# Improving Teacher Performance through a Balanced Scorecard Learning Perspective at SDIT Aya Sophia Tangerang

**Agus Siswadi[1], Jajat Sudrajat[2], Richad Dedi Syahbudin Afandi[3*], Rudiyanto Dahlan[4], Imam Asrofi[5]**

[1,2,3,4,5]Universitas Islam Nusantara, Indonesia

[*]*Corresponding email: richaduninus@gmail.com*

| Abstract | Improving teacher performance is a strategic agenda in facing the challenges of 21st century education, especially in Islamic-based basic education units. This study aims to analyze the application of the learning perspective in the Balanced Scorecard (BSC) framework as a strategy to improve teacher performance at SDIT Aya Sophia Tangerang. Using a qualitative-descriptive approach, data were collected through in-depth interviews, participatory observation, and documentation study of seven key informants directly involved in school management. The results show that HR capacity building, data-based work program planning, and implementation of ongoing training significantly improve teachers' professionalism, learning effectiveness, and stakeholder satisfaction. Learning indicator-based performance evaluation promotes a reflective and collaborative culture within the school. In addition, the integration of Islamic values with the strategic management approach resulted in synergy between academic achievement and character strengthening. This study recommends the application of BSC as an adaptive, measurable and contextualized internal quality management tool for integrated Islamic schools in Indonesia |
|---|---|
| Keywords: | Balanced Scorecard, learning perspective, teacher performance, SDIT, education management, learning organization culture |

## INTRODUCTION

Education is the main foundation in the development of superior and competitive human resources. In the midst of global dynamics and technological developments, educational institutions are required not only to produce graduates who are academically intelligent, but also adaptive, innovative and have strong character. Teacher performance as a formal education unit is an important indicator in measuring the success of the national education system. Therefore, strengthening the capacity of schools in facing the challenges of the times is a strategic agenda for all education stakeholders.

In the Indonesian context, various regulations have been issued to improve the quality of education. Law Number 20 of 2003 concerning the National Education System mandates the need to improve the professionalism of educators and the sustainability of learning programs. Furthermore, the Merdeka Curriculum, which is regulated through Permendikbudristek No. 56/M/2022 and education unit standards in Permendikbudristek No. 53 of 2023, emphasizes the importance of student-oriented and competency-based learning transformation. The implementation of this policy requires adaptive, structured and measurable school management strategies.

One strategic approach to teacher performance management that has proven effective in various sectors is the Balanced Scorecard (BSC), developed by Kaplan and Norton (1996). BSC not only assesses organizational success from a financial perspective, but also from the perspectives of customers, internal processes, and learning and growth. The learning perspective in BSC is crucial in

education because it targets the roots of institutional performance, namely the quality of human resources, technology development, and the culture of a learning organization.

However, the adoption of BSC in the context of education in Indonesia, especially in Islamic-based primary schools, is still limited. The majority of BSC research in the education sector has focused on the university or public school level, with the main focus on finance and customer service. In fact, the learning and growth aspect is the key to long-term sustainability of education quality. Herein lies the urgency and novelty of this research - specifically addressing the learning perspective in BSC to improve the performance of integrated Islamic primary teachers (SDIT) in Indonesia.

SDIT Aya Sophia Tangerang was chosen as the study site because the school is located within an Islamic-based private education ecosystem that has a strong commitment to learning innovation and character strengthening. The school has also informally initiated the use of BSC principles in the preparation of its work program. This study aims to systematically explore how HR development strategy, training program planning, work program preparation, learning implementation, and performance evaluation are implemented through the learning perspective in BSC.

This research is important because it provides an analytical and practical framework for schools to design quality improvement programs based on data and strategic objectives. In the post-pandemic situation that demands flexibility and innovation, schools need to strengthen their internal capacity to adapt to the changing environment. By understanding the application of the learning perspective in BSC, principals and teachers can develop a collaborative, reflective and innovative culture of a learning organization.

Another novelty of this research lies in the integration of the modern strategic management approach (BSC) with Islamic educational values. In SDIT, the success of education is not only measured from the academic side, but also from character building and strengthening Islamic values. Thus, this research attempts to show how the BSC approach can be harmonized with the vision and mission of integrated Islamic schools, so that modern management strategies do not eliminate the spiritual spirit in education management.

