Need Analysis for Teacher Performance Evaluation: Systematic Literature Review

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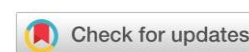
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ABSTRACT

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One of recent educational problems is in the evaluation of teacher performance. It is revealed that the practices of teacher performance evaluation are manual, intuitive, and less objective. It causes the evaluation of teachers' performance has not been maximum. This inability to carry out teacher performance evaluation must be analyzed in order to minimize evaluation practices that do not comply with procedures, so as to produce maximum assessments as material for sustainable evaluation. The aim of this research is to analyze the needs for teacher performance assessment practices in Indonesia. This research uses a qualitative approach of the systematic literature review (SLR) type. The tools used to compile literature are Publish and Perish and Google Scholar. The codification results find 25 articles about teacher performance evaluation. The codified articles are limited from 2018 -2022. The research results show that the most urgent need analysis is the requirement for teacher performance evaluation to determine the teacher's ability to do their responsibilities and to provide warnings and motivation to teachers. Good teachers are supported by the competence of good school principals as mentors, coaches, and developers in school progress.
Keywords: Need analysis; Evaluation; Teacher performance

ABSTRAK

Salah satu permasalahan pendidikan saat ini adalah pada evaluasi kinerja guru. Terungkap bahwa praktik evaluasi kinerja guru bersifat manual, intuitif, dan kurang obyektif. Hal ini menyebabkan evaluasi kinerja guru belum maksimal. Ketidakmampuan melakukan evaluasi kinerja guru ini harus dianalisa guna meminimalisir praktik evaluasi yang tidak sesuai prosedur, sehingga menghasilkan penilaian yang maksimal sebagai bahan evaluasi berkelanjutan. Tujuan penelitian ini adalah menganalisis kebutuhan praktik penilaian kinerja guru di Indonesia. Penelitian ini menggunakan pendekatan kualitatif dengan jenis tinjauan literatur sistematik (SLR). Tools yang digunakan untuk menyusun literatur adalah Publish and Perish dan Google Scholar. Hasil kodifikasi menemukan 25 artikel tentang evaluasi kinerja guru. Artikel yang dikodifikasi dibatasi mulai tahun 2018 -2022. Hasil penelitian menunjukkan bahwa analisis kebutuhan yang paling mendesak adalah kebutuhan evaluasi kinerja guru

untuk mengetahui kemampuan guru dalam melaksanakan tanggung jawabnya serta memberikan peringatan dan motivasi kepada guru. Guru yang baik didukung oleh kompetensi kepala sekolah yang baik sebagai pembimbing, pembina, dan pengembang dalam kemajuan sekolah.
Kata-kata Kunci: Analisis kebutuhan; Evaluasi; Kinerja guru

1. INTRODUCTION

Teachers' involvement in a teaching and learning process is indeed crucial in schools since nothing can take over teachers' position. Human touches in teaching and learning processes are definitely irreplaceable. Teachers often become role models and even self-help figures for students, making them one of the most dominant and crucial components of formal education. Teachers are expected to meet the hopes and desires of societies, who trust schools and teachers to develop students. Teacher performance has become an important requirement for educational success since it greatly influences the quality of education provided to students. In most cases, a teacher's success can be indicated by how well his students are educated (Sugawara & Nikaido, 2014).

Apart from having mastery of the subject, professional mastery of teaching and education, mastery of adaptability, and personality to carry out their work, teachers must also intend to develop and be dynamic individuals. It is in line with the provisions of Law Number 20 of 2003 concerning the National Education System, in which educators and education staff are obliged to 1) create a meaningful, fun, creative, dynamic, and dialogical educational atmosphere; 2) have a professional commitment to improve the quality of education; and 3) set an example and maintain the reputation of the institution, profession, and position following the mandate given to them. Meanwhile, as regulated in Chapter XI verse (2) of Law Number 20 of 2003 concerning the National Education System, teachers in Indonesia are obliged to plan and implement the learning process, evaluate learning outcomes, and assist students. However, Indonesian teachers have not fully implemented the regulation (Jdih.kemdikbud.go.id, 2003)

The problem often occurs during the evaluation of teacher performance is that school principals have difficulty in recapping the results of teacher performance, resulting in a long-time data processing and error data result. Another problem is that the assessment is still conducted manually. It leads to difficulties for principals in deciding the best score achiever (Oktavia & Gata, 2020). In Vocational High School (SMK) Negeri 1 Labu, for example, teachers' performance is evaluated every 3 months, but it uses a less effective mechanism since there is no data transparency (Rahayu & Sindar, 2022).

