English Teachers' Performance Evaluation as a Means for Their Professional Developments

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Abstract

The study aimed to reveal how the teacher performance evaluation methods implemented by a private Catholic senior high school in Malang, East Java facilitated its English teachers towards their professional developments. This study employed a case study approach. The data from the participants - three senior English language teachers, two students, the school principal, vice principal, the head of Human Resources Development Section and supervisor from foundation were collected through semi-structured interviews. All data were analyzed qualitatively. The results revealed that the school employed five evaluation methods, namely, evaluation by students, self-evaluation, and evaluation by peers, evaluation by superior and supervision. The methods employed by the school provided positive impacts on the English teachers' professional development, although the results of the evaluations did not serve as the main guideline for the school to include the teachers in development activities. The school carried out evaluation to ensure its teacher performance standard and the instruments to conduct the evaluation were always reviewed and adjusted to school culture and authentic conditions. The researchers suggest that the teachers should have their initiatives and build their agency to develop themselves professionally.

Keywords
English teachers, professional development, teacher performance evaluation, teacher performance evaluation methods

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Introduction

Teachers who are widely known as professional educators have big impacts on the success of the students. In Indonesia, teachers are considered professional if they master the four basic competencies set by the government. Joni as cited in Jaedun (2009) states that the standards for measuring the performances of professional teachers are four teacher competencies or teacher professional standards that show the complete figure of professional teachers. This is regulated in law no. 14 of 2005 article 10 paragraph 1 concerning teachers and lecturers which states that "Teacher competencies referred to in article 8 include pedagogical, personal, social, and professional competencies obtained through professional education" (Indonesia. Sekretariat Negara, 2005).

Indonesian government already made a lot of efforts to develop the quality of education, one of the ways is to enhance teachers' competencies (Jaedun, 2009) through teacher performance evaluation. It is designed for two purposes, namely, to measure teachers' competencies and to support their professional developments (Danielson & McGreal, 2000). The teacher performance evaluation should provide benefits as feedback to meet various needs in the classroom and can also provide opportunities for the development of schools and teachers themselves (Jaedun, 2009). Therefore, the teacher performace evaluation is urgent to discuss.

In implementing teacher performance evaluation, schools in Indonesia including private schools use the handbook for the Implementation of Teacher Performance Evaluation issued by the Ministry of Education and Culture (Kementerian Pendidikan dan Kebudayaan, 2012) as a reference. However, the private schools under the supervision of different foundations may use different methods to evaluate their teachers. Based on the evaluation results, the teachers can find out their weaknesses and shortcomings, and whether teacher performance evaluation would have a significant impact on their professional developments. Teacher professional development is about how the teachers learn and apply their knowledge to assist the student learning, and it can be done by participating in variousactivities, reflecting on their teaching at school and in observing and reflecting on their colleagues' teaching (Postholm, 2012). A study conducted by Teaching and Learning International Survey (TALIS) team (henceforth OECD, 2009), discovered that, on average, in participating countries (Spain, Australia, Malaysia, Mexico, Estonia, Norwey, etc), teachers in public schools have one day more professional development than their counterparts in private schools. Knowing this situation, private schools need to realize that it is essential to facilitate their teachers in professional development activities and programs. Thus, the teachers can also benefit from a performance evaluation conducted on them and the quality of schools can be improved if the teachers master teacher competencies in teaching.

Until now, research on teacher performance evaluation in private schools in Indonesia is insufficient (e.g., Abidin & Sutrisno, 2014; Hartanto & Sumardjoko, 2018; Zahroh, 2017). There are two research topics identified from those studies: management of teacher performance assessment (Hartanto & Sumardjoko, 2018) and teacher performance assessment in improving education quality (Abidin & Sutrisno, 2014; Zahroh, 2017). None of the three studies is in accordance with the aim of this study, which is to figure out how the teacher performance evaluation methods facilitate English teachers of private Catholic senior high schools towards their professional developments. Thus, two research questions were formulated to guide this research. The first research question is "What are the teacher

performance evaluation methods implemented by a private Catholic senior high school in Malang?" The second research question is "How do the teacher performance evaluation methods facilitate the teachers' professional developments of the school?" It is expected that this research is beneficial for the English teachers and the school authorities and future researchers in general.

