



Professional teacher performance on state high school Tompasso district in Minahasa regency

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Abstract

This study aims to obtain clear and detailed analysis of: (1) the ability of the teacher in preparing Learning Implementation Plans, (2) the ability of teachers to carry out learning, (3) teacher participation in scientific forums and training, (4) teacher efforts in improve academic, (5) efforts of teachers to improve the profession. Using qualitative methods that are descriptive. Data collection techniques are observation, documentation, interviews, data obtained were analyzed by steps: (1) data reduction, (2) data presentation, (3) conclusion. The conclusions are as follows: (1) the ability of teachers in preparing the Learning Implementation Plan is not in accordance with what is expected. (2) The ability of teachers to carry out learning still needs to be improved. (3) Teacher participation in scientific forums and training has not become a routine school agenda which has an impact on inadequate abilities and skills. (4) Efforts of teachers in improving academics still need to be improved. (5) Efforts of teachers in professional development still need to be improved.

Keywords: performance, teacher, professional

Introduction

In the era of globalization, the Indonesian Government handled many problems, among others: the problem of obtaining high quality and competitive human resources, who have the expertise and skills in carrying out their duties. Regarding the improvement of human resources, the role of better future-oriented education is one of the main capitals in enhancing national development and is a requirement for all organizations including school organizations.

The success of the development of a nation is largely determined by the success of development in the field of education which has a goal to create intelligent, personable, noble, and skillful human beings. To achieve this goal, quality human resources are needed, including teachers who are professional and have high competence as a determinant of success in the field of Education because teachers are the organizers of learning.

Efforts to develop professional teachers need to be studied specifically in order to develop their profession and can improve competencies related to performance improvement. Teacher professional development is aimed at developing and improving the abilities, expertise and skills of teachers in the implementation of their professional duties in this matter through planning, organizing, and supervision. Teacher professional development has been carried out by the government through various forms of policy, namely the enactment of Constitution Number 14 of 2005 concerning Teachers and Lecturers can be used as the basis of policy to strengthen the existence of education staff as professionals. The quality of the teaching profession can be seen from educational qualifications and in the form of education and training, upgrading, involvement in seminars, conducting Classroom Action Research related to teacher activities or classroom learning processes, the ability to discover and use educational technology.

Management strategies are needed in the development of the

professional teachers, because management strategies are closely related to the management of human resource development, in this case, the resources teachers in an educational institution.

The role of teaching staff to improve the quality of education in this case students in the school is needed. Teacher professional development must be done so that the teacher has the ability to understand his field of work in accordance with the demands of the development of science and technology. Professional development must be carried out by every teacher at all levels of education with the aim of increasing teacher competence, namely a set of knowledge, skills, and behaviors that must be owned, lived, mastered, and actualized by the teacher in carrying out professional duties.

Based on Government Regulation No. 18/2007 concerning teachers stated that the competencies that must be possessed by teachers are pedagogical competencies, personality competencies, social competencies, and professional competencies obtained through professional education. The learning process and student learning outcomes are not only determined by the school, the pattern of structure, and the contents of the curriculum but are largely determined by the competence of the teacher who teaches and guides them (Hamalik, 2002) ^[55].

The forms of teacher professional development are not only limited to education and training activities, seminars, courses, etc. but also in professional development, teachers must be trained so they are able to transfer their knowledge. Teacher's profession in certain positions must be able to design appropriate learning models, compile Learning Implementation Plans and follow curriculum development activities.

The ability of teachers is needed to plan programs, organize, carry out activities related to professional development need a very deep understanding so that teacher performance can increase so that the quality of education can be increased as

well. Efforts to improve the competence and professionalism of teacher performance are carried out on an ongoing basis. Recognition of competence and professionalism is not enough only to be marked by the acquisition of an educator's certificate but accompanied by continuous self-development efforts. Efforts to increase education in schools, local scale, and national level will not be realized if teachers are passive, static, and creative poor (Iskandar Agung, 2014) ^[39]. Teacher performance is very important and needs to be considered in the school organization because basically the teacher's performance is determined by the ability of teachers manage to learn well so that student learning outcomes can increase. To have good performance, teachers are required to have adequate academic abilities and have professionalism in applying their knowledge to students to progress the learning outcomes of students. Nurhayati (2006) ^[54] states "Improving teacher performance is needed for school principals, parents of students and the community, the government and all observers should give attention, guidance, and encouragement to teachers in improving their professionalism and performance". Supardi (2013) ^[78] explains "Teacher performance can be clearly seen in the learning shown from the achievements of students. Good teacher performance will produce good student learning achievement".

