

Teaching Performance Assessment at Senior High School in Implementation of Competency Standards for Teachers

Tasrini Yenti¹, Ramadhan Sumarmin^{1*}

¹Biology Education Postgraduate Program, Faculty of Mathematic and Natural Sciences, Padang State University, Jl.

Prof. Dr. HAMKA, Air Tawar Padang, Postal Code: 25131

ramadhan_sum@fmipa.unp.ac.id



Abstract – Teachers have an essential role in the development of education in Indonesia. Teachers become the strategic focus when talking about education issues. This study aims to evaluate teacher performance assessment at Senior High School to implement competency standards for teachers. This study focuses on teacher performance appraisal related to pedagogy and personality competencies. This type of research is a descriptive study with a combination of quantitative and qualitative research. The research subjects were 47 teachers at Senior High School 2 Sijunjung. Research data obtained through observation and interviews. The observation results were the percentage (%) of teachers who applied pedagogy and personality competencies. The percentage obtained from the number of teachers using competency standards divided by the total number of teachers and multiplied by 100%. Based on the survey obtained, information that the implementation of pedagogic competencies was exemplary. The results have shown in the indicators of mastery of the character of students by 72%, mastery of learning theory and the principles of educational learning by 77%, curriculum development by 85%, academic learning activities by 77%, developing the potential of students by 85%, communication with students by 77%, and assessment and evaluation by 51%. Personality competence is useful, with indicators of acting according to religious, legal, social, and national cultural norms of 90%, adult behaviour, and exemplary personalities of 95% and work ethic, responsibility, and proud of the work of 90%.

Keywords – Teacher Performance Assessment, Pedagogic Competencies, Personality, Senior High School Introduction.

I. INTRODUCTION

Currently, the Indonesian nation is in a century full of challenges and competitive competition; the community is required to have quality human resources [1,4,6]. Senior High Schools play an essential role in advancing these quality human resources. Senior High Schools is a subsystem in the national education system to build and develop students' quality in Indonesia. It is hoped that the development of students' quality in Senior High Schools can advance human resources and improve the country's quality of human resources [5,7,8].

All school components, including teachers, must be synergistic in improving school quality and focus on education development. One element of the education staff who has a significant role and responsibility in achieving these educational goals is the teacher [2,3,9].

The teacher is the most decisive component in the education system. Teachers, as educators, have a role in improving the quality of education. They are expected to have competence and quality and make maximum use of facilities in the learning process so that students' cognitive, affective, and psychomotor development can be optimal and have personality [10-15]. Teachers also play a role in coaching and the socio-cultural transformation of students and society. The

performance of teachers in educating can produce quality human resources. The teacher, as an educator, should innovate and improvise in achieving the expected educational goals [20-25].

As a teacher or educator, a teacher is a determining factor for success in education. Teacher performance in planning and implementing learning is a major factor in achieving teaching goals. Mastery of learning skills is related to the teacher's duties and responsibilities as a teacher and educator. The teacher can be interpreted as a learning guide or student learning facilitator.

Teachers are expected to have high performance in learning. High performance in learning leads to an increase in the quality of human resources in Indonesia. Based on the Regulation of the Minister of National Education of the Republic of Indonesia Number of 16 and 2007 concerning Academic Qualification Standards and Teacher Competencies. It was explained that the Teacher Competency Standards were developed as a whole from 4 main competencies, namely: (1) pedagogical competence, (2) personality, (3) social, and (4) professional. These four competencies are integrated into teacher performance [26-32].

One of the essential competencies is pedagogical competence. Pedagogy is the study of how to educate children, guide children according to their development. Pedagogic competence is teachers' ability to understand students, design and implement learning, evaluate learning outcomes, and develop students to actualize their various potentials. There are several benefits obtained by teachers and students with pedagogic competence, namely the teacher can understand students by utilizing the principles of cognitive development of students. The teacher can understand the student's personalities and reflect on them in the learning process. At the same time, students can fulfill their curiosity. Students dare to argue and the ability to solve problems and feel more comfortable in their learning activities. Also, suppose the teacher can understand the development of the student's personality and take advantage of it. In that case, the student will have a definite character and have self-confidence, and the student is easy to adapt [34].

