

Assessment of Teacher Performance Regarding Teacher Professionalism in Educational Institutions

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Abstract

This study discusses the assessment of teacher performance to test the professionalism of educators at Santa Lucia Sei Rotan Elementary School. The background of this study is the requirement of a professional teacher in all subjects at all levels of education. Especially with the regulations of the Teacher and Lecturer Constitution, as well as the certification of educators. So to be able to know the professionalism of teachers carry out teacher performance assessments which include four basic components, namely pedagogic, personality, social, and professional. This research is intended to answer the following problems: (1) How is teacher performance assessed at Santa Lucia Sei Rotan Elementary School?, (2) What efforts should be made by school principals to improve teacher professionalism at Santa Lucia Sei Rotan Elementary School?. This research is a type of field research. Therefore the objects studied in schools are able to provide information about research studies. In order for this research to run well, research methods require planning steps that are systematic and in accordance with scientific principles. In addition, intensive qualitative research was carried out, participating in recording all data and then analyzing the data obtained during the research. This study shows that: (1). Teacher performance can be known by carrying out teacher performance assessments which make an activity to foster and develop professional teachers who from teachers, by teachers, for teachers. The principal assesses the implementation of learning including pre-learning (checking class readiness and apperception), core activities (mastery of material, learning strategies, use of media/sources, assessment of learning processes and outcomes, use of language), and closing (reflection, summary and follow-up) (2) Efforts by school principals to improve teacher professionalism by providing (a) guidance to teachers in preparing lesson plans, (b) monitoring teachers in carrying out learning, (c) supervising the running of educational activity programs, (d) checking condition and integrity of school facilities as supporting student achievement, (e) evaluating through briefings and educational program meetings

Keywords

*performance appraisal;
educator; learning*



I. Introduction

Teachers are professional educators who have important responsibilities, functions and roles in educating the life of the nation. The requirements to be called a professional educator include having skills based on scientific concepts and theories based on philosophy, psychology, and sociology. Teachers must also have adequate competence, which includes professional, pedagogical, social and personal competence. In practice,

these competencies will shape the teacher's personality and thereby determine the quality of learning and teaching for students.

Teachers must also have special skills in accordance with the field of profession they are involved in, and always try to improve the development and needs of society. For example, teachers must be able to follow the development of a science, as well as technological developments that are currently developing. Thus it can follow the development of the business world and the development of the industrial world.

As stipulated in Article 20 Chapter IV of Law Number 14 of 2005 regarding the duties of teachers and lecturers in carrying out their professional duties, teachers are obliged to plan lessons, carry out learning processes and evaluate and evaluate learning outcomes. Teacher performance is the work ability obtained by the teacher when carrying out teacher duties in a professional manner. The performance in question is the learning process which includes the planning, implementation and evaluation of learning. In this case, the evaluation of teacher performance in education is very important. With this evaluation, it is hoped that the teacher as an educator will be able to carry out his duties and responsibilities.

Regarding teacher duties and competencies, there are various opinions and various formulations. As a guide, the national formula that has been agreed upon and contained in the National Education System Law (article 39) is as follows.

Educators are professionals who are responsible for designing and applying learning activities, assessing learning outcomes, conducting mentoring and training, as well as conducting research and community service, especially for educators at tertiary institutions.

The various reviews and statements that have been described above show that the development of teacher performance greatly influences teacher professionalism. The professional development of a teacher determines the quality of education. In this case, professional skills must be developed. It is expected to increase the professionalism of teaching staff through the development of teacher work effectiveness. Producing graduates who are truly noble, competent in their fields and become people who are useful for the nation and state, religion and their parents. With various existing considerations, the author knows and understands whether there is a "Teacher Performance Assessment Regarding Teacher Professionalism at SD Santa Lucia Sei Rattan.

II. Literature Review

According to the Regulation of the Minister of State for Administrative Reform and Bureaucratic Reform Number 16 of 2009, teacher performance evaluation is an assessment carried out on each item of the teacher's main task activities in the context of career development, rank and position. As a human resource that underlies the importance of performance appraisal. According to Sedarmayanti, these assumptions are that everyone wants to: (1) have the opportunity to develop their work abilities to the maximum level, (2) get an award if they are judged to have done a good job, (3) know for sure about the career they will achieve if they can carry out their duties. properly, (4) receive objective treatment and assessment on the basis of work performance, (5) accept greater responsibility, and (6) carry out activities that are not only routine (2001).

Assessment or appraisal (John M. Echols and Hasan Shadily: 1983). According to Stufflebeam, et al (1971) defines assessment as The process of delineating, obtaining, and providing useful information for judging decision alternatives. This means that evaluation

is a process of describing, obtaining, and presenting information that is useful for formulating an alternative decision.

