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Implementation of Performance Management to Optimize the Role of English Teachers in the Learning Process at Pusdikpengmilum

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Abstract: This study aims to analyze the implementation of performance management to optimize the role of English teachers in the learning process at the Pusdikpengmilum military education institution. The research method used is qualitative with a case study approach. Data were collected through in-depth interviews, participatory observations, and document analysis. The research sample includes English teachers and management at Pusdikpengmilum. The results show that structured performance management implementation through planning, execution, and evaluation enhances teacher competencies. Continuous training, data-driven performance evaluations, and comprehensive managerial support prove effective in fostering innovative and relevant teaching methods. The study recommends strengthening integrated policies to improve education quality in military institutions.

Keyword: Performance Management, English Teachers, Pusdikpengmilum.

INTRODUCTION

In the context of education within military institutions, English language skills are vital due to their role in multinational operational assignments and international information exchange. Proficiency in English communication enables military personnel to actively participate in joint exercises, peace missions, and combined operations with other nations (Darwin & Alifa Semendawai, 2024). Therefore, English teachers at the Pusat Pendidikan Pengetahuan Militer Umum (Pusdikpengmilum) play a crucial and strategic role in equipping Indonesian National Armed Forces (TNI) soldiers with the necessary language skills to face global challenges.

However, efforts to enhance teacher competencies in military education environments still face significant challenges. For instance, a study conducted at the Resimen Induk, Kodam VII/Wirabuana revealed that the competencies of military teachers generally do not meet expectations, impacting the quality of soldiers' learning outcomes (Djuyandi & Sallo, 2021). These shortcomings include knowledge, skills, and essential pedagogical abilities required in the teaching process. Moreover, during the Covid-19 pandemic that began in

March 2020 in Indonesia, there was a change in communication in all fields (Cahaya, Sungkono, Suharyanto, et al., 2024), including the world of education which requires teachers to be creative in choosing good teaching methods. This is certainly related to the competence of a teacher. These shortcomings include knowledge, skills, and essential pedagogical abilities required in the teaching process.

The performance of a teacher is very important in carrying out his/her duties as a teacher because it is directly related to the quality of learning and student success. Teachers who have good performance are able to apply effective teaching methods, manage the class well, and pay attention to students' learning needs, thus creating an environment that supports learning. Teacher performance in teaching is the level of success of a teacher in carrying out his/her duties to achieve learning goals. This performance includes learning planning, implementing learning, delivering material effectively, using appropriate methods and media, and the ability to evaluate student learning outcomes (Sugiyono, 2017).

Performance management is a management style focused on sustainable performance outcomes by creating a shared vision and adopting strategic and integrated approaches to achieving organizational goals (Azizah, 2021). Performance management begins with a planning process—defining goals, planning activities, and allocating organizational resources to achieve these goals (Fauzi & Nugroho A, 2020).

Originally, performance management was seen as an approach to directing and controlling people's performance by systematically linking job requirements, job behaviours and job rewards in ways that recognised both individual needs and organisational objectives (Rudman, 2003). According to Armstrong (2020) performance management is an integrated and strategic approach to achieving long-term organizational success by improving the performance of people working within the organization and developing their abilities to contribute individually and collectively. This represents an organizational effort to generate better and sustainable performance.

Effective performance management implementation offers a potential solution to address these issues. Armstrong (2020) emphasizes that good performance management involves planning, monitoring, and continuous evaluation. In an educational context, this entails setting clear performance standards, providing constructive feedback, and offering relevant professional training for teachers (Sobirin, 2014). Consequently, improving the quality of English teaching at Pusdikpengmilum aligns with the communication needs in international military operations.

According to Rahmadi et al., as quoted by Busrial (2022), teachers are the ones who hold the highest control in the learning process, however, students must also have a good response in the learning process. "The characteristics of good English foreign language learning are motivation, personality, find their own way, creative, etc." In other words, a good English teacher is someone who has high motivation, a good personality, is able to find the right and creative way to teach. For example, the use of technology in learning can influence students' attitudes and interests in learning (Cahaya, Sungkono, Rukmana, et al., 2024).

This study aims to analyze how the implementation of performance management can optimize the role of English teachers in the learning process at Pusdikpengmilum. Through a qualitative approach, this research is expected to provide strategic recommendations for developing the competencies of English teachers at Pusdikpengmilum and enhancing military education quality in Indonesia.

METHOD

This research employs a qualitative method with a case study approach to deeply understand the implementation of performance management for English teachers at Pusdikpengmilum. The qualitative method allows the researcher to explore phenomena in

their natural context and gain comprehensive insights into participants' experiences (Abdussamad, 2021). The case study approach analyzes specific cases within a particular setting, providing an in-depth understanding of performance management implementation in the studied context (Wahyuningsih, 2013).

