

CHAPTER I

INTRODUCTION

1.1. Background of Research

Teaching is more than just a job, it is a calling with a lot of responsibility, especially when it comes to Christian education. Teaching is a performing calling that serves the Lord (Van Brummelen 2009, 48). A Christian teacher has the responsibility not only to share knowledge, but also to lead each student to see God's presence in every area of learning, as He is the ultimate source of knowledge. Other than that, a Christian teacher is to ensure that students and himself or herself make use of the gifts that God has given (Van Brummelen 2009, 42). Christian teachers are called to perform their responsibilities as a pleasing offering to God. This is in line with God's words in Colossians 3:23 (NIV), which states, "Whatever you do, work at it with all your heart, as working for the Lord, not for human masters." This verse emphasizes that teaching is a career and a ministry, which requires dedication to glorify God in all actions. Beech in his book entitled "Christians As Teachers: Which Might It Look Like" emphasizes that teachers are in an ongoing process of learning and development, indicating that teachers will never reach complete perfection (Beech 2015, xvi). Therefore, Christian teachers must continually enhance their skills, stay updated on pedagogical advancements, and integrate technology to enrich the learning experience.

In the Regulation of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 25 of 2024 concerning Amendments to the Regulation of the Minister of Education and Culture Number

15 of 2018 concerning Fulfilling the Workload of Teachers, Principals, and School Supervisors, especially Article 1 paragraph 1 emphasizes that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education (Kementrian Pendidikan, Kebudayaan, Riset, dan Teknologi 2024). In addition, the Regulation of the Director General of Teachers and Education Personnel of the Ministry of Education, Culture, Research and Technology Number 2526/B/HK.04.01/2023 concerning Teacher Competency Models Article 6 paragraph 1 explains that teachers must have 4 competencies which include pedagogical competence, personality competence, social competence, and professional competence. (Direktorat Jenderal Guru dan Tenaga Kependidikan 2023). To make sure that teachers effectively fulfil these competences and responsibilities, a structured performance management approach is required.

Performance management is important in assessing teacher performance through emphasizing their professional development with the school goals. It is a continuous process of identifying, measuring, and developing the performance of individuals and teams and aligning their performance with the strategic goals of the organization (Aguinis 2013, 2). He also mentioned that the performance management process consists of six fundamental components: (1) prerequisites, which involve understanding the company's vision and mission as well as having a solid understanding of the job at hand; (2) performance planning, where performance goals, indicators of accomplishment, and development plans are established; (3) performance execution, when people work to meet the planned

goals under managerial supervision; (4) performance assessment, which involves assessing employee performance through various appraisal tools; (5) performance review, when managers and employees engage in discussions about performance evaluations; and finally, (6) performance renewal and recontacting, which focuses on updating work plans for the upcoming period (2013, 300-306).