Pedagogic competence is often not understood by some teachers, not a few teachers who only teach without knowing pedagogical competence. Teachers are expected to understand students' characteristics, character, level of intelligence, physical and psychological development. Teachers who understand this competence will quickly understand the difficulties and ease with which students learn

and develop themselves. We need the right approach, know the science of psychology and child development, and see how children's knowledge.

A teacher who has pedagogic competence can maximize the ability of his students. Teachers who master several theories about education can choose which one is the best for helping the development of students. Also, the teacher uses various learning models. Teachers who use many learning models will find it easier to teach children according to their students' situations. The use of pedagogic competence in teachers will prevent monotonous learning activities, dislike students, and cause students to lose interest and learning memory and learning concentration.

Besides, the teacher must also have personality competencies. Personality competence is a type of competency that needs to be mastered by the teacher. In the context of the teacher's assignment, such as the pedagogical, professional, and social competences, it comes from the teacher's personality. Teachers in implementing learning and interacting with students are determined by the characteristics of the teacher's personality. Teachers who have good personalities are seen as successful teachers. Mastery of personality competencies from a teacher helps efforts to develop student character. The teacher appears as someone who is trusted and imitated to feel confident in what is being learned from the teacher. For example, when a teacher wants to teach about affection for his students, but the teacher is instead unkind, angry, and rude, then what is attached to the students' memory is not affection, but the opposite.

The importance of mastering pedagogic competences and personality competencies for a teacher can be seen from the description above. This research was conducted to assess teachers' performance at Senior High School 2 Sijunjung to implement pedagogical competencies and personality competencies. Based on a survey from the author, as one of the senior secondary level formal education institutions in West Sumatra, Senior High School 2 Sijunjung is inseparable from the problems that exist about implementing pedagogic competence and personality competence. In the teaching and learning process's performance, there are still obstacles in the form of incomplete teachers in collecting Learning Tools, such as syllabus, assessment forms, etc. Learning Tools are one of the essential components of pedagogical competence. Besides, it is also necessary to conduct an assessment of the implementation of personality competencies. Teachers with good personalities determine the success of their students in learning. Based on the description above, it is necessary to research pedagogic competence and character in

implementing teacher competency standards in Senior High School 2 Sijunjung.

II. METHOD

This type of research is a combination method. Combined research methods are research methods that combine quantitative and qualitative methods in research. The use of combination methods in research aims to obtain more accurate and detailed data [33].

The location of this research is Senior High School 2 Sijunjung. The location of this research is a place where researchers are active as teachers/educators. The data used in this research are secondary data and primary data. Secondary data is data obtained from existing documents or data obtained from data that has been collected by other parties. Secondary data in this study is the number of teachers obtained from the administration of Senior High School 2 Sijunjung. Primary data used in this study are data obtained from observations and interviews. The observations found that the percentage (%) of teachers who applied pedagogic and personality competences. The percentage is obtained from the number of teachers who have used competency standards divided by the total number of teachers and multiplied by 100%.

The research subjects were all teachers at Senior High School 2 Sijunjung. The number of teachers in Senior High School 2 Sijunjung is 47 people, with 36 teachers being Civil Servants and 11 honorary staff. The research instruments used to collect teacher performance appraisal data were observation and interviews.

III. RESULTS AND DISCUSSION

3.1. Pedagogic Competencies

Based on the descriptive analysis that has been carried out in the teacher performance appraisal. Assessment of teacher performance at Senior High School 2 Sijunjung with pedagogic competence indicators consisting of 7 sub-indicators, namely, 1) mastery of the characteristics of students, 2) knowledge of the learning theory and principles of educational learning, 3) curriculum development, 4) educational learning activities, 5) developing the potential of students, 6) communication with students, and 7) assessment and evaluation. The information regarding this assessment indicator is described as follows:

3.1.1 Mastery of the Characteristics of Students

Based on the results of observations and interviews that researchers have conducted at Senior High School 2 Sijunjung. The results showed that the level of respondent's

achievement in the sub-indicators of mastering students' characteristics was obtained by 72%. Teachers learned the character of students, meaning that the teachers at Senior High School 2 Sijunjung were categorized quite well in mastering students' characteristics. This was obtained from the results of interviews conducted with the vice-principal of the curriculum section, which showed that, on average, teachers who taught over five years were able to understand students' characteristics. The teachers who taught under five still needed to learn more in understanding the character of students.

