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# Performance Management of Moving Teachers at State Middle School 1 Manado

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**ABSTRACT**

This research aims to analyze the performance management of Leading Teachers at SMP Negeri 1 Manado, focusing on three main aspects: planning, implementation, and evaluation. Leading Teachers is a strategic program of the Ministry of Education, Culture, Research, and Technology that aims to create agents of change in education through instructional leadership, reflection, collaboration, and innovation. In the context of educational management, Leading Teachers are expected to improve teacher professionalism and encourage a transformation in work culture in schools. This study used a qualitative approach with a descriptive design. Data collection techniques included in-depth interviews, observations, and documentation studies involving the principal, leading teachers, non-leading teachers, students, and parents. Data analysis was conducted using an interactive model that included data reduction, data presentation, conclusion drawing, and verification. The results indicate that Leading Teacher performance planning has been carried out strategically and participatively through school work forums and planning documents such as the RKS (Work Plan), RKAS (Work Plan for School Activities), and KOSP (Work Plan for School Activities). Performance implementation reflects the Leading Teacher principles through project-based learning, a differentiated approach, and coaching practices that encourage teacher collaboration and motivation. Performance evaluation is conducted internally through supervision and reflection, and externally through monitoring by the Education Office. This study concludes that the performance management of Leading Teachers positively contributes to improving the quality of education. Structured and collaborative implementation is key to creating a professional, adaptive, and sustainable school ecosystem.

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## INTRODUCTION

Education is the primary foundation for creating superior human resources with character and the ability to compete in the global era (Saepurokhman, Pugu, & Meisarah, 2025). A nation that prioritizes education will be able to produce intelligent, creative, and responsible individuals who contribute to the nation's progress (Attahakul, 2025). A nation's success in facing future challenges is largely determined by the quality of its education (Malik, 2018). Improving the quality of education is a primary focus of national development, with one crucial aspect being the role of teachers as the spearhead of the learning process in schools (Mincu, 2015). In this context, teachers play a central role as the primary implementers of education, not only as instructors but also as mentors, character

builders, and creators of a positive learning environment (Jumatullailah, Maksum, & Nurhasanah, 2024).

As Daoed Joesoef expressed regarding the importance of education: "Education is an integral part of life, in choosing and fostering a good life, in accordance with human dignity." From this statement, it can be concluded that education is crucial and inseparable from life. Every country in the world aspires to become a developed nation. It is common knowledge that education influences a nation's progress (Fägerlind & Saha, 2016). Education is so important that it can be measured by whether a nation is progressing or regressing (Bittman & Russell, 2016). As we know, education will certainly produce quality Human Resources (HR), both spiritually, intellectually, and skillfully. For a nation to progress, education must be viewed as a necessity, just like any other (Amet, 2023). Therefore, to achieve quality education, one crucial aspect that must be considered is teacher quality and performance (Bahr & Mellor, 2016). Teachers play a strategic role in determining the success of the learning process, student character development, and improving the overall quality of education (Surtini & Muhtar, 2024).

Teacher performance management is a strategic process designed to improve the effectiveness and efficiency of educators' performance in achieving learning objectives (Yansyah, 2022). In the educational context, performance management encompasses various aspects such as performance planning, task implementation, monitoring work results, and ongoing evaluation of teacher achievement (Alubbe, 2015). This process aims to create a professional, transparent, and results-oriented work culture. Good performance management is crucial for improving the quality of learning and student learning outcomes (Kibalirwandi, 2023). Therefore, teacher performance management is an urgent need to ensure the achievement of national education standards (Van Waeyenberg, Peccei, & Decramer, 2022).

