

Strategy Implementation in Efforts to Improve Teacher Performance

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ABSTRACT

This research aims to identify the application of strategies to improve teacher performance. The research focus was on Tahfidz Elementary School teachers in Lumajang, especially Tahfidz Al Aziz Elementary School, Bahrusysyifa Qur'an Elementary School, and Cahaya Qur'an SQS. This research uses a qualitative approach. Research data was obtained from informants, including school principals, teachers and student guardians. Data collection methods include observation, interviews, and documentation. Data were analyzed inductively using data reduction steps, data presentation and conclusion. The findings of this research indicate that the implementation of strategies in an effort to improve teacher performance is improving performance by building intense communication between school principals and teachers, holding independent coaching, conducting evaluation meetings, attending official education and training, holding comparative studies, and fulfilling teacher welfare.

INTRODUCTION

Education plays a vital role in meeting the need for quality human resources in Indonesia, with the aim of preparing them to be able to compete in the future. Teachers are considered the central pillar in realizing various educational policies and have a very crucial role in shaping the face of education in Indonesia. According to Sanjaya (2014), quality teachers are also able to manage the class well, create positive discipline, and manage time efficiently. Thus creating a conducive learning environment. Schools and education continue to develop. High-performing teachers are better able to adapt to changes in curriculum, technology, and teaching methods.

To improve teacher performance by making efforts such as training and professional development, support in designing and implementing effective learning, and objective performance assessment (Alma et. al, 2009). By improving teacher performance, schools can achieve better educational goals and have a positive impact on student development.

Research regarding the implementation of strategic management in improving teacher performance in Tahfidz schools is an exciting topic, according to researchers, because of several reasons, including the fact that researchers are aware of the importance of Tahfidz education. Tahfidz schools have a unique role in educating students in memorizing the Al-Qur'an. The quality of education at this school has a significant impact on students' memorization of the Qur'an. Therefore, improving teacher performance in tahfidz schools is very important to ensure quality tahfidz education. Based on data published on the Lumajang City Education Office website, currently, only a few tahfidz schools have been opened.

Improving the performance of teachers in tahfidz schools also has social solid relevance in Muslim communities because it is related to fostering a generation that is better at understanding and practicing religion (Mulyono, 2008). Therefore, research on strategic management in improving teacher performance in tahfidz schools has the potential to make a significant contribution to improving religious education and the quality of teaching in tahfidz schools and have a positive impact on the Muslim community at large.

Especially in Lumajang, tahfidz education is in great demand by the public. Based on data submitted by the school, every year, tens or even hundreds of parents come to the school to seek information or register their children. However, not all of them can be accepted because tahfidz schools carry out specific tests on prospective students to determine the maximum class limits and also the standardization of students who will be accepted.

Tahfidz schools that are widely known by the people of Lumajang and have a good image based on the title given by the Lumajang City Education Office include Tahfidz Al Aziz Elementary School, Quran Bahrusyshyifa Elementary School, and Tahfidz Cahaya Quran Elementary School. As a school that is in great demand by the public, it should have good-quality educators in order to produce quality students. Therefore, researchers assume that these three schools are the proper objects to find out in more depth what strategies are appropriate to implement in an effort to improve teacher performance.

LITERATURE REVIEW

1) Human Resources Management

Human resource management is a process for acquiring, training, assessing and compensating employees and for managing their labor relations, health, safety and matters related to justice (Dessler, 2015). Mukhyi & Hadir (2005) define human resource management in education as the process of planning, organizing, developing, directing and controlling human resources in educational institutions, such as schools, colleges or training institutions.

2) Strategic Management

Strategic management is a series of decisions and actions aimed at formulating and implementing plans designed to achieve company goals (Pearce & Robinson, 2011). Meanwhile, (Siagian, 2013) states that strategic management in the educational context refers to the process of planning, developing, implementing and evaluating strategies used by educational institutions, such as schools, universities or training institutions, to achieve their educational goals effectively and effectively. Efficient. Likewise, according to Sudjana (2014), teacher performance management is closely related to the principal's responsibility to maintain continuous communication through collaboration with all teachers in the school.

3) Teacher Performance

Performance is the result of work that becomes a reference for comparison with the results that are formed or produced (Dessler, 2015). There are six indicators of performance (Dessler, 2015), including (1) Quality of work, (2) Productivity, (3) Job Knowledge, (4) Reliability, (5) Attendance, and (6) Independence.