The teacher performance assessments must be carried out properly and correctly (Purnamawanti et al., 2018). Findings of the survey results conducted by the Center for Islamic and Community Studies (PPIM) UIN Jakarta regarding the quality of teachers

in Indonesia in terms of the concept of thinking unveil that half of the number of teachers in Indonesia adhere to the radical and intolerant point of view. It indicates that there is a high level of diversity among Indonesian teachers. Spreading from kindergartens to high schools, almost 50.87% of teachers are radical. Likewise, by involving a total of 2,237 teachers, consisting of 1,811 general school teachers and 426 Islamic school teachers, the 2018 PPIM survey conducted by UIN Imam Bonjol Padang reveals that a large number of teachers in Indonesia have intolerant and extreme points of view (Ariefana, 2019).

As an attempt to solve the problem, improvement is made for the teacher performance assessment. Various methods are implemented, such as Fuzzy method (Muhammad & Gusrianty, 2019: Mustika, 2021), SAW (Simple Additive Weighting) method (Rahayu & Sindar, 2022), and topsis method (Nisa et al., 2021). Each school has already tried to find the best method to optimally assess the teacher's performance. However, some schools are unable to find the best method to assess teacher performance.

Regarding those concerns, this study intends to analyse to what extent the practices of teacher performance assessment in Indonesia are. It is expected that the findings provide insights for schools to apply the best teacher performance assessment method. Furthermore, it is also supposed that a more quality teacher performance assessment can be made based on the findings of the study. One of the nation's goals is to have quality teachers.

2. METHOD

This research is a qualitative study with a systematic literature review. It aims to analyse teacher performance assessment practices in Indonesia. This article is prepared from a critical and comprehensive literature review (Mengist et al., 2020). The primary sources were articles published by credible publishers Publish or Perish and Google Scholar between 2018-2022. The secondary sources were from textbooks.

The data analysis steps in this research were: 1). Determining the problem formulation regarding teacher performance assessment in Indonesia 2). Searching for relevant literature articles, 3). Screening literature on research topics, 3). Categorising and coding instruments, 4). Analysing and evaluating the collected data, and 5). Drawing a conclusion (Xiao & Watson, 2019). The results of identification of journal articles using PRISMA (Page et al., 2021)is shown in table 1.

Table 1. Keywords used to find relevant articles

Database	Keywords
Scopus	Assessment, Teacher Performance
Google Scholar	Assessment, Teacher Performance

Table 1 shows the keywords used to search relevant articles for teacher performance assessment, specifically teacher performance assessment in Indonesia. In addition, Inclusion and exclusion criteria were used to ensure that the selected articles complied with the security framework, as shown in Table 2 below.

Table 2. Inclusion and Exclusion Criteria

Inclusion Criteria	Exclusion Criteria
Journal articles	Book chapters, book, proceedings, review
Published between 2018-2022	Articles published outside the range of 2018-2022
Articles related to teacher performance assessment	Articles that are not related to teacher performance assessment

