Evaluation of Teacher Performance in Learning in Public Elementary Schools Using the Charlotte Danielson Model

Yosiana Eskris[1], Ade Iriani[2]

Master of Educational Administration, Universitas Kristen Satya Wacana, Indonesia[1,2]

942022037@student.uksw.edu[1], ade.iriani@uksw.edu[2]

Keywords	ABSTRACT
Teacher Performance Evaluation, Charlotte Danielson Model, Public Elementary Schools.	Teacher performance evaluation is the process of assessing and measuring a person's performance, which is always compared with the expected goals, objectives, and standards. The purpose of this study was to evaluate the performance of grade 3 and 6 elementary school teachers in learning using the Charlotte Danielson model. The type of research used is evaluation research, with descriptive methods and mixed-method approaches. The research was conducted at SDN Kutowinangun 07 and SDN Kutowinangun 08, Data collection techniques through observation, interviews, documentation, and teacher performance assessment questionnaires. To guarantee the validity of the data, researchers use triangulation of data sources and triangulation of methods. Data analysis techniques use qualitative descriptives to analyze data obtained from interviews, observations, and documents. Quantitative analysis is used to analyze numerical data from questionnaires filled out by teachers or peers. The results showed that the performance of grade 3 and 6 teachers of SDN Kutowinangun 07 and SDN Kutowinangun 08 in planning and preparing learning, managing classes, learning processes and in showing their professional responsibilities were included in the very good category. From the results of the four domains above, it can provide recommendations for principals to improve the performance weaknesses of each teacher and continue to develop teacher abilities.

INTRODUCTION

Education is an activity that takes place in people's lives in an effort to improve human resources to have quality In (Susmiyati & Zurqoni, 2020). Law Number 20 of 2003 concerning the National Education System, education is a conscious and planned effort to create an environment and learning process so that students can develop their potential actively. According to (Himmah, 2020)the purpose of education is to help learners know themselves, understand themselves and appreciate others to be able to live together with society. From the above understanding, it can be said that education is a forum provided to form and develop students.

To improve human resources in education, of course, a teacher as an educator is needed. According to Hanim, (2020), teachers are the spearheads of education because the success of learners is influenced by the success of teachers in the learning process, so teachers must work professionally to achieve learning goals. As the spearhead of education, teachers must certainly have competencies and abilities as contained in Law Number 14 of 2005 concerning Lecturers and Teachers article 1. An educator must have four competencies, including pedagogic, social, personality, and professional competencies. This Law, it confirms that teaching are a profession that is required by professionals, so not everyone can become a teacher. Article 1 of the Law of the Republic of Indonesia Number 14 of 2005 states that teachers are professional educators whose main duties are to educate, teach, guide, direct,

Yosiana Eskris[1], Ade Iriani[2]

train, assess and evaluate students. M stated that Darmawan (2020)(Hafitriani, 2021). Teachers are educators who have four basic competencies, namely pedagogic competence, social competence, personal competence, and professional competence. Competence is a set of knowledge, skills and task behaviors that must be possessed by teachers in carrying out their professional duties as teachers. Supporting research conducted states that competence is all abilities that should be possessed by a teacher so that they can carry out their duties and obligations correctly(Hatch & Clark, 2021; Vidergor, 2023). So, the competence that a teacher must possess is a knowledge and skill that he should have as a whole. To see the achievement of competencies that teachers must possess, an assessment of the ability of teacher performance in schools can be carried out (Dudung,2018;Somantri, 2021).

According to Oktriany, (2018), Performance itself is the result of work or effort made by someone to achieve a goal. When viewed from the results of teacher activities, the results and successes achieved by teachers are based on their ability to plan, implement, manage and evaluate the learning process with students. This opinion is supported by research conducted (Kartomo & Slameto, 2016). Arguing that performance or success in work results from work in terms of quality and quantity. From the above understanding, it can be concluded that performance is related to achievements, results, and achievements of someone who has been achieved (Doyle et al., 2023a; Granziera et al., 2022; Zhang et al., 2023).