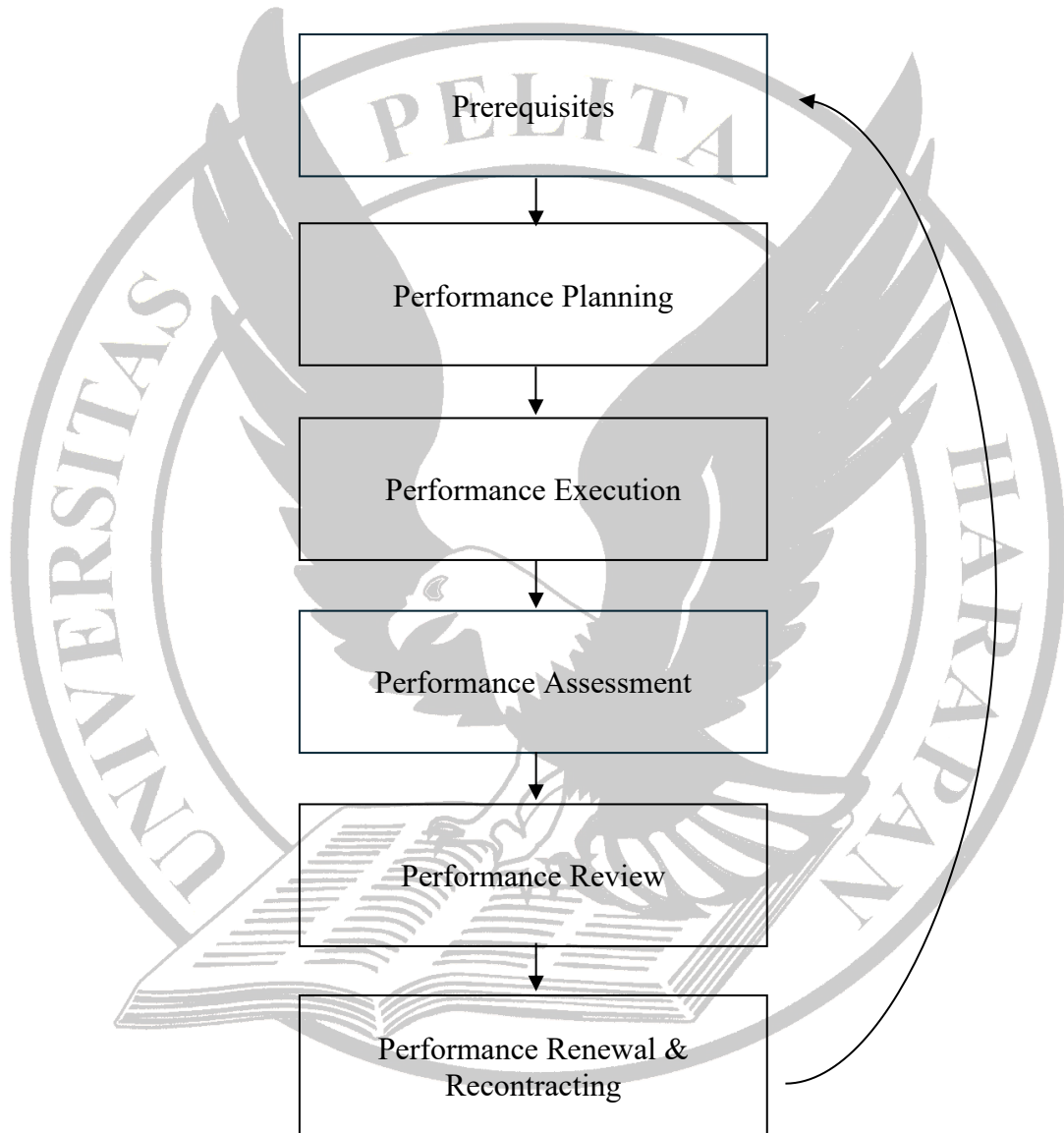


Figure 1. 1 Performance Management Process (Aguinis 2013, 39)

Aguinis also added that a good performance management system increases employee engagement, which is an important indicator of organizational

performance as well as accomplishment (Aguinis 2013, 3). In supporting performance management, performance appraisals are very important. Performance appraisals can also be used as a reference tool for schools in making decisions since it evaluates employee's strength and weaknesses. Through performance appraisals, schools can also see the extent to which teachers have carried out their responsibilities and duties. Teacher performance appraisals are expected to make a good contribution to improving and enhancing teacher professionalism and increasing student achievement (Dasti 2022, 113). In the Regulation of the Director General of Teachers and Education Personnel Number 7607/B.B1/HK.03/2023 concerning Technical Guidelines for Performance Management of Teachers and School Principals, specifically in Article 3, it states that performance management of teachers and school principals is carried out to achieve the goals and performance objectives of the education unit (Direktorat Jenderal Guru dan Tenaga Kependidikan 2023). This reflects with the words of Jesus in the Gospel of John 15:2 (NIV) which reads: "He cuts off every branch in me that bears no fruit, while every branch that does bear fruit he prunes so that it will be even more fruitful", that is, assessment and evaluation are important things to do so that teachers can improve their competence and professionalism in teaching so that they can glorify God in their work.

Although teacher performance appraisal can improve the quality of teachers and students, some homeschooling such as Bintang Harapan in Bandung, have yet to fully implement it. The school has been established since 2008. According to its website <https://www.hsbintangharapan.sch.id/> , this school is located at Taman Holis Indah F2 No. 24-25, Bandung. Bintang Harapan Homeschooling offers

education for students from primary to high school in three different forms which allow students to learn in a way that suits their individual needs. First is “Komunitas” homeschooling, when students gather to school to learn together. Second is “Tunggal” homeschooling, which allows students to learn on their own at home with help from parents or private teachers. Third is “Cyberschool” homeschooling which enables students learn online using apps or digital tools.