In the context of improving teacher competency and professionalism, the Teacher Leader Program is a government initiative to improve the quality of teachers, who not only excel in teaching practices but also possess instructional leadership and managerial skills to drive educational transformation in their respective educational units. This program aims to create teachers capable of leading learning, inspiring the educational community, and contributing to the overall improvement of school quality (Magdaraog, 2025). Teacher Leaders are expected to be role models, agents of change who play a role in strengthening the learning community development system in schools. The implementation of the Teacher Leader Program brings a new approach to human resource management in schools, particularly in the aspect of teacher performance management. Teacher Leaders are trained to be able to reflect, collaborate, and evaluate teaching practices on an ongoing basis. This certainly impacts the work culture, motivation, and overall teacher performance achievement.

The presence of Leading Teachers opens up new opportunities in teacher performance management, particularly in terms of innovation, reflection on practice, and quality improvement through learning communities. This requires a strong support system from school management so that the changes brought about by Leading Teachers can be integrated into school policies and practices as a whole. When performance management focuses on

competency-based development and instructional leadership values, schools have the potential to build a sustainable and highly competitive educational ecosystem.

Various dynamics in the field indicate that the success of the program's implementation depends not only on the quality of individual Leading Teachers but also on the synergy across school elements in supporting their strategic role. Therefore, it is relevant to examine more deeply how this program is implemented in the context of performance management, particularly at the junior high school level. This research is expected to provide an empirical overview of Leading Teacher performance management practices, the challenges faced, and its impact on improving educational quality.

Based on initial observations conducted at SMP Negeri 1 Manado, it was discovered that this school already has teachers participating in the Leading Teacher Program and has begun to implement instructional leadership values within the school environment. These teachers demonstrate a strong commitment to developing innovative and collaborative learning practices. However, observations also indicate that the comprehensive implementation of teacher performance management still faces several obstacles.

First, teacher performance planning is not yet fully structured, particularly in terms of aligning teacher work plans, the school vision, and the Leading Teacher principles. Second, the implementation of Leading Teacher principles in teaching and learning is still uneven among all teachers; most change initiatives are still dominated by teachers who have participated in the program. Third, teacher performance evaluations still tend to be administrative in nature and have not been optimally utilized as a means of reflection for ongoing competency development.

This situation indicates that although the Leading Teacher Program has had a positive impact on the enthusiasm and innovation of some teachers, teacher performance management at SMP Negeri 1 Manado still needs to be strengthened to ensure more effective and sustainable implementation, evaluation, and performance development. This is crucial to ensure that the values and practices of instructional leadership brought by Leading Teachers are truly integrated into the school's overall work culture.

Based on this description, in-depth research on Leading Teacher Performance Management at SMP Negeri 1 Manado is crucial. This study aims to examine how the planning, implementation, and evaluation of Leading Teacher performance are carried out. This study aims to analyze the process of planning, implementing, and evaluating the performance of Driving Teachers and identify supporting and inhibiting factors in their performance management. The results of this research are expected to provide practical benefits for schools in developing more effective teacher performance management policies and strategies, as well as academic benefits in the form of enriching the treasures of Education Management science, especially related to the management of the Driving Teacher program at the education unit level.

## METHOD

This research employed a qualitative approach, collecting data naturally within the context to interpret the phenomenon as it occurred. The focus was on providing in-depth descriptions and analysis of the performance of the leading teachers. The study was

conducted at SMP Negeri 1 Manado over a period of approximately three months, from July to September 2025.

Primary data were obtained from the principal, leading teachers, non-leading teachers, students, and parents to gain comprehensive insights into teacher performance planning, implementation, and evaluation. Secondary data were sourced from documents such as Academic Supervision Reports, Teacher Self-Evaluations (EDG), Teacher Performance Assessments (PKG), and Educator Performance Targets (SKP). This combination provided an objective picture of the implementation of the *Leading Teacher Program* and its contribution to enhancing teacher performance management at SMP Negeri 1 Manado.