Duha (2020) Factors that affect performance include: 1. Responsibility distribution activities are the handover of duties, obligations, power, authority and influence from superiors to subordinates. 2. Strong good relationships. 3. Understanding of the work material. 4. Expectations state that if a person truly wants to continue performing well, those expectations will come in the form of compensation, motivation, training benefits, and career advancement. 5. Development Opportunities and 6. The work environment is a situation or condition in an organization. Things that need to be understood about the work environment, in particular physical and non-physical environments, organizational environment, organizational culture, conflicts, organizational commitment and ultimately organizational effectiveness (Li et al., 2023; Marmoah & Poerwanti, Suharno, 2022). Meanwhile, according to Oktavia (2019), factors that affect teacher performance include: a. Attitudes, including beliefs, feelings, and behaviors predisposed toward other people or objects; b. Work attachment, which is the degree to which a person actively participates in work, puts work at the centre of attention in life, and views work as important for improving self-esteem; c. behavior, particularly the actions of a person in a situation; d. Involvement is the extent to which a person actually participates in the organization's activities; e. Appearance refers to individual actions that contribute to achieving organizational goals, including quality and quantity (Doyle et al., 2023b; Hung, 2020; Sutton et al., 2021).

Sari (2019) states that evaluation is all forms of assessment, measurement and interpretation or objectives arranged successively and objectively achieved during the educational process. According to Arikunto (2021), Evaluation or assessment is carried out to determine the condition of a subject using instruments and the results are compared with reference materials to conclude. It can be concluded that evaluation is an activity to collect data in order to know and evaluate the state of a subject which is then assessed from the results obtained whether it has achieved the goal or not. Performance evaluation or appraisal is very important, with appraisals can definitely describe the quality of a person's work. The purpose of teacher performance evaluation is to find out whether program and organizational goals can be achieved effectively so that the advantages and disadvantages can be seen in carrying out their functions. Opinions support the above objectives, the purpose of performance evaluation is to ensure the achievement of the goals and objectives of the company or organization. The benefits of performance evaluation are being able to make decisions and improve the quality of work performance, and analyzing weaknesses so that improvements can be made (Arifandi , 2020;Nursam, 2017;Mahirah, 2017).

According to, teacher performance appraisals are conducted to find out whether the performance is good, moderate, or poor. According to him, the implementation of teacher performance

appraisal has an impact on improving classroom management quality. The purpose of teacher performance assessment is to accurately know their classroom activities to make it easier for teachers to improve their knowledge and skills, directly contributing to improving the quality of learning and encouraging teacher professional development. The main function of assessing teacher teaching outcomes is to evaluate the skills and abilities of teachers in each implementation of their duties (Ahmad, 2017;Erwandi et al.,2022;Hafitriani, 2021)

Teacher performance evaluation is conducted using the Charlotte Danielson model.   Charlotte Danielson is an American educator and educational consultant. Educators have used Charlotte Danielson to define a set of standards that define effective, consistent, and clear teaching. Charlotte Danielson's teaching model in her book identifies aspects of teacher accountability that have been documented through empirical and theoretical research to improve learner learning. Charlotte Danielson's teaching framework covers four domains. Charlotte Danielson's four domains include lesson planning and preparation, classroom management, the learning process, and professional responsibility. The four domains have 22 components and are divided into elements to clarify our understanding of teaching for teachers (Danielson, 2007). Domain 1 Learning Planning and Preparation. Components in domain 1 include demonstrating knowledge of learning competency standards and learning strategies, demonstrating knowledge about learners, setting learning objectives, demonstrating knowledge of learning material, designing logical learning and designing student assessments. Domain 2 classroom management has the component of creating a learning atmosphere that is covered with mutual respect and good relations with each other, developing a learning culture, managing the class, regulating student behavior and organizing the classroom. Domain 3 of the learning process includes five components, namely: communicating with learners, using responsible techniques and discussing, involving learners in learning, providing feedback for learners and using a flexible and responsive attitude. Domain 4 of a teacher's professional responsibilities has the following components: reflect on teaching, make accurate records (attendance of learners, learning journals, lesson plans, syllabus, etc.), communicate with parents, contribute to their profession and demonstrate professionalism. Lalupanda   et al (2019).