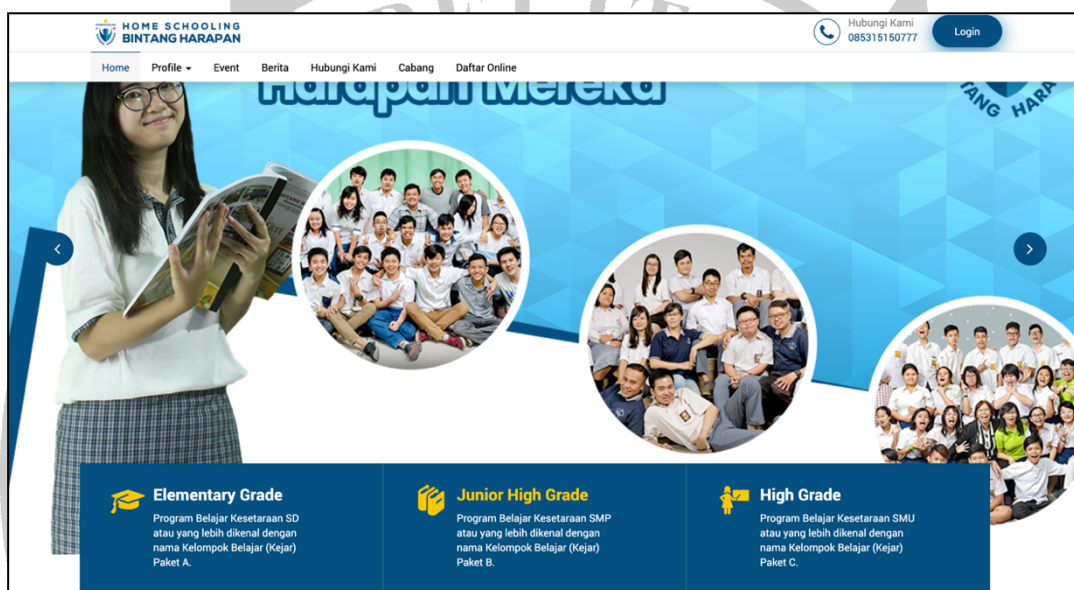


Figure 1. 2 Bintang Harapan Homeschooling Website

Following a focus group discussion with five other Bandung homeschooling and Bintang Harapan homeschooling, it was determined that Bandung homeschooling faces six major challenges. First, parents still have a homeschooling paradigm as a formal school. Second, various students have different learning needs, and teachers need to be prepared for this. Third, teachers need to modify how they teach in order to work with homeschooling. Fourth, the implementation of a varied curriculum in order that there is not a single standard for the curriculum. Fifth, there has been competition between homeschooling schools and regular schools and the

sixth is the public's responses regarding homeschooling that limits children's social abilities.

In fact, performance management can be used to meet schools' need for qualified teachers. Schools can identify, track, and develop teachers who achieve the required standards through performance management. Performance appraisal is a key component of performance management and offers several advantages, such as: (1) assessing teachers' competencies; (2) increasing the effectiveness and efficiency of teachers and schools; (3) aiding in decision-making; (4) laying the groundwork for ongoing professional development programs; (5) guaranteeing that teachers fulfill their duties and responsibilities; and (6) creating a strong basis for career development, teacher promotion, and other reward systems (Shalihin, Deluma, & Iasha, 2023, p. 114).



Figure 1. 3 Focus Group Discussion Homeschooling in Bandung

In addition, from the interviews with the founder, principal, school coordinator, and one of the teacher representatives from Bintang Harapan Homeschooling, it was said that this homeschooling had never done formal

performance appraisal for primary school teachers (See Appendix A). Although the teachers working there seemed to be very loyal and dedicated to the school, there was no objective data that could show an assessment of their performance. This void can certainly allow for a mismatch between teachers' learning practices and the school's vision and mission. In addition, the absence of evaluation can make the primary teachers unaware of the areas they need to improve, which can affect the quality of students' learning outcomes. This ultimately becomes a dilemma for schools and communities to objectively assess the quality of teacher performance.

A performance appraisal is certainly necessary so that schools can objectively monitor teacher performance. Performance appraisals need to be structured and standardized so that they can achieve a clear goal. Previous research titled “Performance Appraisal Management in Malaysian Secondary Schools” indicates that performance appraisal is crucial for schools, enabling principals to oversee teacher productivity, improved career path, offer improved professional pathways, and assist teachers in elevating the quality of their work (Ong, Ismail and Pei 2021, 297). In addition, research conducted by Subedi and Ghaju (2022, 127) stated that the importance of performance appraisal in developing quality education given the high expectations of education quality. This is in line with research conducted by Koech, Choge and Ronoh (2023, 304) which states that performance appraisals conducted periodically can improve their teaching abilities and monitor their progress.