Mangkunegara (2011) explains performance as the quality and quantity of work achieved by an employee in carrying out his duties in accordance with the responsibilities given to him. Meanwhile, according to (Asf & Mustofa, 2013), a teacher's performance is the result of work that he can achieve in an educational institution or madrasa in accordance with his duties and responsibilities in achieving educational goals. A teacher's success must meet the established criteria.

Sa'ud (2013) states that there are several indicators of teacher performance, including (1) The teacher Capability Assessment Tool, which includes learning plans, learning procedures and interpersonal relationships; (2) Indicators for assessing teacher performance are carried out toward three learning activities in class which include (1) planning learning activity programs, (2) implementing learning activities, and (3) evaluating/assessing learning.

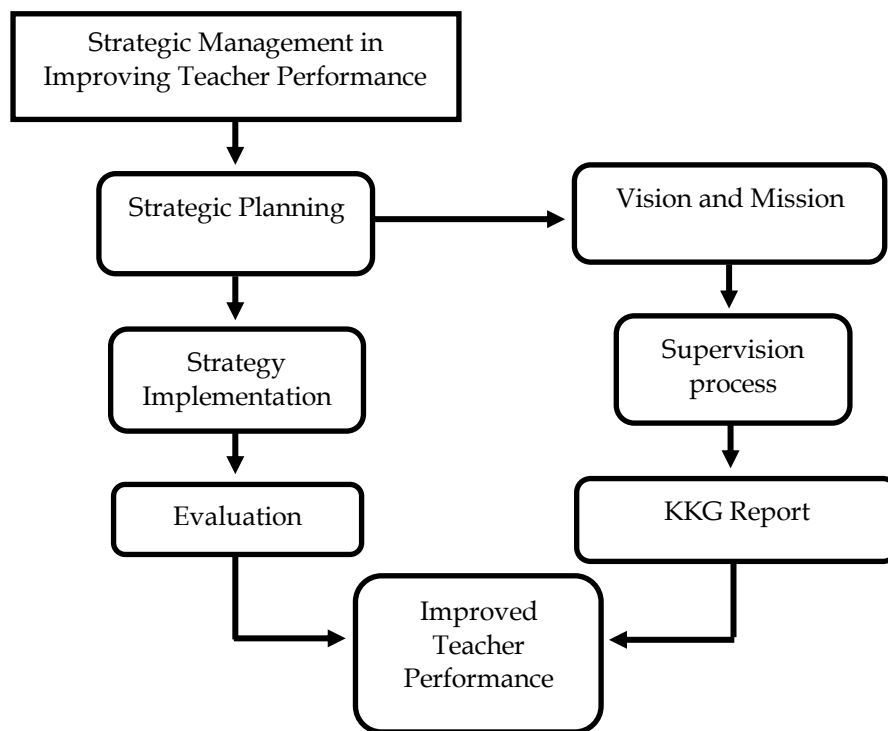


Figure 1. Mind Map

In Figure 1, this research examines strategic management in an effort to improve teacher performance. Management to improve teacher performance will be in line with expectations if it is based on sound strategic management, starting from planning, implementation, supervision, and evaluation. This management strategy is hoped to improve teacher performance in schools.

METHODOLOGY

This research uses a qualitative approach. Moleang (2017) qualitative research aims to understand phenomena about what is experienced by research subjects such as behavior, perceptions, motivations, actions and so on holistically and by means of descriptions in the form of words and language in a unique natural context by utilizing various natural methods. Meanwhile, according to (Hendryadi & Zannati, 2019), it is a naturalistic investigation process that seeks a deep understanding of natural social phenomena. The data collection techniques include 1) observation; This research at Tahfidz Elementary School, Lumajang City, namely Tahfidz Al Aziz Elementary School, Quran Bahrushisyifa Elementary School, and Cahaya Qur'an SQS, and 2) interviews. The source of interview data in this research came from the Principal and Teachers at SD Tahfidz Al Aziz, SD Quran Bahrushisyifa, and SQS Cahaya Qur'an, and 3) documentation collected from this research in the form of learning activities in class, activities carried out by teachers outside the classroom, and interview activities conducted by researchers with the informant.