Researchers have made observations at Kutowinangun 07 State Elementary School and Kutowinangun 08 State Elementary School, where the school has implemented an independent curriculum in several grades, including grades 1, 2, 4, and 5. The curriculum is applied gradually starting from grades 1 and 4, after which it is only applied to grades 2 and 5. Meanwhile, grades 3 and 6 are still implementing the 2013 curriculum and will implement the independent curriculum the following semester. The 2013 curriculum conducted in grades 3 and 6 shows that teachers have not been able to prepare for learning, teachers have not been able to involve students actively in learning, and teachers have not utilized learning media properly because teachers lecture more in classroom learning. Thus, it is necessary to evaluate by the principal to see how the performance of class teachers in grades 3 and 6 at Kutowinangun 07 State Elementary School and Kutowinangun 08 State Elementary School in implementing the 2013 curriculum in school learning in the midst of implementing an independent curriculum in schools.

By applying the Charlotte Danielson model, the assessment of teacher performance and teacher competence can be improved for the better. Teacher performance evaluation is carried out at Kutowinangun 07 State Elementary School and Kutowinangun 08 State Elementary School, the teachers to be evaluated are grade 3 and 6 teachers whose learning is still using the 2013 curriculum. Evaluation with Charlotte Danielson's model was carried out with data collection techniques including document studies, interviews, observations and questionnaires.

Gultom (2020) in this research on teacher performance appraisal has the aim of assessing teacher performance with the Charlotte Danielson model. The results of the study stated that the evaluation of teacher competence in preparing lesson implementation plans, teacher activities, classroom management, teacher motivation during the learning process and their ability to carry out professional responsibilities were included in the very good category.

Yosiana Eskris[1], Ade Iriani[2]

This study aims to evaluate the performance of class teachers in learning at Kutowinangun 07 and Kutowinangun 08 State Elementary Schools in planning and preparing for learning, managing classes, interacting with students during learning, showing professional responsibility as a teacher and providing recommendations to Kutowinangun 07 State Elementary School and Kutowinangun 08 State Elementary School.

METHODS

This study used a type of evaluation research. Evaluation research is research that uses evaluation design and evaluation procedures to collect and analyze data systematically to assess the activities of an Education. This study aims to evaluate teacher performance in learning at SDN Kutowinangun 07 and SDN Kutowinangun 08 using the Charlotte Danielson model. This research uses descriptive methods with qualitative and quantitative approaches. Data collection techniques are carried out by observation ranging from learning planning and implementation, interviews with research subjects, principals, students and other teachers, Charlotte Danielson model teacher performance assessment rubrics, which will be filled by grade 1, 2, 4, and 5 teachers of research subjects and the last is documentation studies. The issues of this study were grade 3 and 6 teachers at SDN Kutowinangun 07 and SDN Kutowinangun 08 (Mayasari , 2021).

The results of the study are declared valid if there is no difference between the data obtained by the researcher and the actual reality. To check the validity of the data, researchers use triangulation of data sources and triangulation methods. Data source triangulation aims to provide data to other information providers to obtain valid data while observation, interviews and documentation do method triangulation. Data from teacher performance assessment rubrics by grade 1, 2, 4, and 5 teachers will be compared with the results of interviews conducted with principals, students, and class teachers. Then the data are compared with the results of observations and document studies.

RESULTS

Learning Preparation and Planning (Domain 1). The results showed that Mrs. Ike and Mrs. Tri in preparing and planning learning were in the good category and Mrs. Ning and Mrs. Pon were included in the good category.

Before the teacher enters the classroom to start the learning process, the teacher first does the preparation and planning of the lesson. In the domain of practice and planning, it involves all activities or work that is done before learning actually occurs. When teachers do good preparation and planning, teachers will be helped in teaching and certainly can inspire students. Preparation and planning not only prepare material on that day, but also teachers must know and recognise each character of students and prepare learning media around students. Suppose the teacher does not see the nature of each student. In that case, the teacher will only be able to create fun learning, and in accordance with students and by using the available media, the teacher will make the learning process more varied and exciting for students. A teacher must certainly have the ability to understand content standards and pedagogical knowledge to be more effective. This knowledge is, of course, to choose learning outcomes, to design learning strategies and learning assessments. In domain 1, several aspects may have to be improved again by teachers, namely, planning the method used because teachers in the classroom are more likely to use the lecture method so that students listen more than actively solve their problems. The rest is good, and teachers sometimes adjust the characteristics of students in the learning process.