Table 2 indicates the inclusion and exclusion criteria employed in this study. The completed articles were downloaded, except for the exclusion ones. 25 journal articles consisting of 20 articles from national journals and 5 articles from scopus-indexed journals were found. The Prisma flow is shown in figure 1.
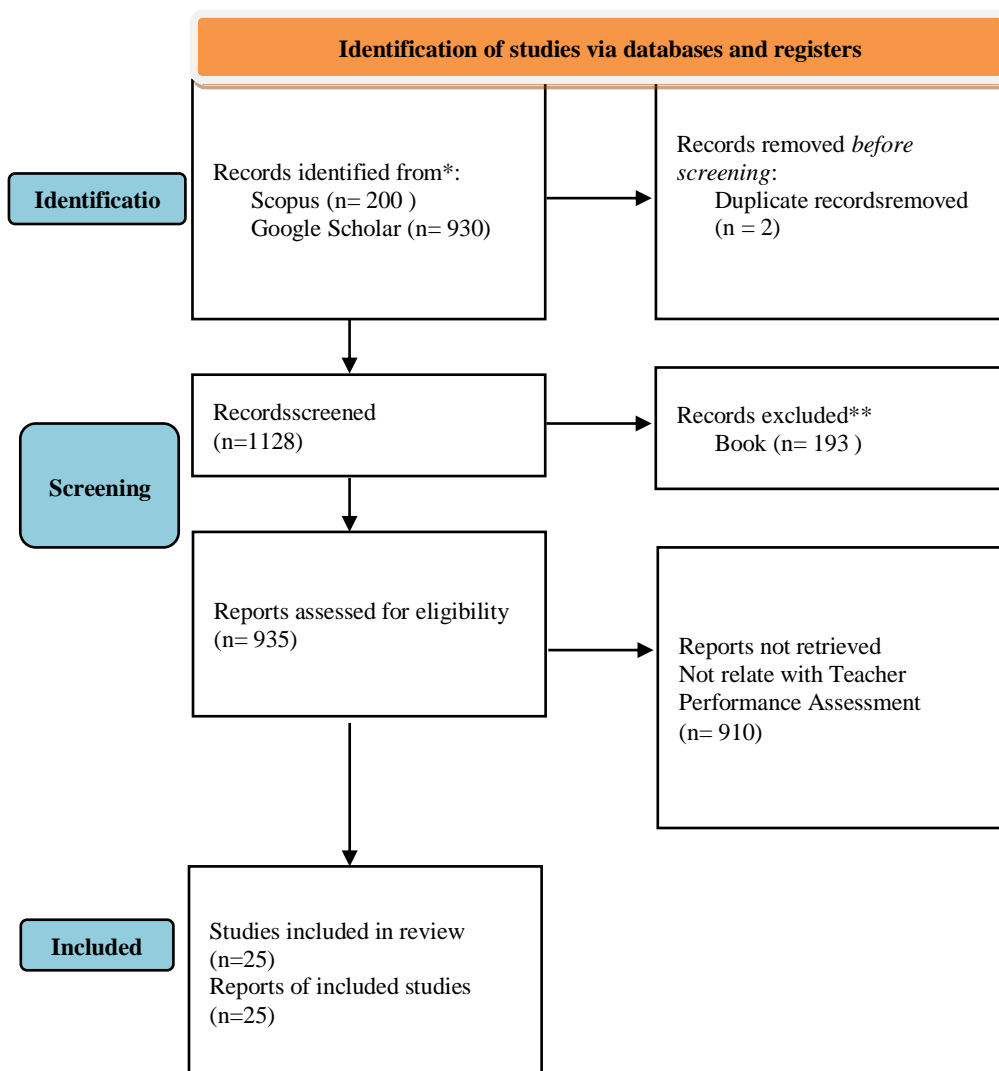

Figure 1. PRISMA Flow

3. RESULTS AND DISCUSSION

As the PRISMA flow suggests, the 25 selected articles were entered into the Mendeley application and stored in research information system (RIS) format. After doing so, they were put into the VOS viewer application to map the initial network of the theme connection. The initial analysis for theme association, as shown in figure 1, depicts that "T*eacher Performance Assessment*" has complex association patterns. Figure 2 explains the discussion and examination related to "*Teacher Performance Assessment*". It results in 7 clusters: (Cluster 1-Red): a*ssessment and performance, certification, challenges and opportunity, quality, teacher;* (Cluster 2-green): *assessment, big data analysis, dss, teacher performance, teacher's performance;* (Cluster 3- Dark Blue): *competency, performance, PKG, professionalism, research and development*; (Cluster 4-Green): *assessor, information system, performance appraisal, rational unified process*;(Cluster 5-purple): te*acher's performance, quality of education, training and development, topsis*; (Cluster 6-Blue): ahp*, decision support system, promethee, teacher performance assessment*; (Cluster 7-Orange): website.

Figure 2. *Network visualization*

From the scopus database, there were 1130 articles found based on the keywords "*assessment*" and "*teacher performance*". The 1105 articles belonging to exclusion criteria were dismissed, while 25 articles belonging to the inclusion criteria were then used as the data for the study. Before presenting the qualitative findings based on the research questions, the articles were presented in table 3.

