

Evaluating the Implementation and Effectiveness of Certified Teacher Performance Assessment at SMA Negeri 1 Indralaya Selatan

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Abstrak

Penelitian ini bertujuan untuk menganalisis pelaksanaan, faktor pendukung dan penghambat, serta efektivitas Penilaian Kinerja Guru (PKG) bersertifikat di SMA Negeri 1 Indralaya Selatan. Sertifikasi guru dirancang untuk meningkatkan standar profesionalisme, namun keberlanjutannya sangat bergantung pada sistem evaluasi kinerja yang terstruktur. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus untuk memperoleh data yang mendalam dan kontekstual dari para pemangku kepentingan sekolah. Data dikumpulkan melalui wawancara mendalam, observasi partisipatif, dan analisis dokumen. Hasil penelitian menunjukkan bahwa pelaksanaan PKG secara umum telah mengikuti pedoman teknis nasional dan mencakup kompetensi pedagogik, profesional, sosial, dan kepribadian. Faktor pendukung meliputi komitmen kepemimpinan yang kuat, budaya kerja kolaboratif, serta ketersediaan sarana prasarana yang memadai. Namun demikian, masih terdapat kendala dalam penyelarasan hasil penilaian dengan program Pengembangan Keprofesian Berkelanjutan (PKB), keterbatasan waktu observasi, serta beban administrasi. Meskipun PKG cukup efektif dalam memetakan kompetensi guru, mekanisme tindak lanjut perlu diperkuat untuk menjamin pertumbuhan profesional yang berkelanjutan.

Kata kunci: Penilaian Kinerja Guru, Sertifikasi, Kompetensi Profesional, Evaluasi Sekolah, Pengembangan Keprofesian Berkelanjutan.

Abstract

This study aims to analyze the implementation process, supporting and inhibiting factors, and the effectiveness of the Certified Teacher Performance Assessment (PKG) at SMA Negeri 1 Indralaya Selatan. Teacher certification is intended to improve professional standards, yet its sustainability depends largely on systematic performance evaluation. A qualitative case study approach was employed to obtain in-depth and contextual data from school stakeholders. Data were collected through in-depth interviews, participatory observation, and document analysis. The findings indicate that the implementation of PKG has generally followed national technical guidelines and covers pedagogical, professional, social, and personality competencies. Supporting factors include strong leadership commitment, collaborative work culture, and adequate facilities. However, challenges remain in aligning assessment results with Continuing Professional Development (CPD) programs, limited observation time, and administrative workload. Although the assessment effectively maps teacher competencies, the follow-up mechanism requires strengthening to ensure sustainable professional growth.

Keywords: Principal leadership, Teacher Learning Culture, Instructional Leadership, Professional Learning Community, School Culture.

1. INTRODUCTION

The quality of education continues to be strongly associated with the professionalism and measurable performance of teachers as central actors in the learning process.

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Contemporary educational discourse increasingly emphasizes that teacher quality is one of the most significant in-school factors influencing student achievement, instructional effectiveness, and school climate (Darling-Hammond, 2021; OECD, 2023). Recent international analyses confirm that systematic teacher development and accountability mechanisms contribute substantially to sustainable educational improvement (Schleicher, 2023; UNESCO, 2022). In this regard, strengthening teacher professionalism is not merely a policy priority but a strategic necessity for ensuring educational competitiveness and equity in the twenty-first century.

In Indonesia, teacher certification has been implemented as a national policy to ensure that educators meet minimum competency standards in pedagogical, professional, social, and personality domains. Certification is designed to acknowledge teachers who have fulfilled academic and professional requirements while simultaneously encouraging improved instructional quality (Ministry of Education, Culture, Research, and Technology, 2022). However, recent empirical studies indicate that certification status alone does not automatically translate into improved classroom practice without systematic monitoring and evaluation mechanisms (Prasojo et al., 2021; Suryani & Sari, 2022). This finding reinforces the importance of structured performance assessment systems to ensure that certified teachers consistently demonstrate professional standards in daily instructional activities.

Teacher Performance Assessment (Penilaian Kinerja Guru/PKG) serves as a formal mechanism to evaluate teacher competencies and professional accountability in Indonesian schools. According to current regulatory frameworks, PKG measures four core competencies—pedagogical, professional, social, and personality—through classroom observation, documentation review, and structured appraisal instruments (Ministry of Education, Culture, Research, and Technology, 2023). Performance evaluation systems are considered effective when they provide formative feedback, support reflective practice, and are directly linked to Continuing Professional Development (CPD) programs (Darling-Hammond et al., 2021; Kraft et al., 2022). When properly implemented, such systems can strengthen instructional capacity and foster collaborative learning cultures within schools (Hargreaves & O'Connor, 2022).