Literature Review

Teacher performance evaluation refers to a formal process used by the school to review and assess the teacher's performance and effectiveness in class (Bichi, 2017). In Indonesia, teacher performance evaluation has two main functions based on the handbook for the Implementation of Teacher Performance Evaluation issued by the Ministry of Education and Culture (Kementerian Pendidikan dan Kebudayaan, 2012). The first function is to evaluate the performance of teachers in executing all the competencies needed in the learning process, mentoring, or carrying out additional tasks relevant to the functions of the schools/madrasahs. Thus, the results of the performance evaluation become teachers' performance profiles that can provide an overview of the strengths and weaknesses of the teachers. The second function is to calculate the credit scores obtained by the teachers for their performance of learning, mentoring, or carrying out additional tasks relevant to the function of the school/madrasahs in the year the teachers' performance assessment is carried out. Performance evaluation activities are carried out annually as part of the teachers' career development processes for promotions and functional positions.

To conduct the evaluation of teacher performance, effective methods are needed. There are two experts who propose methods in evaluating teacher performance; they are Looney (2011) and Bichi (2017). Looney proposes four methods for evaluating teacher's effectiveness, namely, a teacher assessment conducted by a supervisor, a teacher evaluation by peers, ranking by students, evaluations by school staff and an external person or a team. In his research, Bichi proposes an integrated model for evaluating teachers in Nigeria. The proposed integrated model consists of supervisor rating, peer rating, students rating and self-assessment. He believes that this integrated model can produce valid, impartial and reliable performance evaluation. The two proposed methods seem to share some similarities despite of the different terms used. Regarding to the implementation of teacher performance evaluation, it is interesting to figure out how these evaluation methods can bring the teachers to the development of their professional developments.

In order to develop teacher professionalism, effective professional development programs are needed. TALIS team (OECD, 2009) mentions the types of professional development, namely; 1) enhancing teaching through informal dialogue; 2) courses and workshops; 3) reading professional literature; 4) educational conferences and seminars; 5) professional development networks; 6) individual and collaborative research; 7) peer assistance and observation; 8) observation visits to other schools; 9) qualification programs. Thus, schools need to consider which programs are suitable for their teachers. The development of teacher professionalism must be facilitated by the schools because it affects students' learning achievements and the institution. Consequently, performance evaluation as a means of measuring teacher professionalism needs carrying out, and then following by efficient programs to develop teachers' professionalism.

Methodology

Research design, participants, and locale of the study

This study used qualitative research with a case study approach. A case study approach allowed the researchers to describe the phenomenon and the real-life context in which it occurred (Yin, 2017), which in this study was the teacher performance evaluation methods and how the methods facilitated English teachers' professional developments. This study was conducted in a private Catholic senior high school in Malang, East Java, Indonesia. The school was one of the top schools in Malang with an "A" accreditation result. Three English teachers were selected as research participants purposively since they could purposefully provide an understanding of central phenomenon in this study (Creswell & Poth, 2018), namely, teacher performance evaluations as part of teacher professional development. They had at least five year teaching experiences and they were selected based on the information obtained by the researchers when submitting the research permit to the school in October 2019.

In addition, two students of the three teacher participants, the vice principal from the Curriculum Section, the school principal, the head of Human Resources Development Section and a supervisor from the foundation were also interviewed to collect rich data. The students selected were from eleventh and twelfth grades who already had experiences in evaluating teachers. The vice principal from the Curriculum Section, the school principal, the head of Human Resources Development Section and the supervisor were included in this study because they had the authority and provided policies in evaluating the performance of teachers in this school. All of the participants in this study were coded as follows:

Chart 1. *Coding for the participants*
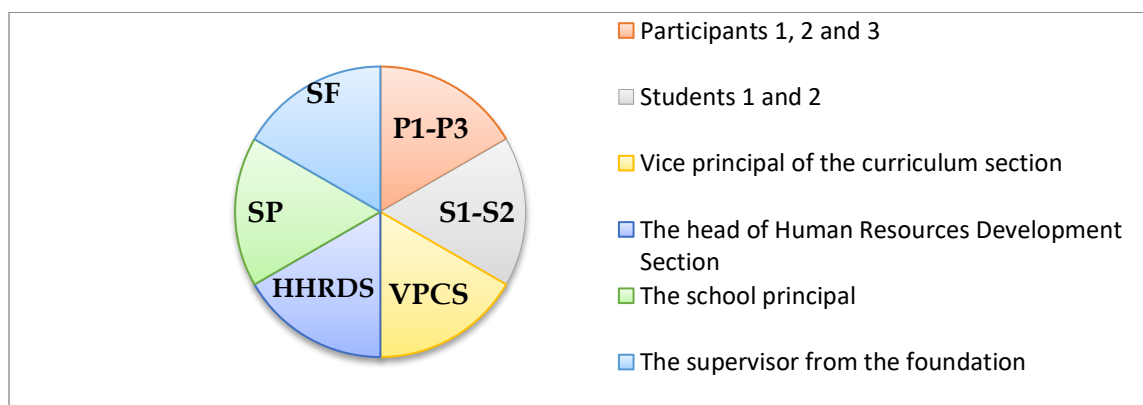
The codes were given based on the first letter of the words.

Data collection and analysis

The data gathering was conducted to all participants by using semi-structured interviews with open-ended questions based on the combination of the theories of teacher performance evaluation methods (Bichi, 2017; Looney, 2011), the guidelines from the

Ministry of Education and Culture, and the theory of teacher professional development by TALIS team (OECD, 2009). The semi-structured interviews enabled the researchers to build relationships with the participants while giving the researchers freedom to investigate, ask questions, and explore the participants ' interesting fields or concerns (Smith & Osborn, 2007). The interviews were carried out from January to February 2020. The questions asked were basically about the types of teacher performance evaluation methods and the professional development of English teachers. The interviews were conducted 3 times to the English teachers, the vice principal and the head of Human Resources Development Section with each interview lasted 50 to 60 minutes, whereas the students, the school principal and the supervisor were interviewed once with each interview lasted 30 to 60 minutes. The interviews were conducted in Indonesian language to prevent misunderstandings and were recorded using mobile phone.

The data analysis was conducted qualitatively through the steps suggested by Creswell (2009). The stages of the data analysis consisted of organizing and preparing data (transcripts) for analysis, reading all through data, coding the data, interrelating themes/description, interpreting the meaning of the themes/descriptions, and validating the accuracy of the information (Creswell, 2009). Based on these steps, all data related to teacher performance evaluations and development were organized, read thoroughly, coded into related categories to generate themes such as evaluation focusing on teacher performance in class. Afterwards, the themes were presented in matrixes supported with narrative descriptions, and interpreted. One of the supervisors from the school foundation was invited to validate the research findings in mid-February 2020. The supervisor happened to be a teacher in that school, so he was supposed to have experience in being evaluated and doing evaluations. The results of data validation with the supervisor indicated that the data obtained was valid. These validated data could be seen in findings.

Ethical considerations

This research was conducted after the researchers obtained the permission from the school principal. To mantain the research ethics, the identities of both the school and participants were kept confidential. In addition, all data obtained from the participants was only used for the purposes of this research.

Findings

The teacher performance evaluation methods implemented in the private Catholic senior high schools

The findings from the first research question revealed that the private school employed five methods of teacher performance evaluations with three different focuses: a) evaluation focusing on teacher performance in class by students, b) evaluation focusing on teacher performance consisting of self-evaluation, evaluation by peers and evaluation by superior; c) evaluation focusing on teacher improvement in teaching which was carried out by conducting supervision. From these five evaluation methods, there were four methods that used similar terms as those proposed by Looney (2011) and Bichi (2017); evaluation by students, self-evaluation, evaluation by peers and supervision. The data collected were presented in the following paragraphs and matrixes.

Evaluation focusing on teacher performance in class. This evaluation was known as evaluation by students. The finding was shared by P1, P2, P3, VPCS, HHRDS and SP during the interviews with them that "There is an evaluation conducted by students at the end of each semester and this evaluation was organized by the curriculum section" as stated in the following excerpt.

Excerpt 1
"There are several performance evaluations in this school. First, the students evaluate teachers' presentation of material in class at the end of each semester."

According to the six interviewees, the evaluation was conducted to evaluate the teachers' presentation of materials in class. The three teacher participants and the vice principal of the curriculum section responded in more details about the aspects that were evaluated by students in this evaluation.