The Public High School in Tompaso District chosen by the researcher was the location of the study because the teachers had undergraduate education and had been appointed as state civil servants supported by a decision to appoint civil servants and most had been certified and had educator certificates, which were 31 teachers: SMA Negeri 1 Tompaso as many as 26 teachers and SMA Negeri 2 Tompaso as many as 5 teachers.

The performance of teachers of public high schools in Tompaso District according to pre-research observations has not been maximized. The fact is that teachers are often late in class, teaching is not in accordance with the learning steps in the learning implementation plan, depending on the textbook. For example, there are still a few teachers who have not been interested in attending seminars, courses, pieces of training conducted by educational institutions outside of school. In addition, there are still many teachers who have not been interested in researching and writing scientific articles. Performance of teachers in terms of teaching is still a lot that is not optimal because they have not been able to make plans for implementing their own learning that is tailored to the situation/characteristics of students and material. This is due to, among other things, the ability of teachers to create tend to be low, meaning that there are those who already have a creative but there are those who have not developed their creative power in preparing a plan for implementing learning. For example in attending seminars related to their respective fields of science or seminars/workshops, teachers have not been able to transfer the knowledge in the form of plans and learning models.

Another phenomenon, teachers have not been able to carry out classroom action research to monitor whether or not there is an increase in student learning outcomes.

Another reason lies in the ability to manage to learn. For example, still not able to adjust the materials and learning media. Apart from that there has not been any development of material still fixed on the textbook. Professional teacher

competency standards according to Constitution Number 14 of 2005 concerning Teachers and Lecturers state that teacher competencies include pedagogical competencies, personality competencies, social competencies, and professional competencies obtained through professional education.

Research methods

The method used is a descriptive qualitative research method. The procedure for collecting and recording data was done through stages, (1) the orientation stage, (2) the exploration stage, (3) the member check stage. Data collection techniques were used observation, documentation, and interviews, the data obtained were analyzed by steps: (1) data reduction, (2) data presentation, (3) conclusion.

The approach used by researchers in the study is a qualitative naturalistic approach because this qualitative research takes place in a natural setting, where the researcher is the main instrument, the data collected in the form of descriptive data that was more concerned with the process than the results.

The data collected in this study concerns both written and observed data even those related to the management of performance improvement through teacher professional development on SMA Negeri 1 and SMA Negeri 2 Tompaso in Minahasa Regency.

To get the data, it must go through the procedure taken by the researcher by following the procedure stated by Nasution (2003) which consists of three stages, namely (1) orientation stage, (2) exploration phase, (3) member check stage.

Results and discussion

A. Research results

Based on exposure to research data, research findings can be presented according to the focus of the research problem.

1. The ability of teachers to develop Learning Implementation Plans at SMA Negeri 1 Tompaso in Minahasa Regency.

The findings of the study indicate that the ability of the teacher in compiling the Learning Implementation Plan on SMA Negeri 1 dan SMA Negeri 2 Tompaso in Minahasa Regency were presented as follows:

- a. To improve the ability of teachers to make the 2013 Curriculum Learning Implementation Plan, the teachers have participated in the training provided by speakers from both the District and Provincial levels who attended these training, both teachers who had already held professional teachers and those who had not.
- b. Training materials related to the implementation of the 2013 Curriculum aim to improve the performance of teachers, among others, so that teachers are able to develop Learning Implementation Plans.
- c. The ability of teachers is still very limited to be able to master the material obtained in the training, so that in the preparation of the Learning Implementation Plan still experiencing various difficulties.
- d. The school is bringing in speakers from relevant agencies both from the Regency and from the Provincial level to provide additional training so

that the teachers really have the ability to develop the Learning Implementation Plans.