Data collection techniques included in-depth interviews, observation, and document studies, aligned with qualitative methods. Data analysis was conducted interactively based on the Miles and Huberman (2008) model, which involved three main stages: data reduction, presentation, and conclusion drawing/verification. During data reduction, essential information was filtered and focused upon. The presentation stage involved organizing findings into narratives, tables, or charts. The final stage involved drawing conclusions and verifying patterns and relationships within the data. The validity of the data was tested using four criteria from Sugiyono (2008): credibility, transferability, dependability, and confirmability. Credibility was ensured through extended observation, triangulation, peer discussions, negative case analysis, and member checks. Transferability was achieved through detailed and systematic reporting, allowing the findings to be applicable in similar contexts. Dependability and confirmability were maintained through an audit of the research process conducted by an independent supervisor.

## RESULTS AND DISCUSSION

### School Profile

SMP Negeri 1 Manado, located at Jl. W.R. Supratman No. 72, is a public junior high school established on July 1, 1954. The school accommodates 2,120 students in 21 study groups, from diverse socioeconomic backgrounds. Student academic achievement is strong, as evidenced by the 2023 National Assessment results, which showed scores above the national average in literacy, numeracy, character index, climate of safety, inclusiveness, and behaviors of faith, honesty, and responsibility. The school also implements an inclusive program for students with special needs and is a Reference School and implementer of the School Mover Program. The school's vision is "Creating a Generation of Faith, Noble Character, Technologically Savvy, and Environmentally Conscientious," which serves as the direction for curriculum and learning development.

### Teacher Performance Data

The teaching staff consists of 84 teachers (23 male, 61 female) and six administrative staff. Teacher competency is above the national average (2021 National Assessment), utilizing a cooperative learning approach and continuous evaluation through diagnostic, formative, and summative assessments. The school faces the challenge of a high teaching load (>30 hours/week) in some subjects, but professional development efforts through coaching, mentoring, and training ensure the quality of learning is maintained. This program

supports instructional leadership, collaboration, and teacher innovation, in line with the principles of continuous professional development (CPD).

**Leading Teacher Profile**

Leading Teachers at SMP Negeri 1 Manado play a strategic role in educational transformation, including instructional leadership, curriculum development, and motivating learning communities. They integrate the values of the Pancasila Student Profile into teaching practices, encourage teacher collaboration, and act as drivers of innovation within the school. The presence of Leading Teachers strengthens the school's role as a Leading School and ensures the effective implementation of the independent curriculum. The presence of these teachers is not merely symbolic, but tangible and measurable through formal performance indicators, making a significant contribution to the quality of learning and school quality management.

**Research Data Description**

**1. Leading Teacher Performance Planning**

Based on observations and interviews, Leading Teacher performance planning at SMP Negeri 1 Manado is structured, participatory, and based on the school's real needs. This process begins through formal forums, such as annual work meetings, curriculum workshops, and stakeholder discussions, which emphasize the alignment of the Leading Teacher program with the school's vision and mission, strengthening learning quality, developing student character, and creating a positive culture.

The principal emphasized that planning is not solely administrative but also based on an analysis of real needs, including student learning outcomes and teacher challenges in the classroom (Handoko, 2012). School support includes regular training programs, strengthening learning communities, facilitating P5 projects, and supporting facilities such as creative spaces, multimedia devices, and adequate internet access.

Leading Teachers are involved from the conceptual planning stage through curriculum development, including the development of project-based teaching modules and differentiated learning, as well as contextual activities such as environmental, entrepreneurship, and simple technology projects. Internal teacher planning is based on reflection on previous practices, analysis of student needs, setting performance goals, activity strategies, and measurable success indicators, such as increased student participation, achievement of learning objectives, and critical and collaborative thinking skills.

Internal and external support, from both the principal and the management team, provides space for Leading Teachers to innovate and implement new learning methods. This strengthens the effectiveness of performance planning, which is oriented towards innovative, collaborative, and contextual learning, in line with the spirit of "Merdeka Belajar" (Freedom to Learn).

**2. Leading Teacher Performance Implementation**

The Leading Teacher performance implementation at SMP Negeri 1 Manado reflects the integration of the teacher's role with all school programs. Based on interviews with the principal, Leading Teacher principles are implemented through learning activities, strengthening a positive culture, the Pancasila Student Profile project, and improving the quality of the curriculum based on the local context. Each innovative program is aligned with the School Activity and Budget Plan (RKAS) and the Annual Work Plan (RKT), in line with the theory of integrated performance management, which emphasizes alignment between performance implementation and organizational strategy.