Data collection techniques include in-depth interviews with English teachers and management at Pusdikpengmilum to gather their perceptions, experiences, and perspectives on performance management. Additionally, participatory observations involve direct observation of classroom learning processes to understand the dynamics of interactions and teaching strategies employed. Document analysis of institutional policies, performance evaluation reports, and teaching materials provides supplementary relevant data.

Data analysis follows thematic methods, starting with transcribing raw data from interviews and observation notes. Next, coding is performed to identify themes and patterns in the data. This process involves categorizing data into relevant categories based on the research focus. Identified themes are further analyzed to understand relationships between themes and draw meaningful conclusions (Ridlo, 2023).

RESULTS AND DISCUSSION

This study revealed that the implementation of English teachers' performance management at Pusdikpengmilum follows three main stages: planning, execution, and evaluation. Planning stage, the institution sets specific and measurable performance targets aligned with applicable education standards (Governor of Military Academy Decree Number Kep /137/X/2021, 2021). This aligns with Armstrong (2020) assertion on the importance of setting clear objectives in performance management. Effective performance management includes continuous professional development, structured performance evaluations to identify strengths and weaknesses, and managerial support to facilitate the implementation of more effective teaching strategies.

A. Availability of Ongoing Training

During the implementation phase, teachers receive continuous guidance and training to enhance their competencies. These training programs focus on developing innovative teaching methods and leveraging technology in the classroom. Glickman, Gordon, & Ross-Gordon (2017) emphasized that effective supervision and professional development for teachers can significantly improve teaching quality.

Continuous training for English teachers at Pusdikpengmilum plays a pivotal role in increasing teacher competence and teaching effectiveness. Such programs allow teachers to update and expand their knowledge and skills, particularly in their subject areas, and adapt to the latest developments in teaching methodologies, technologies, and the specific needs of the military environment. According to research conducted by Suwarga & Resmiati (2023), that education and training have a significant influence on teacher performance, which in turn has a positive impact on the quality of learning.

Moreover, pedagogical competency-focused training has proven effective in improving teaching quality. Well-designed training enhances English teachers' abilities to plan and conduct effective learning processes (Muh. Syata, Sabillah, Subur, & Damayanti, 2024). Continuous training also boosts teachers' motivation and commitment to their profession. Regular monitoring and supervision, integral to training programs, foster teacher discipline and performance (Setiawati, Karnawati, & Bukhori, 2024).

However, limited access to or participation in continuous training programs can hinder professional development. Studies have shown that in-house training models are more effective than other training models in improving teacher competencies, emphasizing accessibility and relevance (Widiyanto, 2012).

Ensuring the availability and accessibility of relevant continuous training for English teachers at Pusdikpengmilum is a strategic step to enhance educational program quality. Research indicates that effective training significantly improves teacher competence and performance, positively impacting student learning outcomes (Sabon, 2019).

B. Structured Performance Evaluation

Teacher performance evaluations can be conducted periodically through classroom observations, student learning outcome assessments, and peer feedback. Comprehensive performance evaluations identify areas needing improvement and recognize teachers' achievements. Miles, M. B., Huberman, A. M., & Saldaña (2014) argue that in-depth qualitative data analysis provides valuable insights for performance improvement.

Structured performance evaluation is a key component in improving education quality, particularly in the military education context at Pusdikpengmilum. Systematic and objective evaluation processes ensure accurate teacher performance assessments, identifying areas for improvement and further development. Nurmaini et al. (2024) noted that teacher performance evaluation primarily aims to measure teachers' ability to deliver effective teaching, ultimately enhancing education quality.

Implementing structured performance evaluation involves planning, organizing, executing, and supervising. These stages ensure the evaluation process aligns with established standards. Teacher performance evaluation encompasses planning, organizing, executing, and monitoring evaluation programs (Shidqi, 2020).

Involvement of school leadership in performance evaluation processes is another crucial factor for success. Positive perceptions of performance evaluation by school leaders encourage teachers to be proactive in their professional development. Hasibuan et al. (2021) found that school leaders conducting objective evaluations foster teacher development, positively impacting student learning outcomes.

Additionally, using structured and clear evaluation instruments is essential. High-quality evaluation tools provide accurate insights into teachers' effectiveness (PSF, 2024). Such evaluations serve not only as assessment tools but also as mechanisms to encourage professional growth. By systematically evaluating teachers, weaknesses and strengths are clearly and objectively identified, enabling tailored training and development programs. Research shows that effective teacher performance evaluation improves professionalism and teaching quality, ultimately benefiting student learning outcomes.