Assessment according to Kumano is an assessment of the data collected through assessment activities. Meanwhile, according to Calongesi (1995) assessment is a decision about value based on measurement results. In line with this understanding, Zainul and Nasution (2001) stated that evaluation can be expressed as a decision-making process using information obtained through measuring learning outcomes, both using test and non-test instruments.

In relation to teacher performance in carrying out teaching and learning activities, there is a Teacher Professionalism Task according to Law of the Republic of Indonesia No. 14 of 2005 article 20 (a) regarding teachers and lecturers namely planning lessons, carrying out quality learning processes, and assessing and evaluating learning outcomes.

Referring to some of the meanings above, it can be concluded that teacher performance is the result of work, both in the form of documents, and the effects of the learning process. In practice, a teacher plays in several roles, namely as educator, teacher, mentor and trainer.

III. Research Method

This research is a descriptive qualitative research, namely the type of data research that is objective and natural in the field. According to Bog and Taylor, qualitative methods are research procedures that produce descriptive data in the form of written or spoken words from people and observed behavior. A qualitative research approach is a research process that produces descriptive data in the form of written or spoken words from people and observable behavior. Therefore, this study uses a descriptive method. So this type of research understands a qualitative approach because through this approach it is more appropriate to identify teacher performance assessments in increasing teacher professionalism at Santa Lucia Sei Rotan Elementary School. The data collection techniques used such as observation, interviews and documentation.

IV. Result and Discussion

Based on the results of observations, interviews and documentation that have been carried out, as stated in Chapter 1 that the purpose of this study is to describe. Teacher performance assessment regarding teacher professionalism in SD Santa Lucia, To analyze the data, there are several steps that need to be carried out, namely classifying, filtering and then drawing conclusions from the data received. Therefore, in Chapter IV, the authors analyze these three things according to the method used, namely descriptive qualitative analysis.

4.1 Analysis of teacher performance appraisal at Santa Lucia Elementary School

In general, teacher performance evaluation has two main functions as stated by the Ministry of National Education in 2010, namely

- a. To assess the teacher's ability to apply the competencies and skills needed in learning, mentoring, or carrying out additional assignments that are relevant to school/madrasah functions.
- b. To calculate the number of credits obtained by the teacher for the performance of learning, mentoring, or carrying out additional assignments that are relevant to the role

of educational institutions carried out in that year. Therefore, performance appraisal activities are carried out every year as part of the process.

Based on the results of the analysis of activities carried out by researchers at Santa Lucia Elementary School regarding teacher performance assessment regarding teacher professionalism, it can be concluded that:

1. Teacher performance evaluation at Santa Lucia Elementary School is an activity to foster and develop professional teachers that is carried out from the teacher, by the teacher, for the teacher. In simple terms, it can be stated that performance is a person's performance which is shown in appearance, actions, and work performance as an accumulation of the knowledge, skills, values and attitudes he has. One of the main objectives of teacher performance assessment is to determine teacher competence. To determine teacher competence, teacher performance assessment is carried out by the school principal. The principal assesses teacher performance in implementing learning including pre-learning (checking class readiness and apperception), core activities (mastery of material, learning strategies, use of media/resources, assessment of learning processes and outcomes, use of language), and closing (reflection, summary and follow-up). Assessment by the school principal is carried out because the principal is in charge of conducting assessments and making decisions related to teacher performance. Teacher performance can be demonstrated by: the ability to develop lesson plans, apply learning strategies, evaluate, create a learning culture environment, professional development and communication.
2. The efforts of the Santa Lucia Elementary School Principal regarding increasing teacher professionalism have been carried out through:
 - a. Self-development activities
Assessment of self-development activities is qualitative. talents, expressions, behavior, and psychological conditions are the portfolio used for assessment. In order to achieve teacher performance evaluation regarding teacher professionalism in teaching, the Principal of Santa Lucia Sei Rotan Elementary School facilitates self-development activities through coaching teachers in preparing lesson plans. Because the human factor is the central factor that determines the entire movement of an organization's activities, no matter how sophisticated the technology used, it is still the people who determine it.
 - b. habituation program
The principal instructs the teacher that before completing academic assignments, students must complete character building activities which are carried out routinely, spontaneously and by example. Such as praying with students, asking students about previous material and asking if there are those who still don't understand the material provided. This socialization took place during the school period at Santa Lucia Sei Rotan Elementary School and all teachers were tasked with socializing the socialization program held by Santa Lucia Sei Rotan Elementary School.
 - c. Optimization of learning activities
Santa Lucia Sei Rotan Elementary School is expected to be more independent in managing their household, in this case through creative and innovative principals. Santa Lucia Sei Rotan Elementary School has policies or regulations that are implemented for teachers in maximizing their performance so that teacher performance assessments are about professionalism so that student learning activities so that students excel, develop their potential.
 - d. Curriculum development.
The principal of Santa Lucia Sei Rotan Elementary School is updating the curriculum in line with the changes made, trying to optimally develop the curriculum to suit the

current conditions and situation. In addition, efforts are made to create quality education and teaching with the aim of producing graduates who are able to master science and technology (Science and Technology).

e. Development of Teaching and Learning Process (PBM).