2. The ability of teachers to carry out learning at SMA Negeri 1 dan SMA Negeri 2 Tompaso in Minahasa Regency.

The findings of the study indicate that the ability of teachers to carry out learning on SMA Negeri 1 dan SMA Negeri 2 Tompaso in Minahasa Regency were presented as follows:

The ability of teachers to carry out learning is not maximal because it turns out that the teachers still encounter difficulties in implementing learning according to the demands of the 2013 curriculum and also the 2013 Curriculum textbooks still need to be completed in school.

3. Teacher participation in scientific forums and training at SMA Negeri 1 dan SMA Negeri 2 Tompaso in Minahasa Regency.

The findings of the study indicate that the participation of teachers in various scientific forums and training on SMA Negeri 1 dan SMA Negeri 2 Tompaso in Minahasa Regency were presented as follows:

To participate in various scientific forums and training need to be improved, as well as the ability to realize in the learning process needs to be improved.

4. The efforts of teachers to improve academics at SMA Negeri 1 dan SMA Negeri 2 Tompaso in Minahasa Regency.

The findings of the study indicate that the efforts of teachers to improve academics on SMA Negeri 1 dan SMA Negeri 2 Tompaso in Minahasa Regency were presented as follows:

The efforts of teachers to improve academics on SMA Negeri 1 dan SMA Negeri 2 Tompaso in Minahasa Regency have not been maximized, sometimes teachers are late in school and attend class. In addition, they have not carried out the learning process properly according to the Learning Implementation Plan that has been prepared.

5. The efforts of teachers in professional development at SMA Negeri 1 dan SMA Negeri 2 Tompaso in Minahasa Regency.

The research findings show the efforts of teachers in professional development on SMA Negeri 1 dan SMA Negeri 2 Tompaso in Minahasa Regency were presented as follows:

Teacher professional development on SMA Negeri 1 dan SMA Negeri 2 Tompaso in Minahasa Regency has been included in the school work plan, and the budget was inputted in the school activity and budget plan, although the implementation has not been optimal is still limited to curriculum development, syllabus, and Learning Implementation Plans. The data was documented by researchers.

B. Discussion

The discussion of the findings of the research departs from the focus of the research and research findings.

1. The ability of teachers to prepare Learning Implementation Plans on SMA Negeri 1 dan SMA Negeri 2 Tompaso in Minahasa Regency.

A good teacher should do a good learning process and to do a good learning process, the teacher must develop a Learning Implementation Plan that demands the ability of

teachers to understand the curriculum because the teacher was considered as a curriculum actor technically in the learning process. The ability of teachers in the learning process according to the National Education Standards Agency was included in pedagogical competencies, namely the ability in the management of students which includes: (a) Understanding of insight or educational foundation, (b) Understanding of students, (c) Development of curriculum/syllabus, (d) Learning design, (e) Implementation of learning that is educational and dialogical, (f) Evaluation of learning outcomes, and (g) Development of students to actualize the various potentials they have. Preparation of Learning Implementation Plans is a routine that must be carried out by the teacher before the learning process begins. Good teachers always prepare methods and learning media every time they will teach which must be included in the Learning Implementation Plan. Jejen Musfah (2011: 36) explains that the design of learning has the following positive impacts:

First, students will always get new knowledge from the teacher, there will be no unnecessary repetition of material that can lead to student boredom in learning. Repetition of material needs to be limited to reinforcement.

Second, fostering student confidence in the teacher so that they will be happy and active in learning. A good teacher will motivate students to emulate their kindness and discipline, even though the student does not tell the teacher. The action of teachers is more effective in educating students than they say.

Third, learning will be a fun and eagerly awaited activity for students, because they feel that it will not be in vain to come to class, different feelings of students when dealing with teachers who teach always without preparation or sometimes ready sometimes not ready (teaching).

Furthermore, the design of learning is an activity that will be carried out before the learning itself is carried out. The ability to plan learning includes seven things, namely:

- a. Understand learning objectives, identify learning topics and set general goals for each topic of learning.
- b. Get to know the main characteristics of students.
- c. Make learning goals specified in the form of student behavior so that it allows direct measurement.
- d. Identify the subject and the contents of each material to support the achievement of goals.
- e. Develop initial measurement tools to find out the background of students and their knowledge of the topic being taught.
- f. Filter learning activities along with their sources so that students can reach the goal.
- g. Mobilize services that are able to support (funding, tools) and develop evaluation tools. (Imran 1995: 169-170).