In addition, this research emphasizes the importance of parent and community participation as part of the *environmental input* in the teacher performance improvement system. Family involvement is not only as external supporters, but also as active partners in learning planning and evaluation. This concept is in line with the principles of *school-based management* and community-based education that the government has begun to promote.

Furthermore, the results of this study are expected to make a theoretical contribution in enriching the study of performance-based education management, as well as a practical contribution for Islamic private schools in Indonesia in building an internal quality management system. Using a descriptive qualitative approach, this study provides an in-depth description of real practices in the field, which can be replicated and adapted by other schools with similar contexts.

Thus, this study not only answers academic questions, but also becomes an applicative solution in answering real challenges in the field. Integrated Islamic schools that want to improve their competitiveness and quality in a sustainable manner can use the results of this study as a model for strategic development based on the learning perspective in the Balanced Scorecard.

## RESEARCH METHOD

### Approach and Research Type

This research uses a **qualitative** approach **with a descriptive type**, which aims to understand in depth how the learning and growth perspective in the Balanced Scorecard (BSC) is applied in an effort to improve teacher performance at SDIT Aya Sophia Tangerang. The qualitative approach was chosen because it allows researchers to explore phenomena holistically, contextually, and deeply based on the experiences of research subjects in a real environment. Descriptive-qualitative research focuses on meaning, processes, and internal dynamics that cannot be revealed through numbers or statistics alone, but requires a complex empirical narrative.

### Research Location and Context

The research was conducted at **Aya Sophia Tangerang Integrated Islamic Elementary School (SDIT)**, which is one of the Islamic-based private schools in Banten Province. This school has a vision of holistic education based on Islamic values with an orientation on academic quality and character. SDIT Aya Sophia has started to implement the principles of Balanced Scorecard, especially

in the aspects of HR development strategy and school work program planning, making it a relevant and representative location for this study.

## Research Informants

The purposive sampling technique was used to determine key informants based on the criteria of direct involvement in the planning, implementation and evaluation of school programs. The key informants consisted of:

a) The school principal, as a policy maker and learning leader
b) The vice principal for curriculum and human resources
c) Senior teachers, especially those involved in training and development activities
d) Education administration staff, related to strategy documentation and evaluation
e) Parent representatives, as school partners and external parties involved in the program.

The main informants totaled 7 people, all of whom had experience and strategic insights into school management and BSC implementation.

## Data Collection Technique

To obtain comprehensive and valid data, three main data collection techniques were used:

a) In-depth Interviews:
Conducted in a semi-structured manner to allow for flexibility in data collection, while remaining within the framework of the research themes. Questions focused on the HR strategy planning process, training implementation, work program development, and monitoring and evaluation based on the BSC learning perspective. Interviews lasted 45-60 minutes per informant and were recorded with ethical approval.

b) Participatory Observation:
The researcher made direct observations of activities at the school, such as teacher training activities, school work planning meetings, and the implementation of academic supervision. Observations were structured using an observation guide that refers to the BSC elements, especially the learning and growth indicators.

c) Documentation study:
Researchers analyzed various important documents, such as:
   o School Strategic Plan (RENSTRA)
   o Annual Work Plan (RKT)
   o Teacher training schedules and modules
   o Teacher performance evaluation instruments
   o Evaluation reports and parents' feedback

These documents were used to trace the consistency between planning, implementation and teacher performance outcomes.

## Data Analysis Technique

Data analysis was conducted using the Miles, Huberman, and Saldana (2014) interactive analysis model involving three main components:

a) Data Reduction:
Filtering information from interview transcripts, observation notes, and documents to highlight key themes such as HR strategies, training processes, BSC indicators, and performance evaluation.

b) Data Display:
The reduced data was presented in the form of thematic matrices, flowcharts, and analytical narratives to aid in conclusion drawing.

c) Inference Drawing and Verification:
Initial conclusions were iteratively verified through triangulation, discussions with informants (member check), and in-depth reflection by the researcher.

The analytical process was cyclical and dynamic, with the researcher constantly examining the relationships between themes and developing a full understanding of the phenomenon under study.