PBM in Santa Lucia Sei Rotan Elementary School is like PBM in other schools which implements various learning methods such as lectures, discussions, question and answer, and others. However, in order to improve PBM with higher quality from year to year in order to evaluate teacher performance regarding teacher professionalism, SD Santa Lucia Sei Rotan did the following: a. Procurement of teacher training on "Effective and Efficient Learning" delivered by the principal directly to his subordinates. b. Held an Achievement Motivation Training (AMT) to raise students' enthusiasm for learning which was carried out by the Vice Principal for Student Affairs once at the beginning of the year for grade one. c.

f. Development of school human resources HR development in improving teacher professionalism really needs to be mobilized at Santa Lucia Sei Rotan Elementary School. This is bearing in mind that good achievements can be achieved if supported by empowering the quality of school human resources as the driving force for the educational process. To develop human resources, the Principal of Santa Lucia Sei Rotan Elementary School does: a. holding meetings or meetings both work meetings, leadership meetings, special meetings, teacher meetings, field meetings, joint meetings, coordination meetings and service meetings. Everything is in the context of discussing teacher performance as school personnel which is carried out weekly, monthly, yearly and even at any time. b. sending school delegations attended by teachers and education staff to various educational institutions in the quiz area in order to improve the quality and development of human resources. c. Holding seminars, workshops and training in schools to improve teacher professionalism which is carried out by the teacher committee twice a year, namely every even and odd semester. d. Attending seminars, workshops and training outside of school, especially regarding efforts to obtain policy inputs that can be used as references and references in efforts to increase teacher professionalism in educational development, such as the "Professional Improvement Seminar and Teacher Welfare" workshops and training in schools to improve teacher professionalism which are carried out by the teacher committee twice a year, namely every even and odd semester. d. Attending seminars, workshops and training outside of school, especially regarding efforts to obtain policy inputs that can be used as references and references in efforts to increase teacher professionalism in educational development, such as the "Professional Improvement Seminar and Teacher Welfare"

g. Development of school facilities Facility development is a routine school agenda to complement various educational needs so that teacher performance in improving learning professionalism can be achieved. In this case the Principal of Santa Lucia Sei Rotan Elementary School always checks the equipment for class equipment and learning aids if there is damage or loss, the principal immediately replaces or repairs it if it can be repaired. In addition, the principal also checks the cleanliness of the school environment. Because these activities are part of supporting student achievement and

also supervision. The principal of Santa Lucia Sei Rotan Elementary School instructed the library staff to be able to provide books that support learning from various publishers such as books on religious studies, general studies,

h. Discipline improvement

Principal of Santa Lucia Sei Rotan Elementary School in improving discipline through effective implementation for each teacher, employee and student. This is proven by applying that all school members are expected to attend prayer together, the teacher has the task of teaching in the first hour they must come and enter class on time, if there is a teacher who is sick or unable to enter then there must be a statement, when the teacher is late for class because there is the sudden interest before the teacher told the picket teacher if the teacher had no news at all then the principal gave sanctions to the teacher, such as a reprimand, if the reprimand could not change his behavior then a warning letter would be given

V. Conclusion

Without reducing respect for all parties, and for the success of learning activities and improving teacher performance assessments regarding teacher professionalism. In elementary Saint Lucia So, based on the findings above, there are several suggestions submitted to:

1. Implementation of teacher performance appraisal should be carried out in a programmed, and continuous manner. As well as feedback from previous assessments, there will be visible improvements in teacher performance to become truly professional teachers.
2. The principal in an effort to improve teacher professionalism should pay attention to the condition of the teacher. Principals must always provide encouragement and motivation to teachers. Providing motivation can be in the form of rewards or awards for work performance.

Thus the author's research review, with humility realizing that this thesis is far from perfect. Criticism and suggestions from all parties are highly expected by the authors for further improvement and refinement. Hopefully this thesis can provide a meaningful contribution to the world education, especially in evaluating teacher performance, so that teachers will further improve their professional performance in the world of education.

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