Learning planning or better known as the Learning Implementation Plan must be made by the teacher to function, among others: (1) Determining the direction of learning activities, (2) Giving meaning and purpose, (3) Determining how to achieve the stated goals, (4) Measuring how far the goal is achieved and what actions should be taken if the goal has not been achieved. (Nurdin and Usman 2002).

Learning design that was better known Learning Plans are always made by teachers but the quality is not in accordance with what was expected, related to competencies that still

need to be improved.

2. The ability of teachers to carry out learning on SMA Negeri 1 dan SMA Negeri 2 Tompaso in Minahasa Regency

The ability of teachers to carry out learning is a demand that must be owned by the teacher because the teacher is the spearhead or frontline in the success in the field of education. Good or bad student learning outcomes were determined by the ability of teachers to carry out learning. According to Mulyasa (2007) ^[17] quoted by Jejen Musfah, pedagogically the competence of teachers in managing learning needs attention, because education in Indonesia was declared to be less successful, judged to be dry from pedagogical aspects, and schools seem more mechanical so students tend to be stunted because it does not have its own world.

The ability of teachers is one of the factors that determine the achievement of learning objectives and at the same time achieving the goals of education in school. Likewise the ability of teachers which includes several factors such as knowledge, skills, and very influential attitudes in carrying out learning and determining the quality of graduates in the school concerned because students learn directly from the teacher. Thus, if the ability of teachers is not maximal or low, then the learning process will not run as it should and student learning achievement does not increase. On the SMA Negeri 1 dan SMA Negeri 2 Tompaso in Minahasa Regency, they have carried out learning according to the schedule that has been prepared but still has difficulties in implementing learning in accordance with the demands of the 2013 Curriculum. The other is the lack of supporting facilities, especially textbooks that are in accordance with the 2013 curriculum.

3. Teacher participation in scientific forums and training at SMA Negeri 1 dan SMA Negeri 2 Tompaso in Minahasa Regency.

a. Teacher participation in the Scientific Forum: The scientific forum is a vehicle for conducting scientific presentations and discussions. The presentation of the paper can be done at a scientific forum where the teacher becomes a presenter at the Subject Teachers Forum which was attended by the same subject teachers, principals, and supervisors. This activity is a good exercise for teachers in honing skills, presenting scientific papers and forums. It should be a routine school agenda so that teachers in the same subject in the school can share their knowledge and experience. Activities like this have already been carried out in schools, but they have not become a routine school agenda so that teachers are not accustomed to and have an impact on the lack of attention from teachers in participating in activities like this especially initiating them.

b. Teacher participation in Training: The training is very important for teachers to improve their performance so that teachers have the ability and skills to carry out the tasks. "Training gives teachers the opportunity to gain new knowledge, skills, and attitudes that change their behavior, which in turn will improve student learning achievement". Jejen Musfah (2012). Furthermore, it is said that teacher

empowerment is something that should not be ignored either from the school or related institutions such as at the central and regional levels, there is a Center for the Development and Empowerment of Educators and Education Personnel. There are also Education Quality Assurance Institutions in each region. In addition, the willingness and seriousness of the teacher in attending training plays an important role. At SMA Negeri 1 dan SMA Negeri 2 Tompaso the seriousness of teachers in participating in training still needs to be improved.

4. The efforts of teachers to improve academics at SMA Negeri 1 dan SMA Negeri 2 Tompaso in Minahasa Regency.

The efforts of teachers to improve academics can be seen clearly from the performance of the teacher itself. Teacher performance can be seen clearly in the learning process that is displayed and can be seen from the achievements of the learning students. If the performance of teachers is good, it will result in good student learning achievements. Conversely, if the performance of teachers is not good, it will result in poor student achievement. "The quality aspect of learning is the efforts of the teacher to convey learning so that it is easy to understand, easy to remember and fun, the teacher needs to convey structured and systematic learning material; use clear and easy language; provide clear and easy information; provide clear information and provide interrelated examples; emphasizing essential material and linking the lesson with the knowledge and experience of students who have possessed students and use learning tools to help explain a concept. In addition, the learning objectives should be clear and measurable and the contents of the learning content also include the assessment that needs to be held at the end of the learning activities" (Supardi 2013) ^[78]. In SMA Negeri 1 and SMA Negeri 2 Tompaso to improve academics, there have been efforts made by the teacher but the implementation has not been maximized, it still needs to be improved.