Excerpt 2
"So the students whose classes we teach will respond to the questionnaire. For example, they respond to questions about the teacher's ability to master teaching materials, the ability to convey the learning, the ability to give questions and answer questions, the ability to manage time in class, how we give and share the results of tests and the relationship between teachers and students." (P1#Interview)

The students provided the data by answering the questions on the questionnaire which, according to P1# participant, focused on the questionnaire focused on the skills and attitudes of the teachers when teaching in the classroom.

Excerpt 3
"The evaluation by students is known as the evaluation of teachers' presentation of material. The students are asked to evaluate whether the teachers had met the criteria set by the school throughout the semester, for example, whether the teachers give an opening greeting and whether the teachers dress neatly." (P2#Interview)

Further, the students evaluated the teachers based on the criteria set by the school, two of which were the teacher's attitude and appearance in the classroom.

Excerpt 4
"That is an evaluation of the presentation of material. So the students evaluate the implementation of teaching- learning in class." (P3#Interview)

It was revealed during the interview with P3# that the implementation of teaching-learning in class was the essence of this evaluation. The aspects evaluated not only focus on the skills of the teachers but also their behavior and appearance as stated in excerpt 3 and 4.

Excerpt 5
"The students are given the opportunity to evaluate how a teacher teaches them starting from the mastery of the material, the explanation of the material, the questions for assessments, the feedback on the test results, the teachers' appearance, and so on." (VPCS#Interview)

From these data, it could be said that this evaluation did not only evaluate the success of the teaching of the teachers in the classroom but also the relationship of the teachers and

students as well as the teachers' performance. This evaluation could also be said to have an easy process to be carried out as stated by two students who briefly described the implementation of the evaluation as follows.

> Excerpt 6
> "At the end of the semester, we always do evaluation by filling an evalution form using computer. So we fill in the evaluation form with scores ranging from 1 to 5. Besides, we can also evaluate the teachers by writing comments on the evaluation form which will be given by the school to the teachers so that the teachers can improve their performance."(S1#Interview)

The use of computers made it easier for students to evaluate the teachers. Further, this evaluation was not only limited to providing scores for the teacher but also providing comments.

> Excerpt 7
> "Teacher evaluation is held at the end of each semester. A member of the curriculum section comes to the class informing us that after the school we go to the computer lab to evaluate the teacher. In lab, we are told to create a username and password for our accounts. After logging in, a table with the name of the subject will appear. When you click it, a page with a teacher's photo, the name of the teacher and specific questions about the teacher and the subject will appear. The examples of the evaluation questions are whether the teacher mastered the material and whether the delivery of the material was good. We are told to give scores from 1 to 5 which 5 is the best score whereas 1 is the worst. Then, there is a comment column in the table. This may or may not be filled." (S2#Interview)

The above statement indicated that this evaluation had clear and easy stages. Students knew very well about the stages in carrying out this evaluation.

   Evaluation focusing on teacher performance. The interview results revealed that the performance here referred to teachers' works at school. There were three other methods employed in this school, namely, self-evaluation, evaluation by peers and evaluation by superior. This was expressed by P1, P2, P3, VPCS, HHRDS and SP that "Teacher performance evaluations consist of self-evaluation, evaluation by peers and evaluation by superior". All three evaluations were reported to be conducted at the end of each semester as stated by the vice principal of the curriculum section.

> Excerpt 8
> "For self-evaluation, evaluation by peers and evaluation by superior, they are conducted once every semester."(VPCS#Interview)

These three evaluation methods were said functioned in showing the success of teachers in carrying out their works, especially in team as admitted by P3.

> Excerpt 9
> "For evaluation by peers, we evaluate the interactions of the teachers such as their performance when working in teams. So, we don't evaluate the teachings of other teachers, but we evaluate their communication abilities as peers, for example, we evaluate his/her health, appearance or problem-solving."

The data revealed by P3 showed that these evaluations did not only assess teachers' performance but also their health condition. These three evaluations indicated that school not only focused on teachers' main tasks which were teaching and mentoring. In addition, the use of different evaluation methods could help the school to get valid evaluation results that would be useful in determining development activities and promotion for its teachers.

       Evaluation focusing on teacher improvement in teaching. This evaluation method was known as supervision. Supervision was one of the school policies that carried out routinely since 2019 school year as stated by P1, P2, P3, VPCS, HHRDS, SP and SF.

> Excerpt 10
> "We had supervision which is done once in a school year."