## Data Validity Test (Trustworthiness)

To ensure the validity and reliability of data in a qualitative approach, four trustworthiness criteria are used according to Lincoln and Guba (1985):

a) Credibility:

Established through triangulation of methods (interviews, observations, documents), triangulation of sources (teachers, principals, parents), and *member checking*.

b) Transferability (Generalizability):
Achieved by describing the research context in detail so that the findings can be applied by other schools with similar conditions.

c) Dependability:
Guaranteed by documenting the entire research process systematically and transparently so that it can be audited by external parties.

d) Confirmability:
Researchers maintain objectivity by presenting data based on empirical facts, not assumptions or personal biases. An audit trail was prepared to support research accountability.

## Research Ethics

This research was conducted by upholding the principles of research ethics. Researchers obtained official permission from the school, explained the purpose and benefits of the research to all informants, and asked for informed consent before conducting interviews or documentation. The confidentiality of informants' identities was maintained and all data was used only for academic purposes.

## RESULTS AND DISCUSSION

### HR Capacity Development Strategy

The HR capacity development strategy at SDIT Aya Sophia begins with the identification of teacher competency needs through learning reflections and academic supervision results. Each teacher is asked to compile weekly reflective notes, which are then analyzed by the school development team to design individual and group competency strengthening programs. This process involves a participatory approach so that teachers feel part of the change, not just objects of training.

Next, the school developed a roadmap for teacher development based on short-, medium- and long-term needs. The main focus in the early stages is strengthening digital literacy and pedagogical skills in active learning. Teachers are divided into groups based on teaching experience and training needs. The strategy is also complemented by mentoring from senior teachers and utilization of online training from the Ministry or private partners.

The impact of this strategy can be seen in increased teacher participation in development activities, as well as increased teacher confidence in using new learning methods. Observation data shows an increase in teacher creativity in developing lesson plans and learning media. This strategy also shapes a stronger professional culture where teachers share knowledge and experiences voluntarily (Darling-Hammond et al., 2017).

### Teacher Competency Improvement Program Planning

The planning of the teacher competency improvement program is conducted collaboratively between the school principal, curriculum development team, and teacher representatives. This process starts from analyzing teacher performance evaluation results and feedback from students and parents. The school uses rubric-based evaluation instruments to assess teachers' pedagogical, personality, social and professional aspects.

From the analysis, training priorities such as formative assessment, differentiated learning, digital literacy and strengthening religious moderation are formulated. The school develops an annual training calendar that adapts to teachers' workload, with internal, external and online training schemes. Training modules are developed using a contextual approach and based on case studies from real learning practices in the classroom.

Evaluation of the program implementation shows that teachers' ability to design and implement learning that is more responsive to students' needs has improved. Teachers also become more reflective of the learning process and open to colleagues' feedback. The quality of learning interactions improved significantly, as shown in classroom observation results and student satisfaction (Timperley et al., 2020).

### School Work Program Development

The preparation of the school work program based on the Balanced Scorecard perspective is carried out with reference to the school's vision, mission and strategic goals. This process begins with

internal and external SWOT mapping, followed by the formulation of strategic objectives in the four BSC perspectives, especially the learning and growth perspective. The strategic objectives are then translated into key performance indicators (KPIs) and annual work programs.

The school develops an Annual Work Plan (RKT) that integrates learning indicators, such as the level of teacher participation in training, learning innovations, and student competency achievements. The RKT is prepared through an annual deliberation forum involving all school stakeholders, including committees and parent representatives. This aims to ensure that the work program is not only top-down, but also based on the needs and aspirations of the school community.

As a result, school work programs become more targeted, measurable and accountable. Document searches show that more than 85% of the current year's work programs have measurable and data-based achievement indicators. This also encourages a culture of reflection-based planning and evidence-based policy in school decision making (Leithwood et al., 2020).

## Implementation of Development Activities

The implementation of HR development activities at SDIT Aya Sophia is carried out with a tiered and sustainable approach. Training is conducted in the form of internal workshops, microteaching, peer coaching, and community-based learning. Each teacher is required to attend a minimum of two main trainings and one reflection forum each semester.

Technology is also utilized as a tool in the implementation of teacher professional development. The school uses Google Classroom and Zoom platforms for online training, and utilizes WhatsApp Group as a daily discussion space between teachers. This approach allows teachers to continue developing their competencies without disrupting their teaching schedules.

The presence of the principal as an active facilitator in the training has a positive impact on teacher participation. Development activities are no longer seen as an administrative burden, but rather as a professional necessity. Evaluation results show an increase in teacher enthusiasm and participation in development forums, as well as the emergence of teacher initiatives to organize teacher-led training (Desimone & Garet, 2015).