Table 3. The summary of the search for the data

Year	Author	Tittle	Publication
2018	Andriyuan	Meningkatkan Profesionalisme Guru MengajarMelaluiPenerapanPenilaian Kinerja Guru di SMP Negeri 5 SingingiKabupaten Kuantan Singingi (*Improving Teacher Professionalism Through the Implementation of Teacher Performance Assessment at SMP Negeri 5 Singingi, Kuantan Singingi Regency*)	JURNAL PAJAR (Pendidikan dan Pengajaran)
2018	Kurnia, Yogi	Penilaian Kinerja Guru Menggunakan Metode Topsis (T*eacher Performance Assessment Using the Topsis Method*)	JSAI (*Journal Scientific and Applied Informatics*)

Year	Author	Tittle	Publication
2018	Sintawati, FR.R. Dewi Astika Indah, Joebagio, Hermanu, Sutimin, Leo Agung	PengaruhPemanfaatanAplikasiPenilaian Kinerja Guru TerhadapPeningkatanProfesionalisme Guru (*The Effect of Using Teacher Performance Assessment Applications on the Increase of Teacher Professionalism*)	Teknodika
2018	Yulianto, Wawan	PengelolaanAplikasiPenilaian Kinerja Guru di SMK Negeri 2 SragenBerbasis Web (*Web-Based Management of Teacher Performance Assessment Application at SMK Negeri 2 Sragen*)	JurnalLitbangSuko wati: Media Penelitian dan Pengembangan
2018	Sunoto, Akwan	Analisis dan Desain SistemInformasiPenilaian Kinerja Dosen BerdasarkanPelaksanaanTridharmaPergu ruan Tinggi (Studi Kasus STIKOM DinamikaBangsa Jambi) (*Analysis and Design of an Information System for Lecturer Performance Assessment Based on the Implementation of the Tridharma of Higher Education (a Case Study in STIKOM DinamikaBangsa Jambi)*)	JurnalIlmiah Media Sisfo
2019	Yuniarti, Dwi Lingga, Lingga	PengaruhPelatihan dan PengembanganSumber Daya Manusia dalam Meningkatkan Kinerja Guru Pada SMK Negeri 1 Muntok (*The Influence of Training and Human Resource Development in Improving Teacher Performance at Vocational HIgh School (SMK) 1 Muntok*)	Efektor
2019	Fabiyanto, Axel Reinno Mursityo, YusiTyroni Pramono, Djoko	PengembanganSistemInformasiPenilaian Kinerja Guru Menggunakan Metode *Rational Unified Process* (RUP) Berbasis Web (*The Development of a Teacher Performance Assessment Information System Using the Web-Based Rational Unified Process (RUP) Method*)	JurnalPengembang anTeknologiInfor masi dan IlmuKomputer Universitas Brawijaya
2019	Magdalena, Hilyah Umami, Umami Santoso, Hadi	System *Model for Web-Based Teacher Performance Assessment*	JurnalTransformati ka
2020	Ibrahim, Dzulham	Analisa dan PerancanganSistemInformasiPenilaian Kinerja Guru Berbasis Website Menggunakan Metode *Simple Additive Weighting* (SAW) (*Analysis and Design of a Website-Based Teacher Performance Assessment Information System Using the Simple Additive Weighting Method (SAW)*)	JurnalSistemInfor masi dan E-Bisnis (Jusibi)