Nevertheless, research conducted between 2021 and 2025 reveals that performance assessment at the school level often encounters practical challenges. These include limited observation time, administrative overload, inconsistencies in assessor interpretation, and weak follow-up mechanisms (Rahman et al., 2022; Yusuf & Pratama, 2023). In some cases, evaluation becomes procedural rather than developmental, thereby reducing its impact on genuine professional growth (Santoso & Lestari, 2024). This situation suggests that the effectiveness of PKG depends not only on regulatory compliance but also on leadership commitment, institutional culture, and the integration of evaluation results into structured development planning.

Global educational transformation following the COVID-19 pandemic has further expanded expectations regarding teacher competence. Teachers are now required to integrate digital technologies, implement adaptive learning strategies, and design authentic assessments that accommodate diverse student needs (Trust & Whalen, 2021; König et al., 2022). Recent studies emphasize that teacher evaluation frameworks must evolve to capture digital pedagogy skills and innovation capacity as essential components of professional competence (Tondeur et al., 2022; Bond, 2023). Consequently, examining whether PKG

instruments adequately reflect contemporary instructional demands becomes increasingly relevant.

Leadership also plays a crucial role in ensuring the successful implementation of performance assessment systems. School principals who demonstrate instructional leadership and provide constructive supervision significantly enhance teacher engagement and accountability (Hallinger, 2022; Leithwood et al., 2023). Supportive leadership fosters trust, transparency, and professional dialogue, which are essential for transforming evaluation findings into sustainable improvement initiatives. Conversely, weak supervision and limited feedback may reduce teacher motivation to engage meaningfully in the assessment process (Sutopo & Hidayat, 2024).

SMA Negeri 1 Indralaya Selatan represents a public senior high school that consistently implements teacher certification and performance assessment policies. As a prominent educational institution in Ogan Ilir Regency, the school is expected to maintain high standards of instructional quality and professional accountability. Although PKG has been implemented in accordance with national technical guidelines, a comprehensive evaluation of its effectiveness, supporting factors, and inhibiting challenges within the local context remains limited. Understanding how PKG functions at this school is essential to determine whether the system genuinely strengthens teacher competence or merely fulfills administrative requirements.

Recent scholarship underscores that sustainable professional growth requires alignment between evaluation outcomes and Continuing Professional Development programs (Avalos, 2022; Kraft et al., 2022). Without structured follow-up, performance assessment risks becoming a documentation exercise rather than a transformative process. Therefore, investigating the implementation of Certified Teacher Performance Assessment at SMA Negeri 1 Indralaya Selatan provides valuable insight into how evaluation policies operate in practice and how they can be optimized to enhance teacher professionalism.

Based on these considerations, this study aims to describe the implementation process of Certified Teacher Performance Assessment at SMA Negeri 1 Indralaya Selatan, identify supporting and inhibiting factors influencing its execution, and evaluate its effectiveness in strengthening professional competencies. By employing a qualitative case study approach, this research seeks to provide contextual and evidence-based contributions to the discourse on teacher evaluation and sustainable professional development within the Indonesian educational system

2. METHOD

This study employed a qualitative approach with a case study design to obtain an in-depth and contextual understanding of the implementation of Certified Teacher Performance Assessment at SMA Negeri 1 Indralaya Selatan. A qualitative method was selected because it allows researchers to explore complex educational phenomena holistically, particularly those related to institutional processes, perceptions, and contextual dynamics (Creswell & Poth, 2022; Merriam & Tisdell, 2022). Qualitative inquiry is especially appropriate when the objective is to understand how policies are interpreted and enacted within specific institutional settings rather than to generalize findings statistically (Tracy, 2022; Yin, 2023). Since this research focuses on a single educational institution as the unit of analysis, the case study design enables detailed examination of processes, interactions, and contextual

influences that shape the implementation of teacher performance assessment (Yin, 2023; Hamilton & Corbett-Whittier, 2022).

The research was conducted at SMA Negeri 1 Indralaya Selatan, Ogan Ilir Regency, South Sumatra. The school was purposively selected because it consistently implements teacher certification and performance assessment programs in accordance with national regulations. Purposive sampling was applied to identify participants who possessed direct knowledge and involvement in the Teacher Performance Assessment (PKG) process (Palinkas et al., 2021; Campbell et al., 2021). The primary informants consisted of the school principal as the main evaluator and policy implementer, the vice principal for curriculum as the technical coordinator of PKG, and five to eight certified teachers whose performance had been formally assessed within the last academic year. This participant selection ensured that data were obtained from individuals directly engaged in both the assessment and follow-up processes.

