

# Improving Education Quality and Teacher Performance Through Benchmarking Implementation

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**Abstract.** Quality education is essential in developing the potential of future generations. To achieve high quality education, the role of teachers as the spearhead in the learning process. One strategy that can be implemented to improve the quality of education and teacher performance is the implementation of benchmarking. This research aims to determine the importance of benchmarking in improving the quality of education and teacher performance. By comparing best practices and existing standards, benchmarking allows educational institutions to identify their strengths and weaknesses and adopt effective strategies for continuous improvement. This research also explores the various benchmarking methods that can be applied in the context of ranging from internal comparisons between units in a school to external comparisons with other educational institutions that have been successful in achieving similar goals. Results from implementation of benchmarking in education show that benchmarking can improve the quality of learning, curriculum development, as well as the improved teacher performance and motivation. However, the challenges of adapting best practices from other institutions as well as implementing changes in a dynamic educational environment are also focused on in this study. In conclusion, the implementation of benchmarking has great potential to improve education quality and teacher performance. In this context, collaboration, customization and a commitment to continuous improvement are key in optimizing the benefits of the benchmarking process to achieve education quality.

**Keywords:** educational quality, teacher performance, benchmarking implementation

## INTRODUCTION

Education is important in the formation of individuals, society, and progress of a nation (Ilham, 2021). Education must keep up and prepare students with relevant skills and be able to compete in a very dynamic global environment.

The role of the teacher as an agent of change is crucial in shaping the quality of education. Teachers are required to have superior competence. It is expected that the better teacher's competence, the better the teacher's performance and ultimately the achievement of quality education (Lailatussaadah, 2015). Improving teacher performance occupies the most important place in efforts to improve the quality of learning, which will have an impact on the quality of graduates and the achievement of national education goals. The reality shows that teacher performance, especially in terms of the quality of education they provide, has received widespread attention in the community. This is related to the academic ability of teachers and education institutions (Idris, 2018).

The problem is that the quality of primary and secondary education is still low. The lack of professional teachers leads to poor quality of education. This is because in the organisation of school education emphasis is placed on improving quality in response to the needs and dynamics of a developing society, and quality improvement can

be achieved through the implementation of education (Darmadi, 2015). Most teachers work just to fulfil their duties without strong motivation to achieve quality education (Fatmawati et al., 2022). According to (Lailatussaadah, 2015) the low performance of teachers in carrying out the main tasks of teaching carry out the main task of teaching including a low learning strategies, lack of classroom management skills, low ability in classroom action research, low achievement motivation, lack of discipline, low professional commitment, and low professional management skills. Therefore, schools must improve the quality of learning by implementing the principal's policy knowledge and control activities in the school environment through teacher performance (Ariyadi, 2023).

Efforts to improve the quality of education without qualified teachers face many obstacles (Imam Suraji, 2012). Improving teacher performance is the most important position in efforts to improve the quality of learning, which then has an impact on the quality of graduates and the achievement of national education goals. Thus, a strategy is needed to improve the quality of education through teacher performance.

Basically, schools can develop strategies by balancing their strenghts, weaknesses, opportunities and threats to maintain their

competitive advantage. One of the growing insights in today's competitive world is the need for partnering or co-operation. The concept of benchmarking can be a relevant solution as a strategy to create benchmarks that institutions need to achieve in order to progress (Fitriana, 2023). Educational institutions strive to constantly evolve for the better with a competitive spirit. Similarly, through collaboration, institutions can become more competitive as they can effectively apply hard-won learning from other institutions facing similar situations and problems (Fitriana, 2023).

A strategy that has been practiced and proven successful in private organisations to improve the quality of organisational services is the benchmarking strategy (Saleh & Utama, 2014). In the context of education, the implementation of benchmarking enables educational institutions to learn and adopt best practices from institutions that have successfully improved education quality and teacher performance. Educational institutions conduct benchmarking against other institutions that have better quality with the aim of obtaining a new formula in improving the quality of the institution.