The aim was said to improve the ability of teachers in terms of teaching. It was mentioned by P1 and SP,

> "There is a routine supervision program. This routine supervision program functions not to evaluate the teachers but to improve their performance. All teachers -junior and senior ones-get a supervision schedule. I think it's just been arranged. It will be routine again starting from this year. This supervision has been scheduled, for example, this month other subject teachers will be supervised."

In its implementation, supervision was carried out by two supervisors namely a senior English teacher and a supervisor from the foundation as admitted by P2, VPCS, HHRDS, SP and SF that "Supervision is carried out by the supervision team. This supervision is coordinated by the Human Resources Development Section. The team consists of a supervisor from the foundation and a senior English teacher". In supervision, the supervisors were chosen for two reasons as revealed by P2 and SF.

> Excerpt 11
> "This supervision can be carried out by the headmaster with senior teacher or those who are asked by the headmaster to assist the senior teacher. I, as one of the supervisors always conducted the supervision with a supervisor from the foundation. The foundation was asked by the school to help. The reason I was appointed as a supervisor is to evaluate or observe the content of the materials for the pedagogical aspects." (P2#Interview)

> Excerpt 12
> "Supervision is coordinated by the Human Resources Section. Because of the limited number of supervisors, the foundation is asked to help conduct the supervision." (SF#Interview)

Supervision organized by Human Resources Development Section was said to have three stages in its implementation. The stages consisted of pre-supervision, supervision, and post-supervision as reported by P1, P2, HHRDS, SP and SF.

> Excerpt 13
> "There are three stages in supervision. Pre-supervision when the supervisors and teacher who will be supervised discuss it first. They discuss which material would be taught during the supervision later. Then the class observation is carried out. Then there is post-supervision."

The openness and transparency in supervision proved that the focus was indeed on improving teachers' teaching.

Aiming at improving teachers' abilities in teaching, supervision provided a solution for teachers who scored low. The solution was to provide mentoring to the teachers. Mentoring was done by observing the teaching of a senior teacher in the classroom, and this was stated by the head of Human Resources Development Section as the unit who organized this supervision that "In supervision, if there are teachers whose teaching methods are very poor, they will be mentored. If their weakness is in teaching it means they had to observe the teaching of teachers who got good evaluation scores". The implementation of supervision that involved open processes and the provision of mentoring for teachers who scored low indicated that this supervision promised a significant improvement in teaching for teachers.

Tabel 1. *The following matrix was the summary of data about evaluation methods*

No	Evaluation Methods	Teacher Performance in Class	Focus of Evaluation Teacher Performance	Teacher Improvement in Teaching	Stated by Respondents	Notes
1	Evaluation by students	✓			P1,P2,P3,VPCS, HHRDS,SP,S1, S2	Conducted at the end of each semester
2	Self-evaluation		✓		P1,P2,P3,VPCS, HHRDS,SP	
3	Evaluation by peers		✓		P1,P2,P3,VPCS, HHRDS,SP	Organized by
4	Evaluation by superior		✓		P1,P2,P3,VPCS, HHRDS,SP	Curriculum Section
5	Supervision			✓		

The above matrix showed the implementation of various evaluation methods conducted at this private school. Based on three main focuses, the evaluation was carried out using five methods as shown in the matrix.

The teacher professional development activities

Evaluation of teacher performance in its implementation should be followed up by development activities for each outcome of the evaluation conducted. The findings from the second research question showed that from all of the development activities mentioned only one activity that was provided by school routinely for English teachers namely, *MGPS* (The Same Subject Teacher Meeting). It was revealed by P1, P2, P3, HHRDS and SP during their interviews that *"We have MGPS, the same subject teacher meeting. This is scheduled by the school once a week"*. In addition to MGPS, there was also an activity called *MGMP* (Teacher Subject Meeting) that was facilitated for English teachers as stated by P1, P2, P3 and HHRDS.

Excerpt 14

"There are MGMP activities that are held once a month. Only one teacher was sent by the school to participate in this activity. There were many things we got by following this activity such as the latest teaching information or material."

MGMP was known to be an activity organized by Education Office of Malang City for its teachers. Both MGPS and MGMP were development activities that were routinely attended by teachers. Besides, English teachers were told to participate in other development activities such as seminars and workshops. This was said by P1, P2, P3 and SF.