Year	Author	Tittle	Publication
2020	de la Torre, Francisco Urrutia	*Teacher performance in civic and ethical formation: Empirical study and educational policy recommendations for junior high school in mexico*	*Education Policy Analysis Archives*
2020	Muliani, Mardiana Dwi Aknuranda, Ismiarta Rusydi, Alfi Nur	PerancanganAntarmukaPenggunaSistem InformasiPenilaian Kinerja Guru Menggunakan*Human Centered Design* (HCD) (Studi Kasus: SMP Islam Sabilurrosyad Malang) (*The Design of a User Interface for a Teacher Performance Assessment Information System Using Human Centered Design (HCD) (a Case Study in Sabilurrosyad Islamic Junior High School, Malang)*	JurnalPengembang anTeknologiInfor masi dan IlmuKomputer e-ISSN
2020	Muslimin	Program penilaiankinerja guru dan uji kompetensi guru dalammeningkatkanprestasikerja guru (*Teacher performance assessment program and teacher competency test in improving teacher work performance*)	*Indonesian Journal of Education Management & Administration Review*
2021	Nurhasyim Arafat, Yasir Wardiah, Dessy	*The effect of principal supervision competence and teacher motivation on teacher performance in primary schools*	JPGI (JurnalPenelitian Guru Indonesia)
2021	Alamiah, Yumi Kartiwi, Asti Putri	Evaluasi Program Penilaian Kinerja Guru DalamPembelajaran (*Evaluation of the Teacher Performance Assessment Program in Teaching and Learning Process*)	Manajer Pendidikan: JurnalIlmiahManaj emen Pendidikan Program Pascasarjana
2021	Wardan, Khusnul	Pembinaan Mutu Guru Melalui Program Sertifikasi dan Penilaian Kinerja Guru Pada Dinas Pendidikan KabupatenKutai Timur (*Teacher Quality Development Through the Certification Program and Teacher Performance Assessment at the East Kutai Regency Education Office*)	Al-Rabwah
2021	McDowall, Ailie Mills, Carmen, Cawte, Katie, Miller, Jodie	*Data use as the heart of data literacy: An exploration of pre-service teachers' data literacy practices in a teaching performance assessment*	*Asia-Pacific Journal of Teacher Education*
2021	Yuningsih, Ida, Sunhaji, Sunhaji	Analisis Hasil Penilaian Kinerja Guru (*Analysis of Teacher Performance Assessment Results*)	Educreative: Jurnal Pendidikan Kreativitas Anak
2021	R, Fitriawan. S, Nadriati	SistemInformasiPenilaian Kinerja Guru Berbasis Web di SMP Negeri 3 Kempas (A *Web-Based Teacher Performance Assessment Information System at SMP Negeri 3 Kempas*)	Jurnal Pustaka AI (Pusat Akses Kajian Teknologi Artificial Intelligence)

Year	Author	Tittle	Publication
2021	Setyawan, Didin Suryadi, Agus Nurbaiti, Dhini Eka	Aplikasi Monitoring Dalam Evaluasi Akademik UntukPenilaian Kinerja Guru Berbasis Web di SDN 001 Nongsa (*Monitoring Application in Academic Evaluation for Web-Based Teacher Performance Assessment at SDN 001 Nongsa*)	JR: Jurnal Responsive Teknik Informatika
2022	Zheng, Yi Sun, Chuan	*Construction Scheme of Quantitative Assessment of College Teachers' Performance Based on Big Data Analysis*	*Mobile Information Systems*
2022	Pramana, Hendri Julian Mufizar, Teuku Anwar, Dede Syahrul Septianingrum, Indah	SistemPendukung Keputusan Penilaian Kinerja Guru Dengan Metode AHP dan PROMETHEE (*Teacher Performance Assessment Decision Support System Using the AHP and PROMETHEE Methods*)	*IT (Informatic Technique) Journal*
2022	Parkes, Craig Holden, Shelley L. O'Leary, Nick Brunsdon, Jamie	*"I Can Help Them Become Better Teachers, But I Can't Help Them with Educative Teacher Performance Assessment": Cooperating Teachers' Knowledge and Experience of the Educative Teacher Performance Assessment in Physical and Health Education*	*Perceptual and Motor Skills*
2022	Rosidah, Alvi Syafaatu Rahman, Wahyu Izza Aulia, Maharani Ariansyah, Ariansyah Fauzi, Imron	Penilian Kinerja Guru di Sekolah Dasar, Antara Tantangan dan Peluang (*Teacher Performance Assessment in Elementary Schools: Challenges and Opportunities*)	DIMAR: Jurnal Pendidikan Islam
2022	Fan, Szu Chun	*An importance–performance analysis (IPA) of teachers' core competencies for implementing maker education in primary and secondary schools*	*International Journal of Technology and Design Education*
2022	Rahman, Arief, Fitri, Zahratul, Zulkifli, Ula, Mutammimul, Suhendra, Bambang	*Analysis of the Teacher's Role in Evaluation of Student Learning Performance Using the TOPSIS Model (a Case Study in SMK Negeri 1 Lhokseumawe)*	*Journal of Informatics and Telecommunication Engineering*