Thus, research on improving education quality and teacher performance through benchmarking implementation is relevant and important to explore in more depth. The purpose of this research will not only provide insights into the concept of benchmarking in improving education quality but will also provide a foundation for systemic improvements that can be applied in various educational institutions. This is expected to result in concrete and sustainable recommendations for better education improvement in the future.

## RESULTS AND DISCUSSION

### Educational Quality and Teacher Performance

Teachers are one of the important components for the implementation of the education process. The existence of the teacher is very instrumental as a mediator who organises the student learning process.

Performance is the result achieved by a teacher by completing a task or task within a certain period of time according to specified standards and criteria (Indriawati et al., 2022). Teacher performance is an integral part of the process and is even an important element in efforts to achieve goals. As a teacher who has a mission to improve dignity, the ability of teachers to achieve national

education goals is very important (Maris et al., 2017).

Teacher performance refers to the ability shown by teachers in carrying out their duties and tasks. Performance is considered good and satisfactory if the goals achieved meet the specified criteria (Maris et al., 2017). Therefore, teacher performance is related to a country's education programme. The teacher factor determines the quality of learning. Than to improve the quality of education in Indonesia, we need to improve the quality of educators, in this case teachers (Syarifuddin, 2020).

In supporting teacher performance, it is necessary to support the competence of professional teachers (Mulyani, 2017). Professional teachers have the skills, knowledge, and attitudes that support an effective learning process. In an effort to improve teacher performance, it is important for the education system to provide strong support for the development of teacher competencies. Teacher competencies cover a wide range of aspects that directly influence the ability to deliver quality education (Rahman, 2019). Teacher competencies cover a wide range of aspects that directly influence the ability to deliver quality education. As defined in Law No 14 of 2005, teacher competencies include four competencies, namely pedagogic, personal, professional and social competencies (Rudi Hartono, 2019).

There are several internal and external factors that can lead to less than optimal learning quality. Internal school factors that can affect the quality of learning include low teaching methods and the quality of the curriculum applied, resulting in low efficiency of the teaching and learning process, as well as inadequate facilities and infrastructure, including the adequacy and uneven distribution of teachers. External factors that affect the quality of learning include the role of parents, society in general, and the government that has not supported the development of quality education (Mulyani, 2017). In addition, teacher performance is also influenced by the discipline, behaviour and culture of the school where the teacher works, including the leadership and motivation of the principal (Idris, 2018).

For education organisers, it has a very important role in improving teacher performance and developing teachers' professional skills so as to improve the quality of education. The role of schools should be a very important indicator that always accompanies teachers in improving the quality of education (Pandipa, 2019).

## Implementation of Benchmarking in Improving Teacher Performance

Human resources are the key to quality improvement and competitive advantage. Therefore, to improve performance, the skills and knowledge of human resources must be continuously improved. As a benchmark, school leaders must have the ability to understand the strengths and weaknesses of educational institutions as a source of learning and become conceptors to advance their schools.

The willingness of institutions seeking change to co-operate with other more progressive institutions is essential. Institutions that work together to improve the efficiency of all organisational processes can achieve greater competitiveness and productivity. This cooperation aims to answer the challenges of changing times (Asep Kurniawan, 2020).

Implementing benchmarking in the context of teacher performance improvement plays an important role in improving educational standards and teaching effectiveness. The purpose of benchmarking is to encourage institutions to analyse similar competing processes that are proven to deliver better or satisfactory results.

The implementation of benchmarking allows educational organisations to compare teacher performance with the best standards that have been set. In this case, comprehensive data collection on teacher performance, student achievement, and teaching methods is crucial. This identification process helps in recognising differences or gaps between actual performance and the standards to be achieved.