5. The efforts of teachers in professional development at SMA Negeri 1 and SMA Negeri 2 Tompaso in Minahasa Regency.

The efforts of teachers in professional development at SMA Negeri 1 and SMA Negeri 2 Tompaso in Minahasa Regency are as follows: Teacher professional development was included in the school activity plan and the budget was included in the school activity plan and budget. Teacher professional development was closely related to the standards of educators and education personnel where elements or elements can be expanded with the existence of government policies on national education standards and school programs must reflect eight educational standards, namely (1) Content Standards, (2) Process Standards, (3) Management Standards, (4) Assessment Standards, (5) Competency Standards, (6) Infrastructure Standards, (7) Standards for Educators and Education Personnel, (8) Financing Standards. Of the eight standards, it is closely related to the development of teachers both their academic qualifications and competencies directed at the goal that teachers become professionals, teacher professional development plans and programs must be in accordance with the demands and empowerment of

teachers both as agents of empowerment and in the demands of the profession. which demands professionalism in carrying out tasks because diversity and background of students' abilities vary, "Teachers must master a variety of perspectives and strategies, and must be able to apply them flexible, and to realize this requires two main aspects, (1) Knowledge and professional expertise, (2) Commitment and motivation" (Santrock 2008) according to RI Law No.20 of 2003 concerning the National Education System disclosed that the position of teacher as an educator is a professional position that must be developed continuously in accordance with the times, science and technology, and community needs including the need for quality human resources and the capability to able to compete in both regional, national and international forums. In SMA Negeri 1 dan SMA Negeri 2 Tompaso, teacher professional development were still limited to the development of curriculum, syllabus and learning implementation plans.

Conclusion

1. The ability of teachers to prepare Learning Implementation Plans at SMA Negeri 1 dan SMA Negeri 2 Tompaso in Minahasa Regency. The Learning Implementation Plan is routinely made by the teacher, but it is not in accordance with what is expected in the 2013 curriculum implementation because the ability was not maximized in understanding the 2013 curriculum and also supporting facilities such as books containing teaching materials that are in accordance with the demands of the 2013 curriculum are inadequate, as well as other facilities such as computers, laptops, etc.
2. The ability of teachers to carry out learning at SMA Negeri 1 dan SMA Negeri 2 Tompaso in Minahasa Regency. The ability of teachers to carry out learning greatly influences the quality of student learning outcomes, because learning is all the efforts made by the teacher to make the learning process interesting and enjoyable as the 2013 curriculum demands teachers who have the ability to carry out definite learning using appropriate learning models with subject matter and also use teaching aids in learning. Teachers at SMA Negeri 1 dan SMA Negeri 2 Tompaso always try to carry out good learning according to the demands of the 2013 curriculum but the ability still needs to be improved.
3. Teacher participation in scientific forums and training at SMA Negeri 1 dan SMA Negeri 2 Tompaso in Minahasa Regency. Scientific forum activities have been carried out in schools but have not become a routine school agenda, thus impacting on inadequate abilities and skills in carrying out tasks as teachers. The training that has been attended are training for the implementation of the 2013 curriculum but the ability still needs to be improved.
4. The efforts of teachers to improve academics at SMA Negeri 1 dan SMA Negeri 2 Tompaso in Minahasa Regency. The quality aspects of learning that were displayed reflect the performance of teachers and are one of the important parts of the efforts of teachers in improving

academics. This has been done by professional teachers in SMA Negeri 1 and SMA Negeri 2 Tompaso even though the quality still needs to be improved.

5. The efforts of teachers in professional development at SMA Negeri 1 dan SMA Negeri 2 Tompaso in Minahasa Regency.

Teacher professional development has been included in the school work plan and the budget is included in the school activity and budget plan, but the implementation is not comprehensive, it was still limited to curriculum development, syllabus development, and the making of Learning Implementation Plans.

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