The results of the study stated that the four teachers had good performance. This is shown by the knowledge of competency standards and learning strategies, knowledge about students, learning objectives, learning materials, designing logical learning, and creating learning assessments as outlined in the Learning Implementation Plan (RPP) that has been made previously. From the RPP, it can be seen

that teachers design logical learning, and teachers know the characteristics of students so that they can design learning and assessment well.

Table 1. Results of teacher performance evaluation in domain 1 lesson preparation and planning

Component	Kutowinangun 07		Kutowinangun 08	
	Mrs. Ike	Mrs. Tri	Mrs. Ning	Mrs. Pon
1.A. Demonstrate knowledge of learning competency standards and learning strategies	4	4	4	3
1.B. Demonstrate knowledge about learners	4	4	3	3
1.C. Setting learning objectives	4	4	3	3
1.D. Demonstrate knowledge of the learning material	4	4	3	3
1.E. Designing logical learning	4	4	3	3
1.F. Designing student assessments	3	4	4	3

Class Management (Domain 2). In domain 2, Bu Ike, Bu Tri and Bu Ning have excellent categories in managing classes and Bu Pon has good performance in managing classes during learning. Educators need to remember that teachers whom children like are teachers who can make lessons relevant and fun in the classroom, teachers who like to give praise to students, teachers who are able to provide a sense of security to students, teachers who do not make students feel afraid when learning, teachers who are able to appreciate and respect students. Teachers as educators must also realize that even when students feel afraid, insecure, and always underestimate they will remember students.

Class management, of course, begins with arranging the physical classroom room. Beautiful and creative classrooms will make students feel at home learning and the seating structure also greatly determines the comfort of students in learning. In addition to the physical classroom room, teachers must also be able to manage tone and volume when speaking and delivering material, this is of course so that students do not feel afraid and threatened. Learners also need to know that teachers also pay attention to their daily lives both at school and outside of school. Teachers must also understand that learners need support and encouragement in their actions. By preparing the class before learning, building a good relationship with students, creating an atmosphere of mutual respect, and setting rules in the classroom to regulate behavior is very important in the classroom so that students feel safe and comfortable.

In domain 2 all teachers have good performance in managing classes during learning. This is shown by the attitude of teachers who always try to create a learning atmosphere that respects each other and is well connected, develops a learning culture so that students do not get bored in following learning, manages classes to be more interesting and fun, regulates student behavior by applying several rules that must be obeyed, and arranges classrooms.

In delivering teaching material, teachers use polite and good speech, so that students like the teacher. Although still using the 2013 curriculum, learning is carried out only in the classroom, when making observations students do not interact directly with the objects they learn except objects in the classroom.

Table 2. Results of teacher performance evaluation in Domain 2 Classroom Management.

Yosiana Eskris[1], Ade Iriani[2]

Component	Kutowinangun 07		Kutowinangun 08	
	Mrs. Ike	Mrs. Tri	Mrs. Ning	Mrs. Pon
2.A. Creating a learning atmosphere that is covered with mutual respect and good relations with each other.	4	4	4	3
2.B. Develop a learning culture	3	3	3	3
2.C. Managing classes	4	4	4	3
2.D. Regulate student behavior	4	4	3	3
2.E. Organizing the classroom	4	4	4	3

Learning Process (Domain 3). In domain 3 regarding the learning process states that Mrs. Ike, Mrs. Tri and Mrs. Ning have excellent categories in the learning process and Mrs. Pon has good performance in the learning process.

When the actual learning process takes place, the teacher must ensure whether the learning material obtained by students during the learning process can be useful in the future. The delivery of learning material must be based on the characteristics of students in the classroom, implementing learning strategies that are able to make it easier for students to receive material and carry out appropriate learning activities. Thus, of course, students can achieve their potential well. Before starting the learning process in the classroom, teachers must plan and prepare well in domain 1, manage a safe and fun learning environment in domain 2, when everything has been done then the learning process will run smoothly and can motivate students in learning. When the learning process takes place, the teacher must guide and monitor students in learning and when the learning is complete, the teacher must be able to evaluate and reflect to find out the extent of students' understanding of the learning material. The assessment carried out by the teacher is useful to provide data about students which will later be used by the teacher to adjust the learning needs of students.

