe Regency, has not been supported by adequate infrastructure. Some of the components that still need to be developed are related to the infrastructure needed by SMPN 1 Wawotobi, such as LCD, computer laboratory, Biology Laboratory and Language Laboratory which are inadequate, teacher's room, which needs to be added to make it more flexible and comfortable in providing services, office furniture other things needed to increase the enthusiasm or enthusiasm of teachers in carrying out their duties, including transportation or operational vehicles for leaders.

With the fulfillment of these infrastructure facilities, for example computers/laptops that can be used in the necessary administrative management. Likewise with the availability of teacher

rooms, in this case buildings that need to be developed, including the availability of learning tools or equipment, then errors or deviations that may occur in the ongoing learning process can be minimized, so that in the end it can encourage the achievement of improving professional teacher performance.

## 2. Discipline and binding rules

Another factor that influences the improvement of the learning process is the discipline of teachers in carrying out their respective duties and functions. The discipline referred to in this study is that the implementation of the learning process at SMPN 1 Wawotobi, Konawe Regency, is always adjusted to the teaching hours that have been set at school. In addition, the form of the teacher's discipline in carrying out his duties is seen from the intensity of the teacher in carrying out his duties and obligations.

This study's observations and interviews with a number of informants indicate that the level of teacher discipline is quite high in terms of teacher readiness to provide learning tools during teaching hours and timeliness in completing assignments, namely teaching in class. The fact that teachers are consistently motivated in some way by leadership demonstrates this. This means rewarding teachers who excel in their fields with awards or other forms of recognition.

The accuracy of the teacher, who is always present at school in the morning according to the time set at SMPN 1 Wawotobi, which is present at 07.00 WITA for ceremonies on Mondays and apple morning, is another fact that demonstrates the discipline of employees at SMPN 1 Wawotobi, Konawe Regency, based on observations. Therefore, it can be said that SMPN 1 Wawotobi Konawe Regency employees' discipline is quite supportive and must be maintained and improved in order to improve teacher performance during the learning process.

The instructor is an expert work with the primary undertakings of teaching, educating, directing, coordinating, preparing, surveying, and assessing understudies. The field of education cannot function without the inclusion of teaching. Because education cannot be carried out without teachers, the role of teachers cannot be ignored. The role that a teacher plays in the learning process and in raising the standard of education is crucial. The learning process in education will not function properly if there is no optimal teacher role. Therefore, one of the most significant factors in enhancing education quality is teacher quality (Arief et al, 2020).

## CONCLUSION

Based on the findings of research that was done at SMPN 1 Wawotobi, efforts to improve teacher performance in the learning process at SMPN 1 Wawotobi through the following dimensions: a) quality and quantity, indicating that, in terms of teaching quality, the instructor has successfully completed the learning process and met expectations in terms of both quality and quantity. The number of teachers is sufficient, and they have fulfilled their roles in the classroom's teaching and learning process; b) Teaching is completed promptly in accordance with school policies and procedures; c) routine learning tasks have been carried out in accordance with the goals of the school organization through cooperation between fellow teachers and leaders in the implementation of education in the school environment. The following are some of the factors that influence teacher learning performance improvement: not yet upheld by sufficient framework, for example, LCD, PC research facility, Science Lab and Language Lab which are lacking, Ruangguru, which should be added to make it more adaptable and agreeable in offering types of assistance.

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