The mapping of the 25 articles from scopus and google scholar belonging to the afore-mentioned inclusion criteria database is described as follows:
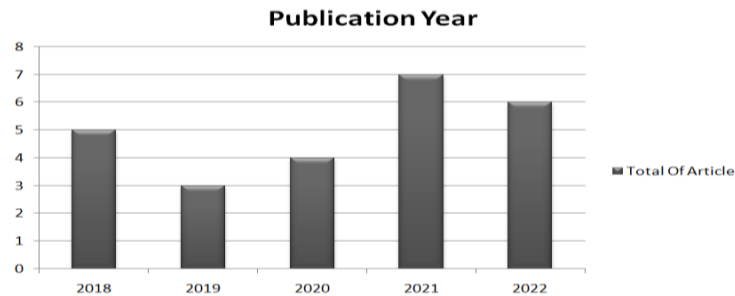
Figure 3. The Diagram of the Mapping of Articles Included in the Inclusion Criteria

The diagram suggests that there were 5 articles related to "*Teacher Performance Assessment*" in 2018, 3 articles in 2019, 4 articles in 2020, 7 articles in 2021, and 6 articles in 2022 from the scopus and google scholar database.

Table 4. Distribution of Study Focus Related to Teacher Performance Assessment

Year	Identifying Teachers' Abilities in Carrying Out Their Duties	Monitoring Application in Academic Evaluation for Web-Based Teacher Performance Assessment	PKG Evaluation Forum	Warning and Motivation for Teachers	Teacher Performance Data Processing and Recapitulation System	Competence of School Principals as Teachers' Supervisor and Motivator	Training and Development of Teachers
2018	√ (2)	√ (2)			√ (2)		
2019		√ (2)					√ (1)
2020		√ (2)	√ (2)				
2021		√ (1)				√ (5)	
2022	√ (1)	√ (2)		√ (2)	√ (1)		

Table 4 identifies those studies related to teacher performance assessment have been conducted for some couples of years. It is because teacher performance assessment is beneficial to identify teachers' competences in carrying out their duties. In addition, teacher performance assessment is also the basis to improve teachers' potential to be competent teachers. To improve the quality of the teacher performance assessment, however, it needs facilities and infrastructures.

a. The Teacher Performance Assessment in Indonesia

The results of journal recapitulations relating to teacher performance assessments from 2018 to 2022 reveal that the practices of the teacher performance assessment in Indonesia have been better over time. A systematic, continuous, and comprehensive activity in the context of controlling, guaranteeing and determining the quality of various components based on certain considerations and criteria as a form of a person's responsibility in carrying out work is called assessment (Sudijono, 2006; Ferdinan, 2017). Meanwhile, performance is the result of a person's efforts to fulfil previously established goals or job requirements (Ditjen PMPTK, 4: 2008). As mentioned in the regulation of Minister of Empowerment of State Apparatus and Bureaucratic Reform Number 16 of 2009 concerning Teacher Functional Positions and Credit Scores, the aim of the teacher performance assessment (PKG) is to obtain a general overview of the teacher's knowledge, skills, values and attitudes in carrying out

their responsibilities, which is reflected in their appearance, behaviour and work performance (Surya Darma, 2013).

Regulation of the Minister of Empowerment of State Apparatus and Bureaucratic Reform Number 62 outlines the objectives and benefits of evaluating teacher performance. According to Law number 16 of 2009, the most common objectives of teacher performance assessment are to: a. Determine the level of competence of a teacher. b. Improve school performance as well as teachers' efficiency and effectiveness. c. Provide a basis for decision making regarding methods for determining effective or ineffective teacher performance. d. Strengthen proceedings with professional improvement programs for teachers. e. Ensure that teachers fulfil their responsibilities and maintain a positive attitude to support students' learning and success. f. Provide a platform for teachers for promotion and career advancement, in addition to other forms of appreciation (Surya Darma, 2013).

In addition to the credit scores achieved by teachers in the context of career development in accordance with applicable regulations, the results of performance assessment become the basis for making improvements, guidance, and development. Threrefore, it helps realize quality and competitive education and build a dignified nation. According to Mulyasa, (2013) teachers with high performance and dedication will be able to plan, implement and evaluate learning efficiently, effectively and accountably. Practically, however, there are some problems inhibiting the teacher performance assessment in Indonesia. The problems are in the form of the long and inaccurate process of the assessment, which leads to the high operational costs and errors, and disorganised process of assessment (D. Ibrahim, 2020). One of the solutions offered to those problems is the implementation of applications for an efficient teacher performance assessment. As the distribution of articles scrutinised in this study suggests, the articles discuss the development of the teacher performance assessment in the form of the methods and applications used in different levels of schools in Indonesia.