Excerpt 15
"Then we are facilitated to take part in seminars or workshops and this is done alternately. We haven't had the chance to write a journal or paper yet because of the busy teaching schedule. Just meeting up like this is difficult for us. So we only have time to meet on Wednesday for 2 hours."

Development activities that were facilitated by school should be tailored to the needs of each teacher. On the contrary, this was not found in this school as admitted by P3.

Excerpt 16
"Unfortunately, the teachers who are chosen to take part in the activities are not the teachers who needed development in that field." (P3#Interview)

The participation of English teachers in development activities depended on the invitation of the organizer of the activity and the decision of the school. School only sent one teacher as a representative. The teaching schedule was the reason for this decision. This was done with the consideration that the teacher who participated in the development activities would share the knowledge he/she obtained from the activities. On the other hand, the superiors at school stressed that it depended on the activeness of the teachers in finding information about the development activities.

Excerpt 17
"It depends on the situation. If the teacher is encouraged to increase his/her knowledge, we will give him/her a chance. If there is an offer that is useful for English teachers, we will give it a chance. But because the head of the Human Resources Development Section is still new, there must be a proposal from the teachers. There are many offers from outside the school but the ones from the school are still rare. So the teachers must be active." (VPCS#Interview)

Excerpt 18
"So the teachers themselves must be active. Because I don't have many links on this. Unless the teacher comes to inform me about the activity." (HHRDS#Interview)

Excerpt 19
"We will facilitate the teachers if they want to take part in the activities. They must be proactive, both from the teacher themselves and the school. We will facilitate them if an offer comes in." (SP#Interview)

Human Resources Development Section, who had the duty to develop human resources, had its own consideration in providing follow-up activities for the teachers. The difficulty in mapping the abilities of the teachers in school was the reason in deciding the development activities for the teachers.

Excerpt 20

"The development activities we provide depend on the needs of the teacher. Our limitation is in mapping the needs. We do not understand the needs of individuals and needs in MGPS. Indeed there are some teachers who convey their needs but not all do that." (HHRDS#Interview)

The desires of the teachers that had not been achieved and the limitations of the school in providing development activities were not an inhibiting factor in the professional development of these three English teachers. The implementation of the evaluations contributed to the professional development of teachers.

Table 2. *The following matrix was the summary of data about professional development activities*

No	Respondents	Professional development activities				
		MGPS	**MGMP**	**Seminar**	**Workshop**	**Mentoring**
1	P1	V	V	V	V	
2	P2	V	V	V	V	
3	P3	V	V	V	V	
4	VPCS					
5	HHRDS	V	V	V		V
6	SP	V				
7	SF			V		
	Notes	A regular school program held every Wednesday for 2 hours.	A monthly program organized by the Education Office of Malang City. Only one teacher was sent by the school to participate in this activity.			Prepared for teachers who scored low during supervision

The matrix revealed the types of development activities most frequently followed by three English teachers so far. Of all the activities indicated, there were only two activities which were special programs from the school for its English teachers, namely, MGPS and mentoring.

Discussion

The findings revealed that the evaluations of English teachers' performance employed in this private school were based on three focuses, namely, performance in class, teacher performance and teacher improvement in teaching. From these three focuses, the evaluations were carried out by employing five methods: evaluation by students, self-evaluation, and evaluation by peers, evaluation by superior and supervision. Even so, only three methods that confirmed the theory from Bichi (2017), namely, students rating, self-assessment and supervisor rating, and two methods referred to Looney's (2011) theory such as ranking by students and teacher evaluation by peers. The terms used were different, but the definition and the purposes were the same as those employed in this school. For

evaluation by superior, could be said to be quite suitable with the culture of education in Indonesia. This could be seen from several evaluation methods that they proposed that found in this school. The functions of these evaluations were also in accordance with what was stated by the Indonesian Ministry of Education and Culture that was described in the literature review.

The evaluation methods employed in this school combined the theories from two experts and the school's policy. This finding confirmed Looney's (2011) study that the combination of the methods was important to do because there was no single measurement that could capture the full range of teacher performance in various contexts or conditions, or qualities that were important for effective teaching. It also supported previous studies that using different evaluation methods would provide different types of information about how teacher characteristics and teaching strategies influenced the learning and could help build a knowledge based on 'what works' (Abu-alhija, 2007; Baker, 2004; Herman, 2005).   This finding showed that the private school had the ability to conduct the evaluations independently. However, the finding was in contrast to that conducted by Abidin & Sutrisno (2014) in which some private schools did not evaluate teacher performance in accordance with government regulations, and these schools did not have the seriousness of ensuring the quality of their teachers. Thus, it could be concluded that this private school had shown the right example in evaluating teachers.