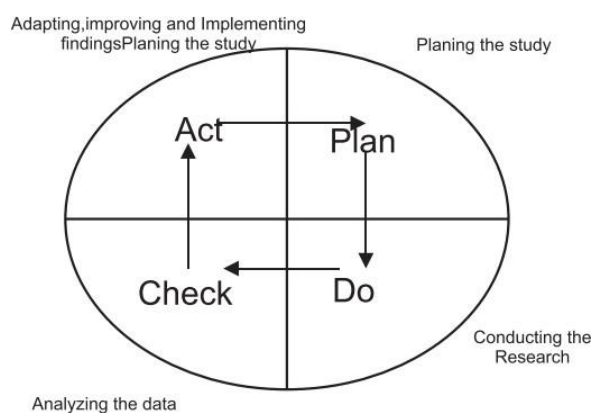
By engaging in the benchmarking process, teachers are able to develop their professionalism by continuously learning from the best practices that exist in the education industry. This not only includes improvements in teaching skills, but also expanding understanding of different pedagogical approaches that can enhance learning effectiveness.

The implementation of benchmarking requires continuous measurement of teacher performance. This evaluation helps in tracking improvements that have been made and identifying areas that still need improvement. The process thus becomes an ongoing cycle, with a focus on continuous improvement. Benchmarking involves the application of a systematic and ongoing evaluation of an educational institution, comparing it to other top-performing institutions with the aim of demonstrating their identity (Kamil & Diyanti, 2020).

Strategy development involves developing an organisation's vision and mission, identifying opportunities and threats in the external environment, identification of internal strengths and weaknesses, formulation of long-term goals, development of alternative strategies, and determination of the right strategy to implement (Asep Kurniawan, 2020).

Performance assessment according to Dessler that several things are used to measure performance including planning skills, organising skills, directing skills, controlling skills, and problem analysis skills (Sutrisno, 2010).

The steps of benchmarking include developing a plan, executing the plan, checking the findings, and taking action (Wahyudi, 1996).



**Figure 1.** The benchmarking process compared to Deming's cycle. Source: (Watson, 1993)

Plans is to plan a benchmark study. This step includes selecting and determining the process to be investigated, determining benchmarks for the performance of the process, evaluating the company/organization itself, and determining the company/organization that will be compared. Regarding the educational context, this first step requires institutions benchmarking understand the characteristics of one's own institution and be able to identify what should be compared. Next, decide which institution should be the target of study benchmarking.

Do, namely conducting primary and secondary research. The process of investigating processes within the target company is included in this step. This second step can be carried out through interviews, writing written questionnaires, or direct observation.

Check, i.e. Analyze the data collected and summarize the research findings and recommendations. This analysis includes determining the extent of differences in

performance between institutions benchmarking in table (matrix) format and identify the determining factors that support increased performance of key companies that achieve goals benchmarks, which includes two aspects.

Action, This step includes adapting, developing, and implementing appropriate benchmarking process determinants. This final step aims to make changes or improvements to improve the performance of the company/organization.

According to (Arcaro, 2006) how to use benchmarking in educational institutions is identifying processes to be improved, identifying groups or organizations that show excellent process performance, measuring to determine where the process performance in the organization is the best and what the level of performance is. this becomes a benchmarking standard that must be met and passed, reviewing other groups' methods to find out why their performance is so good, implementing these methods, with adjustments to work processes in their own institution.

Through benchmarking, institutions can gain new perspectives on standard practices, identify goals for achieving excellence, and create tools for improvement and new breakthroughs.

## CONCLUSION

The implementation of benchmarking in improving teacher performance is an important strategy in improving the quality of education. The implementation of benchmarking is an effective tool in improving teacher performance. The steps of benchmarking include developing a plan, executing the plan, examining the findings, and taking action. By adopting best practices, teachers can continuously improve their teaching methods and, ultimately, provide a better education to students. This process should be an integral part of continuous efforts to improve education standards and ensure optimal quality of learning for future generations.

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