Methods and applications suggested in the articles are varied. Two of the problems in the teacher performance assessment process is the unclear criteria and weighting of the assessment. TOPSIS (*Technique For Order Preference by Similarity to Ideal Solution*) is one of decision making methods to help obtain optimal decisions (*Technique For Order Preference by Similarity to Ideal Solution*) (Kurnia, 2018; Rahman et al., 2022) Until 2023, TOPSIS was widely used, with more than 303,000 citations (Scholar, 2023b) for practical decision making because of its robust mathematical basis, simplicity, and ease of implementation (Yeh, 2003). OPSIS has been widely used in various fields such as purchasing decisions and outsourcing providers selection (Wei et al., 2019), manufacturing decision making (Bertolini et al., 2020), financial performance analysis (Roy & Patro, 2021; Liew et al., 2022), service

quality assessment (Gu et al., 2022), educational selection application (Maitra et al., 2023), and evaluation of strategy and crucial mission plan (Chakraborty, 2022).

The web-based teacher performance assessment has also been conducted (Yulianto, 2018). Another method used is a web-based Rational Unified Process (RUP) to balance the needs and priorities of stakeholders and unclear system requirements (Fabiyanto et al., 2019). Until 2023, RUP has been widely used, with more that 27,800 citations (Scholar, 2023a). RUP is used for sales order management system decision making (Sudarma et al., 2021), and also educational selection application (Mulyani et al., 2022; Herdiyanto & Lukman, 2022). RUP in teacher performance assessment is applied to balance the needs and priorities of stakeholders and unclear system requirements. The teacher assessment information system produces a number of features. Black box testing is successful in validation testing resulting in valid test items, while compatibility testing produces minor and major issues in several browsers (Fabiyanto et al., 2019).

The next decision support system method used in assessing teacher performance is the Analytical Hierarchy Process (AHP) (Yuprastiwi et al., 2020). AHP works by supporting criteria assessment and weighting. This system is able to display alternatives based on calculation results. The ranking results are sorted from the highest alternative result to the lowest alternative result (A. Ibrahim et al., 2021). Apart from these three applications and websites, there are still some other applications and websites which can also make teacher performance assessments more valid, such as information systems using Object Oriented Analysis and Design (OOAD) (Magdalena et al., 2019), Simple Additive Weighting (SAW) method (D. Ibrahim, 2020), teacher performance assessment using Human Centered Design (HCD) (Muliani et al., 2020), web-based teacher performance assessment system with UML modelling using the Php programming language, and MySQL as database L (Informasi et al., 2022), and system development by using RAD (Rapid Application Development) (Setyawan et al., 2021), Big Data Analysis (Zheng & Sun, 2022), AHP and PROMETHEE method (Pramana et al., 2022). Various applications and web-based methods were developed for better assessment of teachers in Indonesia. In the initial stage of analysis of this research, it is noticed that the applications and web-based methods of teacher performance assessment in Indonesia have been used.

b. Needs Analysis in Teacher Performance Assessment

Needs analysis (also known as needs assessment) plays an important role in the process of designing and implementing an assessment (Haseli Songhori, 2008). Based on the literature review, several notes on needs analysis in teacher performance assessment were found, which are shown in Figure 4 below.
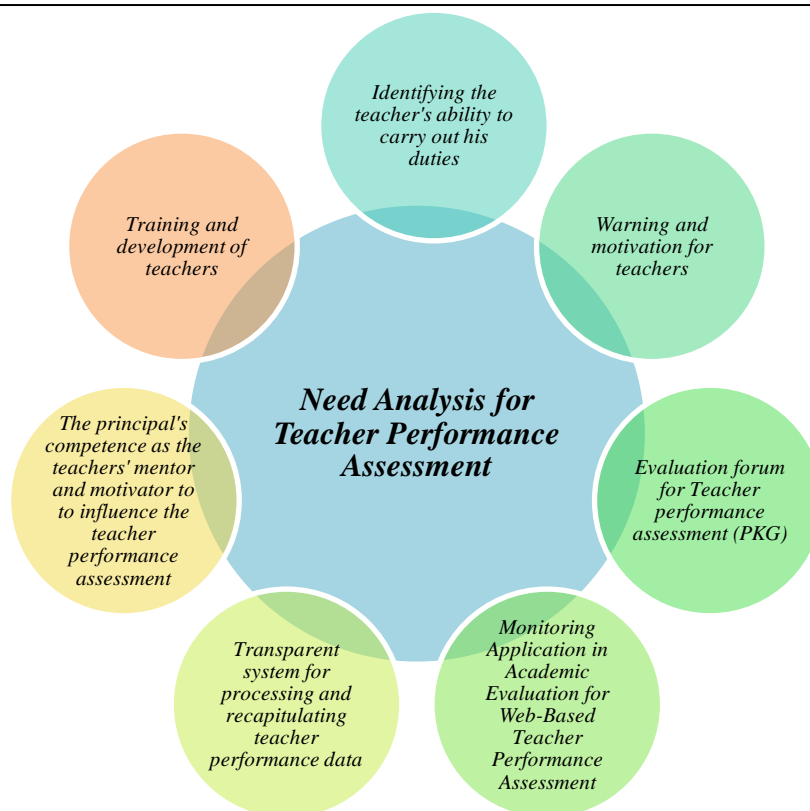
Figure 4. Teacher Performance Assessment Needs Analysis Scheme