The steps taken in analyzing qualitative data in this research include 1) data reduction, a process in which selection occurs, focusing on simplifying,

abstracting and transforming raw data contained in field notes. This data reduction process takes place continuously throughout the qualitative research project. In other words, the purpose of data reduction is to facilitate understanding of the data that has been collected (Suwarma, 2015); 2) data display: Researchers really appreciate data display that is good and easy to understand because this is an important step towards good qualitative analysis valid and reliable (Suwarma, 2015), and 3) verification and concluding. Conclusions are an attempt to interpret the meaning, significance and explanation of data that has been analyzed by identifying important things.

RESEARCH RESULT

1. School Vision

Table 1. School Vision

School Name	Vision
Tahfidz Al Aziz Elementary School	Forming students into perspective Quranic leaders who have a foundation of faith, the Al-Quran, ethics, and have an environmental and global perspective.
Bahrusyisyifa Qur'an Elementary School	Producing Optimally Sholeh Students who are Excellent in All Characters
SQS Cahaya Qur'an	To form a generation that is of noble character, devout, spiritually intelligent, skilled at swimming, archery, and horse riding, and has the soul of a leader.

Source: Researcher Document, 2024

2. School Mission

Table 2. School Mission

School Name	Mission
Tahfidz Al Aziz Elementary School	<ol style="list-style-type: none"> 1. Growing students' faith by using the Qur'an and Sunnah as a guide to life. 2. Prioritize Islamic etiquette in behavior and speech. 3. Make students memorize 6 Juz of the Al-Qur'an. 4. Make students excel in basic literacy with public speaking and primary foreign languages. 5. Foster students to care about the surrounding environment.
Bahrusyisyifa Qur'an Elementary School	<ol style="list-style-type: none"> 1. Organizing integral education in mental and spiritual aspects. 2. Develop an innovative curriculum and prepare complete and up-to-date

	<p>learning tools intellectual and life skills to produce students who are devout, intelligent, independent and have a global perspective.</p> <p>3. Improving the quality of human resources based on the Al-Quran and As-Sunnah.</p>
SQS Cahaya Qur'an	Carrying out learning the Al-Quran, Sharia science, general science, assembly, swimming, archery, and horse riding.

Source: Researcher Document, 2024

3. Condition of Teachers, Employees and Students

Table 3. Condition of Teachers, Employees and Students

School Name	Condition of Teachers, Employees and Students
Tahfidz Al Aziz Elementary School	Overall, the situation of teachers, staff and students at Tahfidz Al Aziz Elementary School is 5 teachers, 1 education staff and 18 students.
Bahrusyisyifa Qur'an Elementary School	Overall, the situation of teachers, staff and students at SD Qur'an Bahrusyisyifa is 7 teachers, 2 education staff and 169 students.
SQS Cahaya Qur'an	Overall, the situation of teachers, staff and students at SQS Cahaya Qur'an is 5 teachers, 1 education staff and 65 students.

Source: Researcher Document, 2024

4. Infrastructure

Table 4. Infrastructure

School Name	Infrastructure for the 2023/2024 Academic Year
Tahfidz Al Aziz Elementary School	There are 2 classrooms that are supported by classroom support infrastructure consisting of tables, chairs, blackboards and writing equipment that is adequate and representative for use in daily learning. Apart from that, there is also 1 madrasa head's office, 1 teacher's room, 1 library room, 2 toilets, 1 kitchen room and several parking areas, all of which are in good condition. Apart from that, there is ongoing construction of a mosque, which is still in the process of being completed.
Bahrusyisyifa Qur'an Elementary School	There are 12 classrooms, which are supported by classroom support infrastructure consisting of tables, chairs, blackboards and adequate and

	representative writing equipment for use in daily learning. Apart from that, there is also 1 madrasa head's office, 2 teachers' rooms, 1 laboratory room, 4 toilets, and several parking areas, all of which are in good condition.
SQS Cahaya Qur'an	There are 6 classrooms, which are supported by classroom support infrastructure consisting of tables, chairs, blackboards and adequate and representative writing equipment for use in daily learning. Apart from that, there is also 1 madrasa head's office, 1 teacher's room, 1 laboratory room, 2 toilets, and several parking areas, all of which are in good condition. Apart from that, there is ongoing construction of a mosque, which is still in the process of being completed.