The absence of performance appraisals may result to unfairness due to subjective appraisal, a rise of biases due to personal relationships that take place over proper standards, and teachers' lack of understanding of their own performance,

making it difficult for them to translate it into appropriate rewards (Aguinis 2013, 9). If employees do not get a good appraisal, they may not receive training that will help them do better, and they may assume that their salaries, bonuses, and workload are unfair (Gesme and Wiseman 2011, 132). They also added when employees who do well think their work isn't being noticed or when they see lower performers getting the same treatment and pay as them, it can make them lose motivation. Hasbi's research (2023, 26) showed that many teachers are still incompetent and unaware of their performance possibilities.

This research aims at designing an appropriate elementary school teacher performance appraisal, so that it can be a channel of blessing for teachers in improving the quality of their performance, quality of learning, and aligning the purpose to glorify God. In addition, Bintang Harapan Bandung Homeschooling has approved this research through the school coordinator for the development of a teacher performance appraisal system (Appendix A). In terms of research novelty, studies on teacher performance appraisal, especially in the context of homeschooling, are still very rare, both in the Pelita Harapan University (UPH) repository (<https://repository.uph.edu/>) and in Garuda (<https://garuda.kemdikbud.go.id/>).

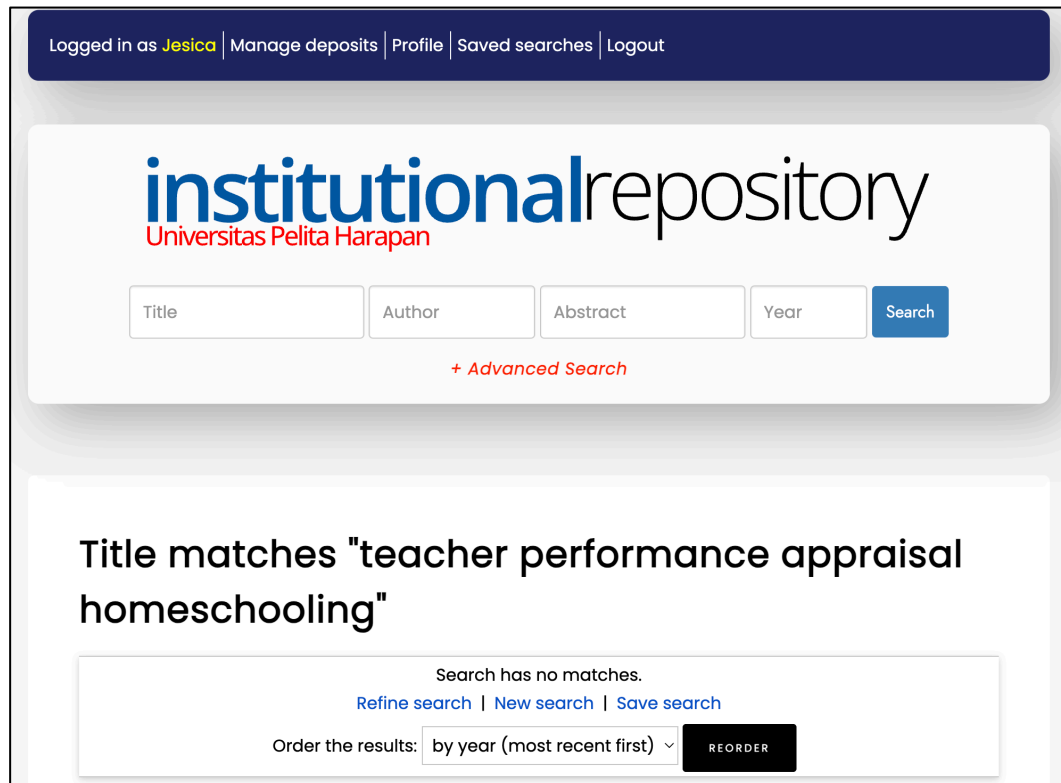


Figure 1. 4 Website of repository UPH

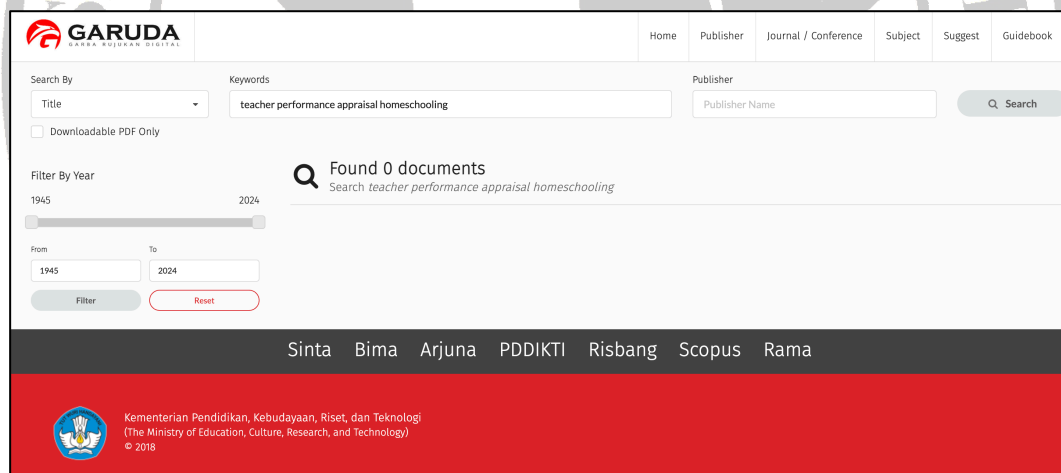


Figure 1. 5 Website of Garuda

1.2. Problem Identification

Based on the results of interviews with homeschooling founders, principal, school coordinator and teacher, it was found that there were the following problems:

1. Bintang Harapan Bandung Homeschooling has never conducted objective primary teacher performance appraisal.

2. Bintang Harapan Bandung Homeschooling does not have a primary teacher performance appraisal tool.
3. Bintang Harapan Bandung Homeschooling does not have reference data in helping primary teachers to improve their competence.

1.3. Scope of Problem

The scope of the problem will focus on making a primary teacher performance appraisal tool for a homeschooling in Bandung, so that this homeschooling has an objective data reference in seeing the performance of its teachers. The creation of the performance appraisal will be aligned with the vision, mission and goals of the school using the management by objective (MBO) assessment model using Thiagarajan's 4D stages.

1.4. Statement of Problem

Making teacher performance appraisal with Thiagarajan's 4D model will use 4 stages of the process in it, namely the stages of determining, designing, developing, and disseminating. Therefore, the problem formulations that will be raised in this research are as follows:

1. What are the needs and purposes in making primary teacher performance appraisal for Bintang Harapan Bandung homeschooling?
2. How is the design of an appropriate primary teacher performance appraisal in Bintang Harapan Bandung homeschooling?