Teacher performance assessment is very necessary to identify teachers' abilities in carrying out their duties through measuring their mastery of competencies (Fabiyanto et al.; Rosidah et al.; Sintawati et al.) and give warning and motivation as well (Zheng & Sun, 2022). Even though every school has carried out teacher performance assessments, many schools have not been able to realise optimal teacher performance assessments, because the evaluation process is still carried out manually, intuitively, and less objectively. Therefore a good teacher performance data processing and recapitulation system is needed (Pramana et al.; Kurnia).In this era, there are some monitoring applications in academic evaluation for web-based teacher performance assessment (Yulianto, 2018; Magdalena et al., 2019; Muliani et al., 2020; Setyawan et al., 2021).

Another important thing for teacher performance, as the analysis result, is the evaluation forum for teacher performance assessment (PKG) (Muslimin, 2020). After conducting a teacher performance assessment, an evaluation needs to be carried out. The benefits of carrying out the evaluation are (1) Obtaining an understanding of the implementation and results of the teacher performance assessment that has been carried out (2) Making decisions regarding the implementation and results of the teacher performance assessment; and (3) Improving the quality of the process and results of teacher performance assessment as an effort to improve the quality of output (Nadya Putri Mtd et al., 2023).

Instead of evaluation, training and development of teachers are other important things to maximize the quality of teachers (Yuniarti & Lingga, 2019). The benefit of the training is to improve the teachers' skills and assertiveness which is related to

punctuality of attendance to to produce optimum work performance and avoid procrastination (J & Prayuda, 2020). Through the training, teachers may gain new insights and knowledge to improve the quality of work performance.

In improving teacher performance, the most needed competence for the principals is the ability to role as an educator, a manager, an administrator, a supervisor, a leader, an innovator, and a motivator. Efforts made by school principals to improve teacher performance can be done by (a) motivating teachers, (b) increasing teacher discipline, (c) creating a conducive working atmosphere, (d) improving teachers' competence, and (e) increasing academic competence (Alhabsyi et al., 2022). the role of the principal influences teacher performance (Nurhasyim et al., 2021). In other words, teacher performance and school principals' roles interplay. The better the principals in carrying out their duties, the more the quality of the teacher's performance.

4. CONCLUSION

Based on a systematic literature review of 25 articles, the findings were in line with the aim of this research, namely, to determine the needs for effective teacher performance assessment. The study reveals seven points of teacher performance assessment. The first point is related to the goals of teacher performance, which is to identify the teachers' ability in carrying out their duties and also to give warning and motivation as well. In the implementation of teacher performance assessment, an evaluation forum of teacher performance assessment is crucial. It also needs web-based monitoring applications, with a good teacher performance data processing and recapitulation system. It must be supported by the competence of the school principal as a guide, and teachers' training and development as well. These findings are expected to help reduce the obstacles in applying optimal teacher performance assessment which leads to realise Indonesia's goal for having competent teachers. The implication of these findings to the body of knowledge is to be supporting reference to analyse the needs for teacher performance assessment in Indonesia. Further research is suggested to provide procedures for applying methods thorough applications or websites, and practical implementation at schools.

5. ACKNOWLEDGEMENT

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