In domain 3 regarding the learning process, teachers have shown good performance. This can be seen during the learning process where teachers have built good communication with students through questions and answers and discussions, involving students in the learning process, providing feedback to students, and being flexible and responsive when learning is not in accordance with existing RPP.

In the learning process in class, teachers have delivered learning materials and formed small and large groups for students. So that in the group students can discuss with their friends to solve every question and exercise in the learning process.

Table 3. Results of Teacher Performance Evaluation in Domain 3 Learning Process.

Component	Kutowinangun 07		Kutowinangun 08	
	Mrs. Ike	Mrs. Tri	Mrs. Ning	Mrs. Pon
3.A. Communicate with learners	4	4	4	3
3.B. Using questioning and discussion techniques	4	4	4	3
3.C. Involving learners in learning	4	4	3	3

3.D. Provide feedback for learners	4	4	4	3
3.E. Use a flexible and responsive attitude	4	3	4	3

Professional Responsibility (Domain 4). Domain 4 states that Ms. Ike, Mrs. Tri and Mrs. Ning are in the excellent category in their professional responsibilities and Ms. Ning is in the good category.

In domain 4 professional responsibility focuses on the actions that occur after the learning process. With previous learning experience, teachers are able to reflect and determine the next learning better. Professional teachers are teachers who are able to evaluate strengths and weaknesses that occur during learning that has taken place to strengthen subsequent learning. Professional teachers are teachers who are able to collaborate and cooperate with parents of students in learning programs through scheduled meetings, through wa groups, invite parents to participate in school, and always report on the progress of students both progress and setbacks experienced by students while at school. Teachers accept any feedback given by parents to improve their professional standards.

In domain 4 regarding professional responsibility, teachers perform well based on rubric results. Likewise, based on the results of interviews with school principals who stated that teachers already had good performance. This can be proven by the establishment of good relationships between teachers and parents of students in the learning process. Through interviews with teachers, it shows the results that teachers have performed well where teachers are able to reflect on their teaching and also have complete records such as teaching journals, lesson plans and student attendance.

Table 4. Teacher Performance Results in Domain 4 Professional Responsibility.

Component	Kutowinangun 07		Kutowinangun 08	
	Mrs. Ike	Mrs. Tri	Mrs. Ning	Mrs. Pon
4.A. Reflecting on teaching	4	4	4	3
4.B. Make accurate records (attendance of learners, learning journals, lesson plans, syllabi, etc.)	4	4	4	3
4.C. Communicating with parents	4	4	4	3
4.D. Contribute to schools and education offices	4	3	4	3
4.E. Developing the profession	4	4	3	3
4.F. Demonstrate professionalism	4	4	3	3

Of the four domains of the model, Charlotte Danielson states that teacher performance in planning and preparing for learning, managing learning, learning processes and teacher professional responsibilities is good and very good. Recommendations that can be given to school principals are to maintain and always improve teacher performance by supervising learning by teachers, checking teacher readiness, motivating teachers to attend various trainings and seminars so that teachers will continue to improve both in their professionalism.

Discussion

The findings of this study are supported by research that has been carried out by in his research the evaluation of integrated thematic learning using the Charlotte Dnielson model in grade III elementary school shows that the results of research on grade III elementary school teachers have

Yosiana Eskris[1], Ade Iriani[2]

shown performance that meets the standards although there are still not optimal. It is expected that teachers can improve performance performance in preparing and implementing integrated thematic learning well to create a quality learning environment (Widiastuti, 2023).

The findings of the study conducted under the title of teacher performance evaluation are certified with the Charlotte Danielson model. The results showed that 1. The performance of certified teachers at SMP Negeri 3 Salatiga in planning and preparing lessons is included in the good category. 2. The performance of certified teachers at SMP Negeri 3 Salatiga in managing classrooms is included in the good category. 3. The performance of certified teachers at SMP Negeri 3 Salatiga in interacting with students during the learning process is included in the good category, and 4. The performance of certified teachers at SMP Negeri 3 Salatiga in professional responsibilities as teachers is included in the category of quite good (Oktriany,2018).

