

Analysis of Teacher Performance in the Mathematics Learning Process at SMP Negeri 2 Bilah Hulu

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Abstract

This study aims to determine the performance of teachers in Junior High School 2 Bilah Hulu. This research uses descriptive research. The population of this study were 5 mathematics teachers at SMP Negeri 2 Bilah Hulu. Saturated sampling was used to take the sample, meaning that all members of the population were sampled. The data collection technique used a questionnaire with a Likert scale technique. The results of data analysis showed mastery of the material with an average of 86.4, the manifestation of creativity with an average of 80.2, utilization of teaching time with an average of 82.6, student understanding with an average of 83.6 and mastery of the class state with an average average 84.4. The overall results of the indicators get an average of 83.96 with good criteria.

Keywords

teacher performance;
mathematics learning



I. Introduction

Mathematics plays an important role in the development of science and technology, is universal in nature which underlies the development of modern technology, demands the ability to think logically, systematically, critically, creatively, and innovatively. Therefore mathematics is very necessary for everyday life. This is confirmed by opinion Ruseffendi (1991: 70) say that:

"Mathematics taught in school is not only for calculation purposes, but more than that mathematics has been widely used to help various developments science and technology. The importance of mathematics to be studied because there are so many its uses include learning mathematics: we are able to do calculations other, calculations become simpler and more practical, and by studying mathematics is expected that students are able to become human beings who think logically, critically, diligently, responsible and able to solve problems".

In fact, the students' mathematics learning outcomes are still low, this is in accordance with the results of observations made by Ayu & Suryo (2016). most of the students, especially grade VII. A, the mathematics learning outcomes do not meet the minimum completeness criteria (KKM) set by the school, namely 70 for mathematics subjects.

In line with the results of the survey on education measurement and assessment by The Third International Mathematics and Science Study-Report (TIMSS-R) in 2011 that "the learning achievement of Indonesian students is still at a low level according to international benchmarks, and is ranked 40 out of 45 participating countries. following TIMSS, under Malaysia and Thailand. The mathematics ability of Indonesian students is still far below the international median, there are no Indonesian students reaching the advanced standard, only 2% of the high level is achieved, while the intermediate level is

15%, and cumulatively the mathematics ability of Indonesian students reaches a low level of 43% of class students 8 (Balitbang Kemdikbud, 2011: 3). " This is one indicator that shows the low level of mathematics learning achievement of students, especially at the junior high school level.

The teacher is one of the determining factors for the success of any educational effort. Therefore, the teacher is expected to become an educator, teacher and guide to improve student learning outcomes, especially in mathematics learning. Teachers are required to have the ability and skills to provide a field of study, so that the enthusiasm of students to learn means that they will focus their attention on studying the subject areas provided by the teacher. Teachers or educators are required to have and be able to make changes or innovations in learning. In the learning process, teachers must be able to make innovations in learning, because students have their own uniqueness, so that teachers are expected to be able to meet the needs of students in obtaining learning.

The role of teachers and students referred to here is related to the role in the learning process. Teachers and students are very dominant determinants in education in general, because teachers and students play a role in the learning process, where the learning process is the core of the overall educational process which aims to change children's behavior (Kiom, 2017: 69). The role of the teacher in the learning process, among others, is as an informant / communicator, organizer, conductor, motivator, director and mentor, idea maker, broad spreader, facilitator, evaluator and educator. In the teaching and learning process as a whole process the teacher's role cannot be ruled out.

This is also supported by research conducted by Sihombing (2014: 78). High teacher performance with mastery of competency aspects and having academic qualifications is indispensable in order to transform the orientation of the student learning process from ignorance to knowing, from dependence to independence, from unskilled become skilled, with methods or learning approaches that are used more innovatively and creatively so that they no longer prepare passive or accepting students, but instead prepare students who are highly knowledgeable and are always able to absorb and adapt to new information by thinking critically, exploring, creating and developing certain ways in solve problems related to his life. Thus teacher performance is a determining factor for achieving the expected learning process objectives and a determinant of the quality (quality) of education.

The level of student learning outcomes will be largely determined by the quality of teacher performance in managing the student learning process. It can be understood that the second responsibility after parents in creating future human leaders is the principal and teachers in educational institutions. The objectives to be achieved in this study were to determine the performance of mathematics teachers in managing the learning process of students of SMP 2 Bilah Hulu.

II. Research Methods

This research is a descriptive study using a qualitative approach. Qualitative research is research that intends to understand the phenomena experienced by research subjects such as behavior, perceptions, actions etc. without generalizing what is obtained from the research. (Herdiansyah, 2012). The subjects in this study involved all mathematics teachers at SMP Negeri 2 Bilah Hulu with saturated sampling technique. Saturated sample means that all members of the population are sampled.