## Performance Evaluation and Monitoring

Teacher performance evaluation and monitoring at SDIT Aya Sophia refers to the Balanced Scorecard instrument, with a focus on learning and growth indicators. The evaluation process is conducted regularly through classroom observations, assessment of learning documents, and student satisfaction surveys. Each teacher has a development portfolio that is evaluated every semester.

The monitoring system is carried out by an academic supervision team consisting of the principal, vice principal and senior teachers. Observation instruments are developed in a participatory manner with a rubric approach that assesses aspects of learning preparation, implementation and reflection. Monitoring results are used as the basis for formative feedback and improvement of subsequent training programs.

The effectiveness of monitoring is reflected in the increase in average teacher performance evaluation scores in the last two years. In addition, teachers become more open to observation and post-observation discussions. The evaluation process also encourages the development of a reflective and collaborative culture among educators, which strengthens the climate of learning organizations in schools (OECD, 2020).

## Impact on teacher performance

The application of the learning perspective in the BSC shows a real impact on improving teacher performance. This can be seen in the improvement of student learning outcomes, teacher involvement in innovative programs and increased parental confidence in the education services provided by the school. Quality indicators such as midterm and end-of-semester exam results show a positive trend.

Teachers have become more proactive in improving teaching practices through reflection and collaboration. They are also more prepared to use technology as a learning tool. In addition, improved teacher professionalism has a direct impact on student motivation and participation in the learning process. This indicates a link between HR development and learning outcomes (Eren et al., 2019).

In terms of management, principals reported that decision-making has become more data-driven. Regular evaluation of work programs provides a strong basis for designing targeted interventions. Thus, BSC is not only a measurement tool but also a control system for education quality management in schools.

**Obstacles and Solutions**

In its implementation, the school faced various challenges, such as limited time for teachers to attend training due to their busy workloads. In addition, resistance to change among some senior teachers was an obstacle in the process of adopting the new approach. The lack of initial technology support also hinders the effectiveness of online learning.

To overcome this, the school implemented a solution in the form of flexible and need-based training scheduling. Training is conducted during working hours or online on weekends. A coaching approach is applied to help teachers adapt gradually. In addition, minimal technology investment was made in the form of tablets and Wi-Fi networks in the school environment.

Another solution is to establish a learning community that encourages collaboration and sharing of good practices. Through this model, more adaptive teachers can become role models for other colleagues. Changing the approach from instructional to collaborative has proven to be more effective in building commitment and trust in organizational change (Fullan, 2020).

**The Role of Principals and Leadership**

The principal plays a central role in the implementation of the BSC learning perspective. He or she is not only a policy maker, but also a learning leader who is actively involved in the teacher development process. His leadership is transformational, emphasizing empowerment, shared vision and creating a positive work climate.

The principal facilitates various discussion forums, becomes a facilitator in training and regularly conducts coaching for teachers. She also ensures that all school policies are inclusive and based on evaluative data. This reinforces teachers' perception that they are valued and supported in the professional development process.

The literature supports that transformational leadership in education promotes sustainable and innovative change (Nguyen et al., 2021). The principal's role as a change agent is an important catalyst in creating a learning organizational culture in schools.

**Synergy with Parents and School Committee**

Synergy with parents and school committees is carried out through regular meetings, family education discussion forums and service satisfaction surveys. The school involves parents in the learning quality evaluation process, as well as in the formulation of strategic policies such as annual programs and student activities.

The school also provides two-way communication channels such as class WhatsApp groups, digital suggestion platforms and direct consultation with teachers. This helps build trust and shared commitment in supporting children's learning. Active parental participation promotes a harmonious educational ecosystem that is responsive to student needs.

Research shows that systematic and meaningful parental involvement is positively correlated with student learning outcomes and satisfaction with school (Garbacz et al., 2019). At SDIT Aya Sophia, this approach is proven to strengthen the legitimacy and accountability of the school in the eyes of the community.

**Social and Cultural Impact of the School**

The social impact of applying the learning perspective in BSC is seen in the increased solidarity among teachers and staff. The establishment of a culture of mutual learning and support makes the school a dynamic community of learners. Teachers no longer work individualistically, but collaboratively in developing and evaluating learning strategies.