Research in the title of certified teacher performance evaluation shows that the results of the research are less supportive because the performance of certified teachers in the Mango Cluster, implementation and self-development in learning has poor criteria and teacher performance in the Mango Cluster in the learning planning and assessment component has a good category (Kartomo & Slameto, 2016).

This research is in line with research in the title of Performance Evaluation of Elementary School Teachers in Learning in Natar District, South Lampung Regency. The results showed that the evaluation of the performance of elementary school teachers in learning and classroom management in Natar District, South Lampung Regency, obtained a good category. In contrast, the evaluation of teacher performance in the learning process and learning environment in Natar District, South Lampung Regency, obtained a sufficient category (Wardani et al., 2015).

The findings of the research conducted by in the title evaluation of the performance of junior high school social studies teachers based on Teacher Competency Standards in Kebumen Regency. The results showed that the pedagogic, social, personality and professional competence of social studies teachers in Kebumen district was included in the good category (Widarsih & Faraz, 2016).

Research findings were conducted in a study evaluating the performance of certified high school teachers with the Charlotte Danielson Model in public high schools. The results showed that the performance of certified teachers in domain 1 of learning preparation and planning was in a good category, in main 2, classroom management obtained a good category, in domain 3, the implementation of learning was in a good category and domain 4 the teacher's professional responsibility obtained a good category (Lalupanda et al., 2019).

Research findings were conducted in his research on the evaluation of environment-based integrated thematic learning using the Charlotte Danielson model. Based on the findings, instruments developed based on the Charlotte Danielson model can be used to improve as a more effective measurement of teaching performance. The results of classroom teacher research at SDN Candigaron 01 have improved overall quality even though certain domains must be maximized. The study concluded that the evaluation of teacher performance in implementing environment-based thematic learning at SDN Candigarin 01 was categorized as good. Domains 1 and 2 are in the very good category, and domains 3 and 4 are in the good category (Wardanti & Rose, 2022).

CONCLUSION

Based on the results and discussion of teacher performance evaluation research as described earlier, it can be concluded that the four domains and recommendations to the principal based on the problem formulation are: 1. The performance of grade 3 and 6 teachers at SDN Kutowinangun 07 and SDN Kutowinangun 08 in planning and preparing lessons has a very good category, 2. The performance of grade 3 and 6 teachers at SDN Kutowinangun 07 and SDN Kutowinangun 08 in class management is in the very good category, 3. The performance of grade 3 and 6 teachers at SDN Kutowinangun 07 and

SDN Kutowinangun 08 in the Learning Process has been very good and 4. The performance of grade 3 and 6 teachers at SDN Kutowinangun 07 and SDN Kutowinangun 08 in showing professional responsibility as teachers is included in the excellent category.

Of the four domains of the model, Charlotte Danielson states that teacher performance in planning and preparing for learning, managing learning, the learning process and teacher professional responsibilities is good and very good. Recommendations that can be given to school principals are to maintain and always improve teacher performance by supervising learning by teachers, checking teacher readiness, and motivating teachers to attend various trainings and seminars so that teachers will continue to improve both in their professionalism.

REFERENCES

Ahmad, L. I. (2017). Konsep Penilaian Kinerja Guru Dan Faktor Yang Mempengaruhinya. *Idaarah: Jurnal Manajemen Pendidikan*, *1*(1), 133–142. https://doi.org/10.24252/idaarah.v1i1.4133

Arifandi, A. S. D. (2020). Evaluasi Kinerja Guru. *Edukais: Jurnal Pemikiran Keislaman*, *4*(2), 106–119.

Darmawan, C. (2020). Implementasi Kebijakan Profesi Guru Menurut Undang-Undang Republik Indonesia Nomor 14 Tahun 2005 Tentang Guru dan Dosen Dalam Perspektif Hukum Pendidikan. *Wacana Paramarta: Jurnal Ilmu Hukum*, *19*(2), 61–68.