III. Results and Discussion

The results of research on the Performance Analysis of Mathematics Teachers at SMP Negeri 2 Bilah Hulu belong to the good category. This can be seen from the results of the data analysis recapitulation below:

Table 1. Questionnaire Data on the Performance of Matematika Teachers in SMA Negeri 2 Bilah Hulu

No	Name	Indicator					Average	Criteria
		1	2	3	4	5		
1	A1	88	83	71	92	96	86	Very good
2	A2	88	75	83	80	80	81.2	Good
3	A3	96	80	83	83	83	85	Good
4	A4	80	75	96	83	96	86	Very good
5	A5	80	88	80	80	80	81.6	Good

Information:

1. Mastery of the Material
2. Realizing Creativity
3. Teaching Time Utilization
4. Students' understanding
5. Mastery of the Classroom

3.1 Quality of Work

The performance of the Mathematics teacher at SMP Negeri 2 Bilah Hulu in the aspect of mastery of the material using the 6 statements given to all mathematics teachers at SMP Negeri 2 Bilah Hulu. The results are shown in Table 2 below:

Table 2. The average results of material mastery

Indicator	Name	Total	Score	Category
Material Mastery	A1	21	88	Very high
	A2	21	88	Very high
	A3	23	96	Very high
	A4	19	80	Enough
	A5	19	80	Enough
		Average = 86.4		

Based on Table 2 above the average results the frequency of mastery of the material is 86.4 with very good criteria. Some teachers stated that mastery of the material had been implemented well. This is in accordance with the statement of Sardiman (2014: 164), before the teacher appears in front of the class to manage learning interactions, the teacher must first have mastered materials that support the course of the learning process, with capital mastery of material or material mastery so that they can deliver material lessons dynamically.

3.2 Achieving Creativity

Realizing creativity is very useful for a math teacher in improving the quality and learning outcomes of students. In this case the data that has been collected is obtained. This can be seen in Table 3 Below:

Table 3. The average results of realizing creativity

Indicator	Name	Total	Score	Category
Realizing Creativity	A1	20	83	High
	A2	18	75	Enough
	A3	19	80	Enough
	A4	18	75	Enough
	A5	21	88	Very high
Average = 80.2				

Based on Table 3 above, it shows that the indicators of realizing creativity are assessed well with an average result of 80.2 with good criteria.

3.3 Teaching Time Utilization

The teacher's ability to use teaching time is needed. Due to the use of teaching time properly, the objectives of learning can be achieved effectively and efficiently. After the data was collected, the results were shown in Table 4 below:

Table 4. The average results of utilization of teaching time

Indicator	Name	Total	Score	Category
Utilization of Teaching Time	A1	17	71	Enough
	A2	20	83	High
	A3	20	83	High
	A4	23	96	Very high
	A5	19	80	Enough
Average = 82.6				

Based on Table 4, it is explained that the results of the average percentage on the indicator of the use of teaching time obtained a value of 82.6 with good criteria.

3.4 Student Understanding

Students' understanding of the material being taught is very important, the teacher must make every effort so that the material being taught can be understood by students. After the data is collected, the results can be obtained as in Table 5 below:

Table 5. The average results of student understanding

Indicator	Name	Total	Score	Category
Student Understanding	A1	22	92	Very high
	A2	19	80	Enough
	A3	20	83	High
	A4	20	83	High
	A5	19	80	Enough
Average = 83.6				

Based on Table 5 above, it shows that the indicators of student understanding are assessed well with an average result of 83.6 with good criteria.

3.5 Mastery of Classroom Conditions

The teacher must be able to master or manage the class well, so that the learning situation in the classroom is comfortable. After the data is collected, results can be obtained as in Table 6 below:

Table 6. The average results of student understanding

Indicator	Name	Total	Score	Category
Mastery of Class Conditions	A1	23	96	Very high
	A2	19	80	Enough
	A3	20	83	High
	A4	23	83	High
	A5	19	80	Enough
Average = 84.4				

Based on Table 6, it is explained that the average percentage results on the indicators mastery of the classroom state is scored amounted to 84.4 with good criteria. In line with the opinion of Suyono and Harianto (2011: 237), which states that effective classroom mastery, teachers must have good tasks such as creating a learning atmosphere that makes students comfortable living in class, fun, conducive to creating creativity and innovation as well as democratization, so that it is effective. in achieving learning. Meanwhile, according to Djamarah and Zain (2013: 173), teachers must be able to create and maintain optimal learning conditions and return it if there is a disruption in the learning process. In other words, activities to create and maintain optimal conditions for the realization of a good learning process. In line with Mulyasa's (2013: 91) opinion, for classroom mastery the teacher must be able to create a conducive learning climate and control it in case of disruption in learning. Some of the principles that must be considered in mastering classroom conditions or classroom management are (1) warmth and enthusiasm (2) emphasis on positive things (3) and cultivation of self-discipline. Meanwhile, according to Sardiman (2014: 169), states that in order to teach a class, teachers are required to be able to manage the class or master good classroom conditions, that is, to provide conducive conditions for the learning process to take place.

IV. Conclusion

The results of the research on the Performance Analysis of Mathematics Teachers at SMP Negeri 2 Bilah Hulu showed an average score of 83.96 with good criteria. Obtained an average of indicators 1) Mastery of the material is 86.4; 2) Realizing the creativity of 80.2; 3) Teaching time utilization was 82.6; 4) Student understanding of 83.6; 5) Mastery of class conditions of 84.4.

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