Data were collected between January and June 2026 using multiple techniques to ensure depth and credibility. The primary data collection methods included in-depth semi-structured interviews, participatory observation, and document analysis. Semi-structured interviews were conducted to explore participants' experiences, perceptions, and interpretations regarding PKG implementation, supporting factors, and existing challenges. This format allows flexibility while maintaining alignment with research objectives (Brinkmann & Kvale, 2022; Rubin & Rubin, 2022). All interviews were audio-recorded with participant consent and subsequently transcribed verbatim to preserve data accuracy.

Participatory observation was carried out in a limited but systematic manner, particularly during classroom supervision activities and assessment-related meetings. Observation enabled the researcher to directly examine how PKG instruments were applied, how feedback was delivered, and how interactions between assessors and teachers occurred in practice. Observational data strengthen contextual understanding and reduce reliance solely on self-reported information (Tracy, 2022; Yin, 2023). Field notes were compiled immediately after each observation session to maintain data authenticity and analytical rigor.

Document analysis was also conducted to review official records related to PKG implementation. These documents included performance assessment instruments, observation sheets, annual evaluation reports, and Continuing Professional Development (CPD) program plans. Document analysis provides valuable insights into procedural consistency, administrative compliance, and the extent to which evaluation findings are translated into development planning (Bowen, 2022; Flick, 2022). By comparing documentary evidence with interview and observation findings, the researcher was able to examine alignment between formal procedures and actual practice.

To ensure research credibility and trustworthiness, several validation strategies were applied. Source triangulation was conducted by comparing information obtained from principals, vice principals, and teachers to identify convergent and divergent perspectives (Creswell & Poth, 2022). Method triangulation was achieved by integrating interview, observation, and document data to strengthen interpretative accuracy (Tracy, 2022). Member checking was implemented by sharing summarized findings with selected participants to confirm interpretative validity and reduce researcher bias (Candela, 2021). In addition, prolonged engagement and persistent observation were maintained throughout the research

period to deepen contextual understanding and enhance analytical credibility (Merriam & Tisdell, 2022).

Data analysis followed an interactive model adapted from contemporary qualitative analytical frameworks, emphasizing iterative coding, categorization, and thematic interpretation (Saldaña, 2021; Yin, 2023). The analysis process began with data familiarization through repeated reading of interview transcripts, field notes, and documents. Initial coding was conducted to identify meaningful units related to implementation procedures, supporting factors, inhibiting factors, and perceived effectiveness. Codes were then grouped into broader categories to develop emerging themes. Data reduction involved selecting relevant information while maintaining the integrity of contextual meaning. The condensed data were subsequently organized into narrative matrices to facilitate systematic interpretation.

Throughout the analytical process, reflexivity was maintained to acknowledge the researcher's positionality and minimize subjective bias (Tracy, 2022). Analytical conclusions were continuously verified against raw data to ensure consistency and credibility. By applying these methodological procedures, this study aims to produce reliable and contextually grounded findings regarding the implementation and effectiveness of Certified Teacher Performance Assessment at SMA Negeri 1 Indralaya Selatan.

3. RESULT AND DISCUSSION

Result

The findings indicate that the implementation of Certified Teacher Performance Assessment (PKG) at SMA Negeri 1 Indralaya Selatan is conducted systematically following the national assessment framework. The assessment process is implemented annually and involves evaluation of four main competency domains: pedagogical, professional, social, and personality competence. The school has established a structured assessment schedule, designated the principal as the main evaluator, and involved the vice principal for curriculum in coordinating the technical implementation of the assessment.

In the domain of pedagogical competence, most certified teachers were able to design lesson plans that align with curriculum standards and clearly formulate learning objectives. Classroom observations showed that teachers generally applied varied instructional strategies and encouraged student participation during lessons. Teachers were also able to conduct learning assessments and provide feedback to students. However, several teachers experienced difficulties in integrating digital technology effectively into classroom instruction, particularly in developing interactive digital learning materials and conducting online formative assessments.

In terms of professional competence, teachers demonstrated adequate mastery of subject matter and actively participated in professional development activities such as subject teacher forums and training workshops. Teachers recognized that the PKG process encouraged them to maintain professional performance and prepare learning materials more carefully. Nevertheless, the findings also indicate that the integration of knowledge gained from professional development activities into classroom teaching practices remains inconsistent.