The results of the evaluation carried out ideally should be used to provide feedback to teachers and guide their professional developments (Sawchuk, 2015).   An ideal teacher evaluation should include an accurate assessment of the effectiveness of teaching, its strengths and areas of development, followed by feedback, coaching, support and opportunities for professional development (Bichi, 2017; Kementerian Pendidikan dan Kebudayaan, 2012; OECD, 2009). The teacher performance evaluations in this school were said to give significant impacts on teachers' professional development. This confirmed Marzano's (2012) study that evaluation was established for teacher development, and it admitted and rewarded the growth of teacher. Further, the results of the evaluations revealed the strengths and the weaknesses of teachers in mastering four basic competencies, namely, pedagogical competence, personal competence, social competence and professional competence, since they included those four competences as aspects that were evaluated. The aspects evaluated did not only emphasize pedagogical, social and professional competence but also personal competence. This proved that besides teachers' knowledge and skills, the private school also focused on their attitudes and behavior. This finding confirmed Jaedun's (2009) theory that standard for measuring teacher performance in Indonesia was the four teacher competencies.

In terms of professional development, this school in fact had included English teachers in development activities (matrix 2). This finding was in line with the previous study that professional development was carried out by involving teachers in activities that focus on the four basic competencies, such as courses, workshops or formal qualification programs, also through collaboration among schools or teachers from different schools (e.g. benchmarking activities to other schools or teacher networking) or within the school where the teacher works (OECD, 2009). However, the participation of these teachers was not based on the results of evaluations conducted on them (excerpt 16). It contradicted with Danielson & McGreal's (2000) theory that meaningful teacher evaluation should be followed by development activities, since it was designed for the purpose of professional development and the improvement of teaching. The provision of teacher professional development

activities should be based on the results of evaluations conducted (Kementerian Pendidikan dan Kebudayaan, 2012), because the needs of each teacher were different. Nevertheless, this private school had tried its best to facilitate its English teachers to develop their knowledge and abilities although the opportunities to develop professionalism through other activities needed to be increased since designing a professional development system was a major task (Danielson & McGreal, 2000). In this way, teachers could benefit from their participation in every school policy, especially performance evaluation.

The teachers also needed to take the initiative to develop themselves professionally (Jaedun, 2009). Amidst the workload and other requirements, English teachers must have their agency to direct themselves towards professional development. Their agency would not only direct their professional growth but also contributed to the growth of their colleagues (Obrien, 2016). Professional development was not only conducted by participating in various activities, but also when the teachers reflected on their own teaching at school and in observing and reflecting on the teaching of others in collaboration with colleagues (Postholm, 2012). This was not found in this study, but it did not rule out the possibility that the three teachers did what was stated by Postholm's (2012) theory. This research discussed how the teacher performance evaluation methods implemented by the private Catholic senior high school facilitated its English teachers towards their professional developments. This research was insufficient to describe in more detail the instruments used for the evaluations as well as how the results were calculated because they were the school's confidential documents. The researchers suggest that the teachers should have their initiatives and build their agency to develop themselves professionally without having to wait for the actions from the school authorities.

Conclusions and Implications

This research discussed how the teacher performance evaluation methods implemented by the private Catholic senior high school facilitated its English teachers towards their professional developments. The research discovered that there were five evaluation methods implemented by the school, namely, evaluation by students, self-evaluation, evaluation by peers, evaluation by superior, and supervision. The methods provided positive impacts on the professional development of the English teachers, although the results of the evaluations did not serve as the main guideline for school to include the teachers in development activities. The professional development was conducted by participating in activities such as MGPS, MGMP, seminars, workshops and mentoring.

This research was insufficient to describe in more detail the instruments used for the evaluations as well as how the results were calculated because they were the school's confidential documents. The researchers suggest that the teachers should have their initiatives and build their agency to develop themselves professionally without having to wait for the actions from the school authorities.

Disclosure statement

No conflict of interest was reported by the authors.

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