Leading Teachers act as facilitators of collaboration and foster a positive culture, leading forums for sharing good practices, building learning communities, and assisting teachers who need guidance. They implement coaching and mentoring to shape student character, modeling discipline, openness, and collaboration.

Innovative learning is implemented through Project-Based Learning (PBL), which addresses real-world issues surrounding the school, such as environmental cleanliness, involving students, parents, and the community. Furthermore, Leading Teachers actively facilitate teacher learning communities (KBG) through discussions, lesson studies, and small workshops, fostering a collaborative and reflective culture that supports improved learning quality.

Leading Teachers fulfill five primary roles: leading learning, mentoring fellow teachers, sharing practices within the teacher community and MGMP (Student Leadership Group), implementing differentiated learning tailored to student needs, and developing themselves through formal and informal training. These practices include project-based learning, a Healthy Environment, which enhances student creativity and participation and fosters a direct impact on the surrounding environment.

Other teachers, parents, and students have responded positively to the Leading Teachers' presence. Another teacher stated that the program encouraged collaboration and innovation, parents saw their children become more active and motivated, and students found learning more engaging, interactive, and relevant to their interests.

Overall, the implementation of the Leading Teacher program at SMP Negeri 1 Manado resulted in meaningful, contextual, and collaborative learning, which not only improved the quality of learning but also fostered a positive school culture.

### 3. Leading Teacher Performance Evaluation

The Leading Teacher performance evaluation and follow-up stage serves as a means of reflection, oversight, and continuous improvement. Evaluation is conducted in layers by internal school and external parties from the Education Office. The principal stated that internal evaluation includes supervision, classroom observations, and teacher reflections each semester, while external evaluation ensures program alignment with national education policies.

Evaluation indicators include instructional innovation, student learning outcomes, the effectiveness of collaboration between teachers, contributions to a positive culture, instructional leadership, and engagement in learning communities.

Evaluation techniques include classroom observation, portfolio analysis, written reflections, performance interviews, and feedback from students and peers. This approach demonstrates democratic and reflective performance management practices.

Leading Teachers view evaluation as a professional learning tool. The stages include self-reflection, principal supervision, discussions with colleagues, and the preparation of a report and improvement plan for the next cycle. Evaluation is used to refine learning strategies and improve the quality of the curriculum, school programs, and teacher professional development.

Follow-up on evaluation results is carried out through needs-based training, revision of performance management policies, and the use of learning technology, including a Learning Management System (LMS). This ensures that the innovations initiated by the Leading Teachers are accessible to all teachers, not just the leading teachers.

Students and parents also provided feedback that impacted learning interactions and character development. Students desired more engaging and practice-based learning, while parents emphasized strengthening character values, courtesy, and ethics.

Overall, the evaluation and follow-up at SMP Negeri 1 Manado not only improved academic quality but also built a positive, collaborative culture and student character, in line with the principles of Freedom to Learn and integrated performance management.

**Lead Teacher Performance Planning at SMP Negeri 1 Manado**

Based on research findings through interviews, observations, and documentation, the Lead Teacher performance management planning stage was conducted systematically, integratedly, and participatory, involving the principal, Lead Teacher, curriculum development team, teachers, students, and parents. This planning aims to ensure that each program aligns with the school's needs and aligns with the educational vision and mission. Planning indicators include:

a. Program Alignment with the School Vision and Mission
b. Analysis of Learning Needs and School Conditions
c. Establishment of Goals and Performance Indicators
d. Development of Innovative Learning Strategies
e. Support for School Policies and Facilities
f. Program Integration into the School Work Plan (RKS) and School Work Plan (RKAS)
g. School Stakeholder Involvement
h. Strengthening the Lead Teacher's Role as a Director and Driver of Innovation

Lead Teacher performance planning at SMP Negeri 1 Manado aligns with Armstrong's theory on Performance Management, where every component of the education system works in an integrated manner to continuously improve performance. This is evident in:

1. Integration of Lead Teacher objectives with the school's vision and mission.
2. Establishing clear and measurable performance indicators.