Regarding social competence, teachers maintained positive relationships with students, colleagues, and parents. Observational data revealed cooperative interactions among teachers during school meetings and collaborative activities. Teachers were generally open to

receiving feedback from school leaders and colleagues, which contributed to a supportive professional environment.

Personality competence appeared as the strongest aspect among certified teachers. Teachers demonstrated discipline, responsibility, and professional commitment in carrying out their duties. Interview results showed that certification status strengthened teachers' sense of professional identity and motivated them to maintain ethical behavior and positive attitudes in their interactions with students and colleagues.

Despite these positive outcomes, several challenges were identified in the implementation of PKG. These include limited time for conducting comprehensive classroom observations, administrative workload that reduces opportunities for reflective teaching preparation, and the lack of systematic follow-up programs based on PKG results. Although evaluation outcomes are documented, the linkage between assessment findings and structured professional development planning is not always implemented consistently.

Overall, the findings indicate that the implementation of PKG at SMA Negeri 1 Indralaya Selatan is procedurally organized and capable of mapping teacher competencies effectively. However, its impact on continuous professional improvement depends largely on consistent follow-up actions and institutional support.

Discussion

The findings of this study demonstrate that structured teacher performance assessment can function as an important mechanism for maintaining professional standards and supporting instructional accountability. The systematic implementation of PKG at SMA Negeri 1 Indralaya Selatan indicates that evaluation frameworks can provide clear benchmarks for assessing teacher competencies across pedagogical, professional, social, and personality domains. Previous studies similarly emphasize that teacher evaluation systems contribute to improving instructional practices when they are implemented consistently and supported by institutional leadership (Darling-Hammond et al., 2021; OECD, 2023).

The findings related to pedagogical competence show that most teachers are capable of planning and delivering instruction effectively. However, the challenges observed in digital technology integration indicate that teachers still require additional support to develop digital pedagogical skills. This finding aligns with recent research suggesting that despite the increased use of technology in education, many teachers still face difficulties in designing technology-enhanced learning environments (Tondeur et al., 2022; Bond, 2023).

In the domain of professional competence, teachers' participation in professional development activities reflects a positive commitment to maintaining instructional quality. Nevertheless, the limited translation of training experiences into classroom innovation highlights a common issue in professional development programs. Earlier studies suggest that training programs often produce limited impact when they are not accompanied by continuous mentoring, reflective practice, and follow-up supervision (Avalos, 2022; Kraft et al., 2022).

The positive findings related to social competence indicate that collaborative relationships among teachers contribute to a supportive professional culture within the school. Research on school leadership also highlights that collegial relationships and

collaborative environments enhance teachers' willingness to engage in reflective practice and professional dialogue (Hallinger, 2022; Leithwood et al., 2023).

Personality competence emerged as the strongest aspect in this study, reflecting the role of professional identity and ethical responsibility in shaping teacher performance. Previous literature similarly emphasizes that teacher professionalism involves not only instructional competence but also moral commitment and role modeling for students (UNESCO, 2022; Schleicher, 2023).

However, the study also highlights the need to strengthen the linkage between performance evaluation and professional development planning. The limited follow-up mechanisms observed in this study support concerns raised in previous research that teacher evaluation systems often function primarily as administrative requirements rather than as tools for continuous professional learning (Santoso & Lestari, 2024; Yusuf & Pratama, 2023). Strengthening the integration between PKG results and structured professional development programs would therefore enhance the developmental impact of the evaluation process.

4. CONCLUSION

This study concludes that the implementation of Certified Teacher Performance Assessment at SMA Negeri 1 Indralaya Selatan is generally conducted in accordance with established procedures and contributes to mapping teacher competencies across pedagogical, professional, social, and personality domains. The evaluation process encourages teachers to maintain professional standards and strengthens their sense of professional responsibility. However, several challenges remain, particularly related to digital pedagogical competence, limited observation time, administrative workload, and the lack of systematic follow-up programs based on evaluation results. These findings imply that school leaders and education authorities need to strengthen the integration between performance assessment outcomes and structured professional development programs, while also providing greater support for digital teaching competencies and reducing administrative burdens on teachers. Future research may expand this study by examining PKG implementation across multiple schools or educational levels, as well as investigating the relationship between teacher performance assessment, professional development effectiveness, and student learning outcomes using broader methodological approaches.

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