Culturally, there is a shift from an administrative approach to a reflective and innovative approach. Schools provide space for learning experiments, collective reflection, and respect for teachers' initiatives. This culture strengthens organizational resilience in the face of change and external challenges.

Recent literature confirms that the culture of a learning organization enhances a school's capacity to adapt and grow in the long term (Hargreaves & Fullan, 2020). SDIT Aya Sophia demonstrates that the application of a strategic management system such as BSC, if applied contextually, can strengthen the social and cultural aspects of the organization simultaneously.

## CONCLUSION

### Conclusion

This study shows that the learning perspective in the Balanced Scorecard (BSC) framework can be used effectively to improve teacher performance. At SDIT Aya Sophia Tangerang, systematically designed HR capacity development strategies have resulted in significant improvements in teacher professionalism, learning quality, and student learning outcomes.

Data-driven training program planning, measurable work programming and the use of technology in the teacher development process show that the school can build an adaptive and sustainable quality improvement system. The implementation of BSC allows principals to integrate strategic management with the development of a learning organization culture.

Participatory evaluation and monitoring also creates a space for reflection that strengthens a collaborative culture. In addition, the support of parents and school committees became an integral part of achieving the institution's strategic goals. Overall, the BSC approach encourages the creation of educational organizations that are not only efficient, but also innovative and responsive to change.

### Implications

Theoretical Implications: This research contributes to the development of educational management theory, particularly in the application of the Balanced Scorecard in primary education. The findings show that the learning and growth perspective in the BSC can be contextualized for the value-based Islamic education sector, without losing its strategic essence. This study also enriches the literature on the relationship between teacher capacity building and a learning organizational culture in improving the performance of educational institutions.

Practical Implications: For educational practitioners, the results of this study can be used as a guide in designing strategic-based school quality improvement programs. Principals and foundation managers can use this approach to develop work programs that are measurable and aligned with the institution's vision. Teachers also receive a more targeted, collaborative and sustainable professional development model. Other Islamic schools can replicate this model with adjustments according to their local context.

Managerial Implications: Managerially, this approach encourages a paradigm shift from task-based management to strategic goal-based management. School principals are required to act as learning leaders who are able to drive change, build data-based evaluation systems and encourage the participation of all elements of the school. Thus, the Balanced Scorecard becomes a quality management instrument that can be used to integrate planning, implementation and evaluation in a complete and sustainable system.

## REFERENCES

Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). Effective teacher professional development. Learning Policy Institute. https://learningpolicyinstitute.org/product/effective-teacher-professional-development-report

Desimone, L. M., & Garet, M. S. (2015). Best practices in teachers' professional development in the United States. Psychology, Society, & Education, 7(3), 252-263. https://doi.org/10.25115/psye.v7i3.515

Eren, B., Kurt, A. A., & Kocaman, O. (2019). Teacher competencies and their impact on student learning. Education and Science, 44(199), 145-158. https://doi.org/10.15390/EB.2019.8109

Fullan, M. (2020). The new meaning of educational change (5th ed.). Teachers College Press.

Garbacz, S. A., McIntyre, L. L., & Santiago, R. T. (2019). Family-school partnership interventions: A review of the evidence. Journal of School Psychology, 76, 12-35. https://doi.org/10.1016/j.jsp.2019.07.001

Hargreaves, A., & Fullan, M. (2020). Professional capital: Transforming teaching in every school. Teachers College Press.

Kaplan, R. S., & Norton, D. P. (1996). The balanced scorecard: Translating strategy into action. Harvard Business School Press.

Leithwood, K., Harris, A., & Hopkins, D. (2020). Seven strong claims about successful school leadership revisited. School Leadership & Management, 40(1), 5-22. https://doi.org/10.1080/13632434.2019.1596077

Lincoln, Y. S., & Guba, E. G. (1985). Naturalistic inquiry. Sage Publications.

Nguyen, T. D., Bettini, E., & Leko, M. M. (2021). Principals' instructional leadership and school culture: Effects on special education teacher job satisfaction. Educational Administration Quarterly, 57(3), 423-455. https://doi.org/10.1177/0013161X20972867

OECD. (2020). Teachers and school leaders as valued professionals: OECD teaching and learning international survey (TALIS) 2018 results (Volume II). OECD Publishing. https://doi.org/10.1787/19cf08df-en

Timperley, H., Ell, F., & Le Fevre, D. (2020). Developing adaptive expertise through professional learning communities. Springer.