ABSTRACT

STRATEGY FOR IMPROVING TEACHER PERFORMANCE AT STATE JUNIOR HIGH SCHOOL 1 KOKODA, SOUTH SORONG REGENCY

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The limitations of supporting facilities, including the lack of textbooks, teaching aids, educational technology, and even the absence of laboratories, have become a significant obstacle to supporting a quality teaching and learning process. In addition, issues related to teacher professionalism also pose a challenge. Based on data from Dapodik (the Basic Education Data System), there is one teacher with the status of a government employee under a work agreement who is administratively registered at State Junior High School 1 Kokoda but has been teaching at another school for the past two years. The purpose of this research is to analyze strategies for improving teacher performance at State Junior High School 1 Kokoda, South Sorong Regency.

This study uses a qualitative descriptive method. The research stages consist of four phases, beginning with the preparation stage, followed by data collection and data analysis, and concluding with the compilation of research findings. The data sources consist of primary and secondary data, with a total of four informants selected.

The results of the study indicate that teachers at State Junior High School 1 Kokoda, South Sorong Regency, face various challenges, such as low pedagogical competence, limited training opportunities, lack of facilities, and unstable electricity and internet access. The difficult geographical conditions also hinder the effectiveness of learning and professional development, although collaboration among stakeholders has begun to form. Therefore, the author suggests implementing needs-based and modular online training to improve teacher competence, strengthening school regulations and leadership, as well as fostering collaboration and partnerships with the Educational Quality Assurance Agency and higher education institutions.

Keywords: Strategy, Improvement, Performance, Teacher.

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