Doyle, N. B., Gomez Varon, J. A., Downer, J. T., & Brown, J. L. (2023a). Testing the integration of a teacher coaching model and a social-emotional learning and literacy intervention in urban elementary schools. *Teaching and Teacher Education*, *132*. https://doi.org/10.1016/J.TATE.2023.104232

Doyle, N. B., Gomez Varon, J. A., Downer, J. T., & Brown, J. L. (2023b). Testing the integration of a teacher coaching model and a social-emotional learning and literacy intervention in urban elementary schools. *Teaching and Teacher Education*, *132*. https://doi.org/10.1016/J.TATE.2023.104232

Dudung. (2018). Kompetensi Profesional Guru. *JKKP (Jurnal Kesejahteraan Keluarga Dan Pendidikan)*, *5*(1), 9–19. https://doi.org/10.21009/jkkp.051.02

Erwandi, D., Sauri, S., & Hanafiah. (2022). Manajemen Penilaian Kinerja Guru (PKG) untuk Meningkatkan Kompetensi Guru Sekolah Menengah Pertama di Kota Bandung. *Jurnal Pendidikan Dan Konseling*, *4*(3), 2099–2104.

Granziera, H., Liem, G. A. D., Chong, W. H., Martin, A. J., Collie, R. J., Bishop, M., & Tynan, L. (2022). The role of teachers' instrumental and emotional support in students' academic buoyancy, engagement, and academic skills: A study of high school and elementary school students in different national contexts. *Learning and Instruction*, *80*. https://doi.org/10.1016/J.LEARNINSTRUC.2022.101619

Gultom, T. (2020). Penilaian Kinerja Guru Mengenai Profesionalisme Guru Di Smp Negeri 2 Pangaribuan Kabupaten Tapanuli Utara Tahun 2020. *Journal Of Education And Teaching Learning (JETL)*, *2*(3), 29–43. https://doi.org/10.51178/jetl.v2i3.66

Hafitriani. (2021). Pengaruh kepemimpinan transformasional kepala sekolah dan motivasi berprestasi terhadap kompetensi pedagogik guru serta implikasinya terhadap kinerja guru. *Indonesian Journal of Digital Business*, *1*(1), 11–29. https://doi.org/10.17509/ijdb.v1i1.34383

Hanim. (2020). Manajemen Pendidikan Kebijakan Kepemimpinan Kepala Sekolah dalam Meningkatkan Efektivitas Kinerja Guru Principal's Leadership Policy in Improving the Effectiveness of Teacher Performance. *Jurnal Manajemen Pendidikan*, *2*(1), 43–60.

Hatch, L., & Clark, S. K. (2021). A study of the instructional decisions and lesson planning strategies of highly effective rural elementary school teachers. *Teaching and Teacher Education*, *108*. https://doi.org/10.1016/J.TATE.2021.103505

Himmah. (2020). Penerapan Strategi Pembelajaran Crossword Puzzle terhadap Minat Belajar Mata Pelajaran IPA Siswa Kelas V Di MI Bustanul Ulum Bangsalsari. *Jurnal Pendidikan Dan Pembelajaran Dasar, Prodi PGMI-Fakultas Tarbiyah-UIJ*, *5*(2), 9–25.

Hung, Y. H. (2020). Exploration of teachers' personal practical knowledge for teaching controversial public issues in elementary school classrooms. *Journal of Social Studies Research*, *44*(3), 281–289. https://doi.org/10.1016/J.JSSR.2020.04.001

Kartomo, A. I., & Slameto, S. (2016). Evaluasi Kinerja Guru Bersertifikasi. *Kelola: Jurnal Manajemen Pendidikan*, *3*(2), 219. https://doi.org/10.24246/j.jk.2016.v3.i2.p219-229

Lalupanda, E. M., Sulasmono, B. S., & Iriani, A. (2019). Evaluasi Kinerja Guru SMA Bersertifikasi Dengan Model Charlotte Danielson Di SMA Negeri. *Kelola: Jurnal Manajemen Pendidikan*, *6*(1), 11–24. https://doi.org/10.24246/j.jk.2019.v6.i1.p11-24

Li, H., Zhang, M., Hou, S., Huang, B., Xu, C., Li, Z., & Si, J. (2023). Examining the dynamic links among perceived teacher support, mathematics learning engagement, and dimensions of mathematics anxiety in elementary school students: A Four-wave longitudinal study. *Contemporary Educational Psychology*, *75*, 102211. https://doi.org/10.1016/J.CEDPSYCH.2023.102211

Mahirah, B. (2017). Evaluasi belajar peserta didik (siswa). . *). Idaarah: Jurnal Manajemen Pendidikan,* , *1*(2).