Source: Researcher Document, 2024

DISCUSSION

Description of Research Data

In this discussion, the researcher will explain and describe strategies for improving the performance of Tahfidz Elementary School teachers in Lumajang City. Below is a presentation of data relating to the research focus that has been previously made, namely: 1) SWOT analysis of strategy implementation in an effort to improve the performance of Tahfidz Elementary School Teachers. 2) Performance of Tahfidz Elementary School Teachers in Lumajang City. 3) Strategies in efforts to improve teacher performance. 4) Improving teacher performance 5) Obstacles in efforts to improve teacher performance. Data related to the research focus above will be presented according to information available in the field.

1. SWOT analysis of strategy implementation in an effort to improve the performance of Tahfidz Elementary School Teachers

Rangkuti (2017) said that strategy implementation must be based on a comprehensive understanding of an organization's internal and external situation. SWOT analysis is a very useful tool for helping organizations understand the key factors that can influence the success of strategy implementation.

SWOT analysis (Strengths, Weaknesses, Opportunities, Threats) is a valuable tool for understanding the internal and external situation of an organization (Rangkuti, 2017). In the context of improving teacher performance in schools, based on the researcher's interview with the Principal of Tahfidz Elementary School, Lumajang City, the following is a SWOT analysis table:

Table 5. SWOT Analysis

Strength	<ol style="list-style-type: none"> 1. Experience and educational qualifications of most teachers. 2. There are professional development programs available. 3. Commitment from school principals and management staff to improve the quality of teaching. 4. Adequate physical resources such as facilities and equipment.
Weakness	<ol style="list-style-type: none"> 1. Limited funds for teacher training and development. 2. Lack of supervision and feedback on teacher performance. 3. Lack of motivation or support from some teachers. 4. Lack of coordination between teachers and management staff.
Opportunity	<ol style="list-style-type: none"> 1. There is an incentive program for teachers who achieve specific performance targets. 2. Advances in educational technology that can be used to improve the quality of teaching. 3. Collaboration with other educational institutions or teacher exchange programs to share best practices. 4. Support from the community or sponsorship funds for teacher performance improvement initiatives.
Threat	<ol style="list-style-type: none"> 1. Competition to attract and retain qualified teachers. 2. Changes in educational policy that may affect program funding or teaching requirements. 3. Lack of support from parents or the community for efforts to improve teacher performance. 4. Pressure from educational standards that continue to develop and require adjustments to the curriculum or teaching methods.

Sumber: Dokumen Peneliti, 2024

Table 5 shows that by understanding these factors, schools can identify strategic steps to improve teacher performance, such as investing in training and development, creating a coaching system, conducting evaluations, and taking advantage of collaboration opportunities with other parties to improve the quality of teaching overall.

2. Teacher Performance

According to Yasmin & Maisah (2010), teacher performance is related to the teacher's overall activities in carrying out his responsibilities as an individual responsible for teaching, educating, guiding and developing students toward achieving the expected success.

1) Teacher Performance at Tahfidz Al Aziz Elementary School

In terms of learning, Tahfidz Al Aziz Elementary School's teaching staff carry out their duties according to their competencies. However, there were several findings that researchers found regarding academic qualifications that needed to be in accordance with the subject being taught; this is what happens in the field. Pedagogical Competency, which relates to teacher qualifications and the subjects taught by almost 80% of teachers at Tahfidz Al Aziz Elementary School, does not meet academic qualifications. As stated by Ustadzah Ruli (one of the teachers), "The subject that I am good at is mathematics. S1 happens to be majoring in mathematics education, but I was given the task of teaching mathematics, abacus and English." as stated by Ustadzah Fitri "I teach the tahfidz subject but my S1 psychology, if I could choose I would choose the subject that suits my major, but we cannot choose because this is the principal's policy and is my responsibility." This is different from what Ustadz Amin stated: "I used to study at UIN Malang, majoring in PAI, and I also taught PAI here. Thank God, it suits the major I'm taking." However, the Principal said that the performance of the majority of teachers was quite good. It is that occasionally, there are late arrivals to class, and there are no teachers on duty during afternoon prayers. The discipline factor must be further improved. As stated by Ustadzah Devi, the principals of the school, "Every week a joint evaluation is held routinely, in order to establish communication between the principal and the teacher concerned in order to make improvements," as stated by one of the santri (Students) guardians (Mrs. Rini) "During my time as a santri guardian, I have quite satisfied with the performance of the Teacher here. Our communication is quite good, and we can collaborate to educate children optimally."