If we look at the number of teachers who teach, 34 teachers teach over five years. Meanwhile, teachers who teach under five years show that they still need to learn more in understanding students' characteristics. On average, teachers who teach under five years of age come from teachers with honorary staff and new teachers with civil servant status, — 11 teachers with the level of honorary staff, and two new teachers with the civil servants status. On average, this teacher stated that it was just an adjustment to the character of students.

3.1.2. Knowledge of the Learning Theory and Principles of Educational Learning

Based on observation and interview data, it was found that the level of achievement of respondents in the sub-indicators of mastery of the learning theory and the principles of educational learning, the results were 77% of teachers at Senior High School 2 Sijunjung could mastery of learning theory and the principles of academic learning. This means that the teachers at Senior High School 2 Sijunjung are categorized as good enough to master this competency. Based on interviews that researchers have conducted with the vice-principal of the curriculum section, it is stated that on average, the teachers at Senior High School 2 Sijunjung already know about learning theory and the principles of teaching and learning as well as their duties. Thirty-six people have attended upgrades related to this competency. Meanwhile, 11 teachers with honorary staff status have never participated in upgrading. The upgrading followed is usually related to training on learning theory and its principles, educational learning, development of learning content, ICT training, and teacher training in subjects.

3.1.3. Curriculum Development

Based on observation and interview data, it was found that the level of respondent's achievement in the sub-indicators of curriculum development was obtained by 85% of teachers at Senior High School 2 Sijunjung can develop curriculum in good categories. Forty people have made learning tools and

seven people who haven't. Based on interviews that researchers have conducted with the deputy head of the curriculum section, information is obtained that there is always a learning preparation meeting at the beginning of the semester. The forum aims, among other things, to explain what materials and learning tools each teacher must prepare before teaching. The teacher is required to complete learning materials before school starts. The learning tools must be understood first, then enter the classroom. There are still teachers who are still incomplete in making this learning tool; there are teachers who do not understand and do not complete the components in the learning tools such as no syllabus, no analysis of core competencies and basic competencies, and incomplete effective weeks.

3.1.4. Educational Learning Activities

Based on the observation and interview data, the result shows that the respondent's achievement is 77% for sub-indicators of educational learning activities, meaning that teachers at Senior High School 2 Sijunjung can carry out educational learning activities at a good level. Based on the interviews the researchers conducted with the vice-principal of the curriculum section, information was obtained that, on average, teachers in this school had attended upgrading according to their profession. In the upgrading program, it is usually explained how to educate well. Thirty-six teachers with the status of Civil Servants have attended the scientific upgrading of teaching, and 11 of the honorary staff have not participated. The types of upgrading followed include education, training on learning theory and principles, development of learning content, ICT training, and teacher training in subjects.

3.1.5. Developing the Potential of Students

Based on observation and interview data, information was obtained that the respondent's achievement in the sub-indicator of developing students' potential was received by 85% of teachers at Senior High School 2 Sijunjung can create the potential of students at a good level. Based on interviews that researchers have conducted with the vice-principal of the curriculum section, information was obtained that the teacher has facilitated the development of students' potential with extracurricular activities. But some students are not interested in this. Forty teachers foster and direct students in developing their potential in extracurricular activities, and seven people who are still not. The types of extracurricular activities that are active at Senior High School 2 Sijunjung are Scouting, Dance, Solosong, Vocals, Football, Volleyball, Badminton, Basketball, Forum Annisa, Science (for nine subjects at the Olympiad)

3.1.6. Communication with Students

Based on observation and interview data, it was found that the level of respondent's achievement in the sub-indicator of communication with students was obtained, as much as 77% of teachers at Senior High School 2 Sijunjung can communicate with students in a good enough category. Based on interviews that researchers have conducted on the curriculum section's vice-principal, information is obtained that teachers who teach over five years can explain learning well. In comparison, teachers who teach under five years still have difficulty communicating with learners. The information was obtained that the teachers who taught over five years were 34 people, while 13 were under five years old. The problems faced in communication are usually related to how to communicate that is still not good, presentation of material that is not good, monotonous language, delivery of material that is not in accordance with learning outcomes, lack of news updates, and minimal use of ICT.