3. Support from school policies and facilities.
4. Collaboration in planning that strengthens the link between individual and organizational plans.

This structured, needs-based, and participatory planning forms the foundation for the implementation and evaluation of Leading Teacher performance, ensuring effective and sustainable learning innovation.

**Implementation of Leading Teacher Performance at SMP Negeri 1 Manado**

The implementation of Leading Teacher performance management demonstrates the integration between school policies, individual teacher performance, and the application of Leading Teacher principles. Leading Teachers act as implementers of student-centered learning, promoters of school culture, and facilitators of teacher professional development.

Implementation Indicators:

a. Integration of the Leading Teacher Program into School Activities
b. Implementation of Innovative and Contextual Learning
c. Increasing Teacher Collaboration and Professionalism
d. Student and Community Involvement in Learning
e. Increasing Student Motivation and Activeness
f. Transforming Teacher Work Culture to Be Reflective and Adaptive

The implementation of the Leading Teacher's performance at SMP Negeri 1 Manado has integrated all the Leading Teacher principles: student-centered, reflective, collaborative, innovative, and independent. The Leading Teacher acts as an agent of change in school culture, a facilitator of teacher professional development, and a director of student learning.

This finding aligns with Peter Senge's (1990) theory on Learning Organizations, which emphasizes the importance of organizations that continuously learn, adapt, and innovate through collaboration and reflection. In the context of SMP Negeri 1 Manado:

1. The school functions as a learning organization, where teachers and students grow through a reflective process.
2. The Leading Teacher serves as a learning agent who fosters a collaborative and innovative culture.
3. Implementation is supported by collaboration, continuous reflection, and student-centered learning.

Thus, the performance management of the Leading Teacher at this school represents the principles of a learning organization grounded in the core values of the Leading Teacher, thus supporting the continuous improvement of educational quality.

**Performance Evaluation of Lead Teachers at SMP Negeri 1 Manado**

The performance evaluation of Lead Teachers at SMP Negeri 1 Manado is carried out in a targeted, measurable manner, and is oriented towards improving the quality of learning. The evaluation is conducted in stages, involving the principal, development team, supervisors, and the Lead Teachers' self-reflection. The evaluation process not only assesses results but also serves as a means of feedback for continuous improvement of teacher performance.

Evaluation Indicators:

a. Structured and Scheduled Evaluation Implementation
b. Use of Relevant and Measurable Evaluation Instruments
c. Involvement of the Principal and School Development Team
d. Implementation of Self-Reflection and Self-Evaluation by Lead Teachers
e. Feedback as a Basis for Performance Development
f. Follow-up in the Form of Coaching and Training
g. Impact of Evaluation on Improving Teacher Performance Quality

The performance evaluation of Lead Teachers at SMP Negeri 1 Manado has been effective and oriented towards improving teacher quality. Systematic evaluation, based on relevant instruments, involving the principal and the assessment team, and accompanied by feedback and follow-up, creates a reflective and participatory work culture. This finding aligns with the Total Quality Management (TQM) principles in education according to Edward Sallis (2002), which emphasize continuous improvement through the involvement of all members of the organization. In the context of SMP Negeri 1 Manado:

1. Evaluation is conducted continuously and based on data.
2. The principal, teachers, and assessment team are actively involved in the evaluation process.
3. Feedback and follow-up are directed towards improving the quality of work.
4. A reflective and participatory culture is created within the school environment.

Therefore, the performance evaluation of Leading Teachers at this school does not stop at assessment, but becomes a mechanism that encourages improvements in teacher professionalism and the overall quality of learning.