Based on the researcher's interviews with informants, the researcher concluded that the performance of teachers at Tahfidz Al Aziz Elementary School was quite good. Even though some teachers do not teach according to their field, the Principal has tried to ensure that this is not an obstacle. One of the efforts is to provide teacher coaching and prepare teaching materials before the Teacher enters the classroom.

2) Teacher Performance at Bahrusyisyifa Qur'an Elementary School

According to the principal (Ustadz Sami'udin), "At Quba Elementary School, there are two types of teachers, namely Qur'an teachers and academic teachers. All academic teachers are experienced and have completed undergraduate education. "Meanwhile, there are still a number of Qur'an teachers who are still pursuing bachelor's degrees, so in terms of experience and knowledge regarding classroom conditioning, these Qur'an teachers are still lacking." accordance with what Ustadzah Novita stated: " I teach tahfidz lessons. However, he is also still in the process of

pursuing Dzah's bachelor's degree. So I teach while learning." Based on researchers' observations on December 18, 2023, the relationship with the social competence of Bahrusysyifa Qur'an Elementary School teachers in interacting with students, leaders, colleagues, and the community is as follows: 1) able to communicate and socialize effectively with students both in the classroom and outside of the classroom. Teachers have a strong rapport with students, and 2) are able to communicate with fellow educators and education staff. As is done by several teachers in the teacher's room, during teaching hours, they exchange ideas and opinions to increase their knowledge. They are confirmed directly by Ustadz Achmad (teacher). "We always communicate with parents, guardians or the surrounding community, such as when holding bazaars, taking report cards, or relaxing events such as health walks. Even when there are people around the school, parents or fellow teachers who are sick or die, there are always visits or pilgrimages. Likewise, when distributing zakat, it always involves students, parents, guardians and the surrounding community because we are teachers, sis, so we must always interact and maintain good ethics with everyone."

One of the students' parents (Mrs. Devi) said, "In my opinion, the teacher's performance is quite good, sis. It's just that there are a few things that might need to be evaluated. Namely, children's learning achievement targets should be emphasized even more. I see that several targets have not been achieved, like children's memorization of the Qur'an or even from academic lessons."

Based on the researcher's interviews with informants, the researcher concluded that the performance of teachers at SD Qur'an Bahrusysyifa was quite good. Although several teachers are still completing their undergraduate studies and several learning targets have not been achieved, this problem can be overcome by holding evaluation meetings every month, making direct visits to classes to monitor progress, and establishing direct communication with several teachers.

3) Teacher Performance at SQS Cahaya Qur'an

Teacher performance includes a number of multidimensional aspects, and this performance assessment can have an impact on teacher professional development, educational quality and student learning outcomes. In terms of teacher performance, the Principal of SQS Cahaya Qur'an (Ustadz Hafidz) said, "Thank God, most of the teacher performance is good. At SQS Cahaya Qur'an, learning activities are divided into 2, namely Qur'an learning activities and dirrosah learning activities. So far, there have been no obstacles to Qur'an learning activities; teachers and students can adapt to each other to achieve learning goals. However, private learning activities or general learning activities often do not meet the learning targets. It is estimated that because some students still have difficulty in general learning, teachers have to repeat it several times, and within one year, the learning is not up to target." Likewise, one of the student's parents (Mrs. Andhar) stated, "In my opinion, Ustadz

Ustadzah's performance is excellent, sis. So far, what parents often complain about is children's learning achievements in the academic field. "In terms of achieving tahfidz material, it is quite good."

Based on the researcher's interviews with informants, the researcher concluded that the performance of teachers at SQS Cahaya Qur'an was quite good. However, several learning targets, especially general subjects, have yet to be achieved. However, the Principal said that in the future, the Teacher (ustadz and ustadzah) will continue to make improvements to achieve the children's learning targets.

3. Strategies in Efforts to Improve Teacher Performance

1) Tahfidz Al Aziz Elementary School

Based on the researcher's interviews with informants, the researcher concluded that strategies to improve teacher performance at Tahfidz Al Aziz Elementary School include holding teacher coaching once a week, assigning several teachers to take part in service training or workshops outside the school, and building intense communication between heads. Schools and teachers are, therefore, very important. Next, evaluations are carried out every Saturday, and comparative studies are conducted with other institutions.