C. Managerial Support

study revealed that managerial support plays a significant role in the successful implementation of performance management. School principals who adopt transformational leadership styles are capable of motivating teachers to achieve optimal performance (Hafidulloh, et al, 2021). In other words, managerial support is crucial in facilitating the implementation of effective teaching strategies at Pusdikpengmilum. Proactive and responsive leadership towards teachers' needs can create a conducive environment for the development of more innovative teaching methods. Active involvement of management in the planning and evaluation of educational programs significantly enhances the quality of learning (Yulianti et al, 2024).

One form of managerial support is providing adequate educational resources, including teaching facilities and access to relevant, up-to-date educational technology. Comprehensive educational facilities allow teachers to implement interactive teaching strategies tailored to students' needs. In other words, the availability of sufficient educational resources significantly contributes to the effectiveness of the teaching process (Mukhlisin, A, et al, 2024).

Moreover, supportive management plays a significant role in professional development through training and workshops. Continuous training helps teachers refine their skills and knowledge, enabling them to implement more effective teaching strategies. This is because ongoing training to enhance teacher competence is vital in improving the quality of education and instruction (Hadi, 2023).

Managerial Additionally, managerial support is reflected in policies that encourage collaboration among teachers. A conducive work environment fosters cooperation, allowing teachers to exchange ideas and best practices in teaching activities, ultimately enhancing the quality of learning. Adha, Fadilla, & Muhammad (2024) found that collaboration among teachers, facilitated by management, increases innovation in teaching methods.

Robbins & Coulter (2021) argue that effective leadership is the cornerstone of organizational management. Effective leadership in educational management is characterized by managerial ability to identify and overcome barriers faced by teachers in the teaching process. Consequently, management can provide timely and appropriate solutions, such as curriculum adjustments or evaluation methods, ensuring optimal implementation of teaching strategies. Syafaruddin (2019) highlights the role of management in addressing challenges to implementing teaching strategies.

Additionally, strong managerial support, recognition, and appreciation for teachers' efforts and achievements are positive practices that should be emphasized. Recognition from management increases teachers' motivation and commitment to implementing effective teaching strategies. Appreciation plays a key role in enhancing teachers' performance and dedication (Yusri, Ramadona, Fitri, & Amin, 2024).

Overall, comprehensive and sustained managerial support is crucial in facilitating the implementation of effective teaching strategies. This includes responsive leadership, adequate educational resources, teacher professional development programs, collaborative policies, problem-solving capabilities, and teacher recognition. These elements are key to the success of the teaching process at Pusdikpengmilum.

beration (MGMP) will provide opportunities for teachers to share experiences and effective teaching strategies. Participation in this kind of professional community has been proven to improve teacher competence and performance (Nurlaeli & Saryono, 2018). However, this study also identified several obstacles in implementing performance management, such as limited educational resources and resistance to change from various aspects, especially from the policy aspect. To overcome these challenges, an effective change management strategy and adequate resource provision are needed. Good change management will certainly be able to facilitate various adaptations to changes in educational organizations (Arifah, 2020).

This study provides several key findings related to the implementation of performance management to optimize the role of English teachers at Pusdikpengmilum. The availability of ongoing training has proven to play an important role in improving the competence of English teachers. Training designed according to the specific needs of teachers will be able to encourage innovation and effectiveness in the learning process in the classroom.

Structured performance evaluation will also provide clear guidance for English teachers at Pusdikpengmilum to improve existing weaknesses, while optimizing their strengths. Data-based evaluation, which is carried out periodically, will provide dual benefits for teachers and management in directing the learning process in a better direction.

Managerial support is a fairly important foundation in ensuring that the implementation of learning strategies can run effectively. This support includes adequate facilities, educational resources, policies that support learning, and recognition and appreciation of teacher achievements. This positive work environment will certainly provide additional motivation for teachers to give their best performance.

Overall, the implementation of structured performance management supported by effective leadership and collaborative culture can improve the quality of teaching of English teachers at Pusdikpengmilum. Where the implementation of best practices in performance management will have a positive impact on student learning outcomes and the achievement of educational goals.

CONCLUSION

Finally, this study concludes that the synergy between continuous training, performance evaluation, and managerial support can create a good ecosystem to create optimal learning. The practical implication of this study is the importance of developing integrated policies to strengthen English teacher performance management at the Pusdikpengmilum military education institution. This policy needs to be supported by adequate resource allocation and ongoing commitment from all stakeholders. This study is expected to provide a positive contribution to the development of performance management practices, while opening up opportunities for further research related to the effectiveness of implementing learning strategies in various other educational contexts.

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