3. How to develop primary teacher performance appraisal in Bintang Harapan Bandung homeschooling?

4. How to disseminate and its result of the developed primary teacher performance appraisal in Bintang Harapan Bandung homeschooling?

1.5. Research Objectives

This research aims to achieve these following objectives:

1. To identify the needs and purposes in making a primary teacher performance appraisal in Bintang Harapan Bandung homeschooling.
2. To elaborate the suitable primary teacher performance appraisal for Bintang Harapan Bandung homeschooling.
3. To elaborate the steps of developing primary teacher performance appraisal in Bintang Harapan Bandung homeschooling.
4. To know the impact of the implemented primary teacher performance appraisal in Bintang Harapan Bandung homeschooling.

1.6. Significance of Research

1.6.1. Theoretical Significance

This research is expected to be useful for enriching literature studies, especially in designing homeschooling primary teacher performance appraisal using the 4D Thiagarajan model. Furthermore, it is also expected that the research can be conducted again, so that always relevant with the needs and context.

1.6.2. Practical Significance

This research is expected to be practically useful for:

1. School management, in preparing and providing teacher performance appraisal that are in accordance with the goals and

vision and mission of the school, especially homeschooling. In addition, this research is also used to determine the level of teacher performance ability and as an evaluation material for schools in determining future policies.

2. Primary teachers, in improving their performance, including pedagogically, personality, socially, or professionally.
3. Further researchers, in developing primary teacher performance appraisal and even a performance management system, especially for the homeschooling system.

1.7. Thesis Overview

Chapter I, Introduction, discusses the background of the research on the development of performance appraisal in a homeschooling in Bandung. This chapter also discusses the limitations of the issues raised, the problem objectives, and the usefulness of the research conducted.

Chapter II, Literature Review, presents some theories of performance appraisal by using 4D Thiagarajan Model from relevant literature such as books, journal's article, and some government policies. In this chapter, the theory written down is used to support and analyze the findings that occur in the field.

Chapter III, Research Method, explains the research design that will be used to analyze and collect the data needed. This chapter will also describe the subject and settings of the research.

Chapter IV, Findings and Discussions, presents the findings from the data analysis. It reports the use of the 4D Thiagarajan model in the application of teacher

performance appraisal in a homeschooling in Bandung. This chapter will also report on the challenges encountered during the research implementation.

Chapter V, Conclusion and Recommendation, summarizes the main finding of the research. It also gives conclusion and recommendation for the future research, homeschooling, and future researchers.