According to the principal, teacher development is an ongoing process to provide support, guidance and development to teachers in order to improve the quality of their teaching, learning and overall performance. Apart from coaching, it is also essential for teachers to take part in training. Training for teachers is a must to ensure that they continue to develop and remain relevant in their teaching practices. Based on this, the researcher concluded that intense communication between school principals and teachers is an essential factor in creating an effective and productive school environment. Intense communication between principals and teachers is a critical component of effective leadership in schools and can help improve the overall quality of education.

Apart from the above, several teachers also said that comparative studies are an effective way to improve teacher performance by broadening their insight into best practices in education. By planning and carrying out organized and focused comparative studies, teachers can gain valuable insights and improve their performance in teaching and supporting student development.

2) Bahrusyifa Qur'an Elementary School

Based on the researcher's interviews with informants, the researcher concluded that strategies in efforts to improve teacher performance at SD Qur'an Bahrusyifa include (1) providing weekly coaching for tahfidz teachers, (2) assigning teachers to attend workshops and official training, (3) establishing good communication between school principals and teachers, (4) holding programs that facilitate teachers or school principals to continue their studies. Apart from that, we also carry out evaluations once a month with teachers and conduct comparative studies.

According to the principal, teacher development is an ongoing process of providing support, guidance, and development to teachers in order to improve the quality of their teaching, learning, and overall performance. Apart from coaching, it is also important for teachers to take part in training. Training is a must to ensure that teachers continue to develop and remain relevant in their teaching practices.

Apart from the above, several teachers also said that comparative studies are an effective way to improve teacher performance by broadening their insight into best practices in education. By planning and carrying out organized and focused comparative studies, teachers can gain valuable insights and improve their performance in teaching and supporting student development.

3) SQS Cahaya Qur'an

Based on interviews with informants, researchers concluded that strategies in efforts to improve teacher performance at SQS Cahaya Qur'an include implementing absenteeism fingerprinting to ensure teacher peace, attending workshops/training services and providing training for teachers in Sakinah studies once a month. Apart from that, communication between school principals and teachers should also be maintained so that it is always good and there is maximum cooperation. Furthermore, this includes a minimum wage for teachers and social security. Apart from that, there are usually rewards from the foundation for teachers who spend funds or perform well. Evaluations here are held once a month.

According to the Principal, teacher development is an ongoing process to provide support, guidance and development to teachers in order to improve the quality of their teaching, learning and overall performance. Apart from training, it is also essential for teachers to take part in training. Training for teachers is a must to ensure that they continue to develop and remain relevant in their teaching practices. Based on this, the researcher concluded that intense communication between school principals and teachers is an essential factor in creating an effective and productive school environment. Intense communication between principals and teachers is a critical component of effective leadership in schools and can help improve the overall quality of education.

Apart from that, according to the Principal, teacher salaries and welfare are also things that need to be considered in order to improve teacher performance in schools. With the welfare provided by the school, it is hoped that teachers will provide their best performance so that quality education can be achieved.

4. Improved Teacher Performance

1) Tahfidz Al Aziz Elementary School

Based on interviews with informants, the researchers concluded that teacher performance at Tahfidz Al Aziz Elementary School increased significantly after evaluation and communication between the Principal and teachers. Of course, the teacher's knowledge and insight would also

increase after attending official training or workshops. Apart from that, the comparative study was also felt to have a significant impact on improving teacher performance at Tahfidz Al Aziz Elementary School.

Based on the researcher's interview with the Principal, the researcher concluded that intense communication between the Principal and teachers is an important factor in creating an effective and productive school environment. Intense communication between principals and teachers is a key component of effective leadership in schools and can help improve the overall quality of education.

According to the Principal, teachers should participate in training. Training is a must to ensure that teachers continue to develop and remain relevant in their teaching practices.

Several teachers also said that comparative studies are an effective way to improve teacher performance by broadening their horizons about best practices in education. By planning and implementing organized and focused comparative studies, teachers can gain valuable insights and improve their performance in teaching and supporting student development.

2) Bahrusysyifa Qur'an Elementary School

Based on the researcher's interviews with informants, the researcher concluded that teacher performance at SD Qur'an Bahrusysyifa increased significantly after evaluation and communication between the Principal and teachers. Then, of course, the teacher's knowledge and insight would increase after attending official training or workshops.