Marmoah, S., & Poerwanti, Suharno, J. I. S. (2022). Literacy culture management of elementary school in Indonesia. *Heliyon*, *8*(4). https://doi.org/10.1016/J.HELIYON.2022.E09315

Mayasari, M. (2021). Laporan dan Evaluasi Penelitian. *ALACRITY : Journal of Education*, *1*(2), 30–38. https://doi.org/10.52121/alacrity.v1i2.24

Nursam, N. (2017). Manajemen Kinerja. *Kelola: Journal of Islamic Education Management*, *2*(2), 167–175. https://doi.org/10.24256/kelola.v2i2.438

Oktriany. (2018). Evaluasi Kinerja Guru Bersertifikasi Dengan Model Charlotte Danielson. *Kelola: Jurnal Manajemen Pendidikan*, *5*(1), 24–36. https://doi.org/10.24246/j.jk.2018.v5.i1.p24-36

Sari, L. M. (2019). Evaluasi dalam Pendidikan Islam. *Al-Tadzkiyyah: Jurnal Pendidikan Islam*, *9*(2), 211. https://doi.org/10.24042/atjpi.v9i2.3624

Somantri. (2021). Pentingnya Kompetensi Pedagogik Guru. *JPG: Jurnal Pendidikan Guru*, *2*(1), 23. https://doi.org/10.32832/jpg.v2i1.4099

Susmiyati, S., & Zurqoni, Z. (2020). Memotret Kinerja Guru Madrasah dalam Pembelajaran. *Southeast Asian Journal of Islamic Education*, *2*(2), 137–160. https://doi.org/10.21093/sajie.v2i2.2266

Sutton, E., Brown, J. L., Lowenstein, A. E., & Downer, J. T. (2021). Children's academic and social-emotional competencies and the quality of classroom interactions in high-needs urban elementary schools. *Contemporary Educational Psychology*, *66*. https://doi.org/10.1016/J.CEDPSYCH.2021.101975

Vidergor, H. E. (2023). The effect of teachers' self- innovativeness on accountability, distance learning self-efficacy, and teaching practices. *Computers and Education*, *199*. https://doi.org/10.1016/J.COMPEDU.2023.104777

Wardani, D. M., Herpratiwi, H., & Sasmiati, S. (2015). Evaluasi Kinerja Guru Sekolah Dasar Dalam Pembelajaran. *Jurnal Teknologi Informasi Komunikasi Pendidikan*, *2*(1).

Wardanti, T. S., & Mawardi, M. (2022). Evaluasi Pembelajaran Tematik Terpadu Berbasis Lingkungan Menggunakan Model Charlotte Danielson. *Edukatif : Jurnal Ilmu Pendidikan*, *4*(4), 5773–5782. https://doi.org/10.31004/edukatif.v4i4.3440

Widarsih, R., & Faraz, N. J. (2016). Evaluasi Kinerja Guru Ips Smp Berdasarkan Standar Kompetensi Guru Di Kabupaten Kebumen. *Harmoni Sosial: Jurnal Pendidikan IPS*, *3*(2), 177–187. https://doi.org/10.21831/hsjpi.v3i2.7646

Widiastuti, D. S. , & M. M. (2023). Evaluasi Pembelajaran Tematik Terpadu Menggunakan Model Charlotte Danielson Pada Kelas III SD. *Jurnal Ilmiah Wahana Pendidikan*, *9*(16), 180–192.

Zhang, Z., Maeda, Y., & Newby, T. (2023). Individual differences in preservice teachers' online self-regulated learning capacity: A multilevel analysis. *Computers and Education*, *207*. https://doi.org/10.1016/J.COMPEDU.2023.104926