The performance planning of the Leading Teacher is conducted in a participatory and needs-based manner. The principal, together with the Leading Teacher, identifies teacher development needs through reflection on learning outcomes, academic supervision, and teacher learning community forums. From this analysis, short-term goals (e.g., improving teacher competency in differentiated and project-based learning) and long-term goals (establishing a reflective and collaborative culture in the school) are established.

The planning process includes data collection, situation analysis, strategy formulation, operational planning, role allocation, and initial monitoring. This approach demonstrates the integration of data, collaboration, and reflection, ensuring that the performance plan is relevant to the school's actual needs and oriented toward improving the quality of learning (Mulyasa, 2021; López-Cabrales et al., 2023; Astuti & Jamilus, 2024).

The implementation of the Leading Teacher's performance emphasizes core values: student-centered, reflective, collaborative, innovative, and independent. The Leading Teacher acts as a pioneer of change, a facilitator of learning, and an agent of transformation in the teacher work culture. Activities include:

1. Implementation of project-based and contextual learning, as well as integration of educational technology.
2. Mentoring and peer coaching to improve the competency of colleagues.
3. Facilitation of teacher learning communities (KBG) and reflective forums to share good practices.

4. Regular self-evaluation and reflection to adjust learning strategies.

This implementation demonstrates the synergy between distributive leadership, collaboration, and innovation that supports comprehensive teacher performance management (Kemdikbud, 2020; Ahmed & Rao, 2025; Carter et al., 2024; Santos, 2024). The principal acts as a learning leader who encourages innovation and provides space for Leading Teachers to serve as role models for their colleagues (Mufid et al., 2024).

Leading Teacher performance evaluation is structured, objective, and oriented towards continuous professional development. The evaluation process includes:

1. Teacher performance assessment based on observation data, self-reflection, and digital reporting.
2. Constructive feedback from the principal and development team for performance improvement.
3. Follow-up includes coaching, mentoring, internal training, and strengthening the learning community.

This evaluation not only measures results but also encourages continuous improvement, reflection, and innovation. The use of information technology strengthens the transparency and efficiency of processes, in line with the transformation of educational supervision in the digital era (Sumampow et al., 2024; Solihah, 2024; Sumual et al., 2024). Effective evaluation creates a reflective, collaborative, and adaptive work culture, while also serving as a foundation for continuous teacher professional development (Wibowo, 2023; Astuti et al., 2024; Yuliana et al., 2023).

The performance management of the Leading Teacher at SMP Negeri 1 Manado is planned, directed, and sustainable, encompassing three main stages:

1. Participatory planning based on the real needs of teachers and the school.
2. Implementation that consistently applies the Leading Teacher principles, emphasizing student-centered learning, reflection, collaboration, and innovation.
3. Data-based evaluation and follow-up, reflection, and the use of technology, result in professional improvement and a productive school culture.

This cycle demonstrates that the performance management of Teacher Leaders is not only an administrative oversight instrument, but also a continuous development system that encourages teachers to learn, innovate, and contribute to improving the quality of education. This model is a good practice that can be adopted by other schools to improve teacher professionalism comprehensively.

## CONCLUSION

The planning, implementation, and evaluation of Leading Teacher performance at SMP Negeri 1 Manado were conducted in a structured and participatory manner involving key school stakeholders. Planning focused on identifying teacher competency needs, setting measurable goals, and designing innovative learning activities aligned with Leading Teacher principles such as student-centeredness, independence, reflection, collaboration, and innovation. These principles boosted teacher motivation, competence, and the creation of a positive learning environment. Continuous performance evaluation employed data-driven

methods including observation, self-reflection, and digital documentation, serving both administrative and professional development purposes. To enhance this process, it is recommended that SMP Negeri 1 Manado adopt a needs-based data approach in planning, increase collaborative innovation among teachers, and develop a more efficient digital system for performance evaluation. Additionally, ongoing support from the Education Office through training, supervision, and recognition is crucial to sustain and strengthen the Teacher Leader program and overall educational quality. Future research could explore the long-term impact of these improvements on student outcomes and teacher retention within similar school contexts.

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