3.1.7. Assessment and Evaluation

Based on observation and interview data, it was found that the level of respondent's achievement in the sub-indicators of assessment and evaluation was obtained, as much as 51% of the teachers at Senior High School 2 Sijunjung have not good. Based on interviews that researchers have conducted on the vice principal of the curriculum section, it is obtained information that the number of teachers in Senior High School 2 Sijunjung, who made the assessment and evaluation format in the learning tools, was 24 people. While the remaining 23 people still do not have an assessment and evaluation format. This is because this school has not been regulated by specific quality management standards such as ISO in conducting assessment and evaluation. The teacher does not yet have a standard assessment and evaluation format to be followed and applied. The quality management system is still in the form of quality report analysis and real conditions.

3.2. Personality Competencies

Based on the descriptive analysis of the variable teacher performance appraisal at Senior High School 2 Sijunjung with personality competence indicators, three sub-indicators related to this competency were obtained, namely: 1) Acting in accordance with religious, legal, social, and national cultural norms, 2) Showing mature and exemplary personality, and 3) Work ethic, high responsibility, pride in being a teacher, are described as follows.

3.2.1. Acting in Accordance with Religious, Legal, Social, and National Cultural Norms

Based on observation and interview data, it was found that the level of achievement of respondents in the sub-indicators of acting according to religious, legal, social, and national cultural norms was obtained by 90% of teachers at Senior High School 2 Sijunjung can develop this competency in the good category. From the interviews that researchers have conducted on the vice principal of the curriculum section at Senior High School 2 Sijunjung, information was obtained that the average teacher has behaved according to existing norms. The teachers do not have to violate these norms. Learning and educating children is also good and has given examples, such as praying together at the Mosque, a high level of attendance at flag ceremonies. However, about 10% still do not participate in this flag ceremony and do not wear the teacher's full attributes.

3.2.2. Adult Behavior and Exemplary Personalities

Based on observation and interview data, information was obtained that the respondent's achievement in the sub-indicators of shows an adult behavior and pleasing personalities, 95% of teachers in Senior High School 2 Sijunjung can develop this competency in the excellent category. From the results of interviews that researchers have conducted on the vice principal of the curriculum section at Senior High School 2 Sijunjung, it was found that the average teacher has shown an adult personality as a teacher and shows him as a professional teacher. The teacher was giving examples, such as praying together at a prayer room and dressing well. However, there are still about 5% of young teachers with a length of teaching under five years, and sometimes they are harassed if they joke too much with students.

3.2.3. Work Ethic, Responsibility, and Proud of the Work

Based on observation and interview data, information was obtained that respondents' level of achievement in the sub-indicators of work ethic, responsibility, and pride was acquired by 90% of teachers at Senior High School 2 Sijunjung can develop this competency in the excellent category. From the results of interviews that researchers have conducted on the vice principal of the curriculum section at Senior High School 2 Sijunjung. The information was obtained that the average teacher is proud to be a teacher; they are partly certified, economically, is better off as a civil servant so that the pride is there. The work ethic is also good; the high level of attendance indicates this in learning with students. However, there are still around 10% of teachers who are unable to participate in this learning. Several reasons for

the absence of teachers due to a sick family (child, wife/husband), the teacher concerned, natural disasters, and the distance from home and school is very far.

IV. CONCLUSION

This study aims to evaluate teacher performance assessment at Senior High School 2 Sijunjung in the implementation of pedagogy and personality competencies. Assessments of teacher performance and pedagogic competence have indicators consisting of 7 sub-indicators. The results have shown in the indicators of mastering the character of students by 72%, mastering learning theory and the principles of educational by 77%, curriculum development by 85%, academic learning activities by 77%, developing the potential of students by 85%, communication with students by 77%, and assessment and evaluation by 51%. Personality competence with indicators of acting according to religious, legal, social, and national cultural norms of 90%, adult behaviour, good personalities of 95% and work ethic, responsibility, and pride of 90%. The seven indicators of pedagogic competence show that there is one indicator that has not been implemented, namely the assessment and evaluation of 51%. For three indicators on personality competence, it is perfect. The teachers do not have to violate these norms. The teacher acts according to the norm, and educating children is also good and has given an example, by praying at the Mosque and a high level of attendance at flag ceremonies and a high work ethic. Although there are about 10% who still do not participate in this flag ceremony and terms of clothing, they are not yet complete with the teacher's attributes.

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