Based on interviews with school principals, researchers concluded that intense communication between principals and teachers is an important factor in creating an effective and productive school environment. Intense communication is a key component of effective leadership in schools and can help improve the overall quality of education.

According to the Principal, teachers should participate in training. Training is a must to ensure that teachers continue to develop and remain relevant in their teaching practices.

Apart from this, several teachers also said that comparative studies are an effective way to improve teacher performance by broadening their horizons about best practices in education. By planning and carrying out organized and focused comparative studies, teachers can gain valuable insights and improve their performance in teaching and supporting student development.

3) SQS Cahaya Qur'an

Based on the researcher's interviews with informants, the researcher concluded that the increase in teacher performance at SQS Cahaya Qur'an increased significantly after evaluation and communication between the Principal and teachers; apart from that, the fulfillment of teacher welfare was also felt by the Principal to have a significant impact on improving performance. teacher at SQS Cahaya Qur'an.

Based on interviews with school principals, researchers concluded that intense communication between principals and teachers is an important factor in creating an effective and productive school environment. Intense communication is a key component of effective leadership in schools and can help improve the overall quality of education.

Apart from that, according to the Principal, fulfilling teacher salaries and welfare is also something that needs to be considered in order to improve teacher performance in schools. With the welfare provided by the school, it is hoped that teachers will perform at their best to create quality education.

5. Obstacles in Efforts to Improve Teacher Performance

1) Tahfidz Al Aziz Elementary School

Based on the researcher's interviews with informants, the obstacle to improving teacher performance at Tahfidz Al Aziz Elementary School includes the cost factor. The costs required to bring in a coach or trainer are usually small, and schools still need to budget for them. Apart from that, the number of teachers here is still limited, so often, when a teacher has to be sent for training, another teacher has to replace that teacher's teaching duties.

For a limited number of teachers, school principals can work around this by prioritizing based on school needs, giving priority to highly motivated teachers, or making staggered schedules for teacher training.

2) Bahrusysyifa Qur'an Elementary School

Based on the researcher's interviews with informants, the obstacles to improving teacher performance at SD Qur'an Bahrusysyifa include the cost factor. The costs required to bring in a coach or trainer are usually not small, and schools cannot yet budget for them. Apart from that, several new teachers, especially tahfidz teachers who are still in the process of completing their studies, still have limited teaching experience.

For teachers who lack teaching experience, the principal can work around this by providing initial training for new teachers, mentoring and guidance by the principal, and collaborating with experienced teachers.

3) SQS Cahaya Qur'an

Based on the researcher's interviews with informants, the obstacle to improving teacher performance at SQS Cahaya Qur'an is the limited number of teachers. So, when a teacher has to be sent to take part in training, another teacher has to replace the teacher's teaching duties and hold two classes. So, it often happens that SQS Cahaya Qur'an does not send representatives to official training.

For a limited number of teachers, school principals can work around this by prioritizing based on school needs, giving priority to highly motivated teachers, or making staggered schedules for teacher training.

CONCLUSIONS AND RECOMMENDATIONS

Strategies used by school principals to improve teacher performance include 1) Holding monthly and weekly evaluation meetings, 2) Assigning teachers to take part in official training or workshops, 3) holding comparative studies, 4) Building intense communication between school principals and teachers, 5) Carrying out independent coaching, and 6) Fulfilling teacher welfare.

Improving teacher performance at Tahfidz Elementary School, Lumajang City, is going very well. The school principal's implementation of the strategy has proven to have a significant impact on performance, as seen in the achievement of the objectives of the designed activities. One of the targets achieved by implementing this strategy is the gradual increase in teacher performance, improvements in administration, and the achievement of teachers' duties and obligations.

The researcher proposed several suggestions, especially to the educational institutions concerned, including the following: 1. Improving the quality of education by assigning teachers according to their areas of expertise 2. The educational institutions concerned should improve relations with the community so as to create synergy which will provide mutual benefits. 3. For school principals, it is essential to continue to improve the quality of education by innovating, making breakthroughs, and formulating new strategies.

ADVANCED RESEARCH

This research has limitations, so further research is needed related to topics that have not been discussed in "Implementation of Strategies in Efforts to Improve Teacher Performance," such as factors that can influence improving teacher performance so as to perfect research related to improving teacher performance, as well as adding insight for readers.

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