

Performance Evaluation of Certified Teachers Towards Professional Teachers at SMA Negeri 2 Seram Barat

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Abstract

Teachers as educators have a very important role in the progress of the Indonesian nation, teachers are also one of the determining factors for the success of education. Educational staff, especially teachers, are the soul of the school, therefore increasing the personalism of education personnel starts from needs analysis, planning, development, performance evaluation, and work relations. The work performance produced by these teachers is the result of the leadership of the principal as the leader of an educational institution who always moves, directs, and motivates teachers to be serious in carrying out their duties in order to achieve the goals that have been set together. This research is based on the problem of how the performance of certified teachers at SMA Negeri 2 Seram Barat is. Operationally, the objectives of this study are (1) to evaluate the performance of certified teachers in the aspect of pedagogic competence. (2) Evaluating the performance of certified teachers in the aspect of professional competence. (3) Evaluating the performance of certified teachers in the aspect of personality competence. (4) Evaluating the performance of certified teachers in the aspect of social competence. The type of research used is evaluation research using a qualitative descriptive approach, namely research that aims to describe the situation comprehensively in the real context. In this case, to collect information about the evaluation of learning programs at SMA Negeri 2 Seram Barat, then use that information as the basis or basis for making policies or decisions about quality school programs. The results of the evaluation of the performance of certified teachers at SMA Negeri 2 Seram Barat, namely teaching and learning activities are the main activities that are always carried out by certified teachers, at SMA Negeri 2 Seram Barat. Schools are given the freedom to choose effective learning and teaching strategies, methods and techniques, according to the characteristics of subjects, students, teachers and the real conditions of the resources available in the school. For learning planning, it starts with mapping basic competencies and indicators, compiling syllabus, compiling lesson plans, compiling annual programs, preparing semester programs, and then the result of the planning is a pattern regarding teaching programs that will be used in the learning process in the classroom. In relation to the 4 competencies that a certified teacher must possess, namely; pedagogic competence, professional competence, personality competence and social competence. Basically, teachers of SMA Negeri 2 Seram Barat have pedagogic, professional, personality and social competencies.

Keywords: Certified Teacher Performance Evaluation, Professional Teacher

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INTRODUCTION

The era of globalization is an era of advances in science and technology that has created competition from various parties which requires the Indonesian people

to establish themselves in quality assurance and superior human resources, capable of competitiveness, mastering science, technology and having a high work ethic.

RI Law NO. 20 of 2003 concerning the National Education System and its explanation Chapter 2 Article 3 that national education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming at developing the potential of students to become human beings who believe and are pious to God Almighty, having noble character, being healthy, independent and being a democratic citizen.

To achieve these goals, the principal has a very important role in coordinating, mobilizing and aligning the available educational resources. Principal leadership is one of the factors that can encourage schools to be able to realize the vision, mission, goals and objectives through school programs that are implemented in a planned and gradual manner.

In this globalization competition, whether it is recognized or not, educational institutions or school systems are required to present effective and productive institutional performance. The principal as the person in charge of education and learning in schools, should be able to convince the community that everything has gone well, including planning and implementing the curriculum, providing and utilizing teachers.

Teachers as educators have a very important role in the progress of the Indonesian nation. is also one of the determinants of educational success. Educational staff, especially teachers, are the soul of the school, therefore increasing the personalism of education personnel starts from needs analysis, planning, development, performance evaluation, and work relations.

Teachers play a very important role in determining the quality of graduates, meaning that to produce quality graduates, teachers with maximum quality and achievement are needed, while teachers with maximum quality and achievement can be obtained if supported by good leadership.

In carrying out the task of educating, teachers have different characteristics and behavior, some are enthusiastic and full of responsibility, there are also teachers who do the work without being based on a sense of responsibility, besides that there are also teachers who often play truant, come not on time and disobey orders. The condition of teachers like that is a problem in every formal education institution. With teachers who have low performance, schools will find it difficult to achieve the expected results.

High teacher performance is a manifestation of teacher quality. This is quite important in order to achieve school goals. With high work performance means that teachers can really function as educators that are effective and effective in accordance with the goals of the organization to be achieved.

If the goal of improving the work performance of teachers can be met, then the development goals in accordance with Pancasila, the 1945 Constitution along with the goals of National Education will soon be achieved, as well as producing quality graduates who are ready to face the demands of the times.

The work performance produced by these teachers is the result of the leadership of the principal as the leader of an educational institution who always moves, directs, and motivates teachers to be serious in carrying out their duties in order to achieve the goals that have been set together.

Based on the observations, it can be seen that certified teachers have not clearly demonstrated their ability to design quality learning, often enter school late, have not been maximal in carrying out learning and evaluating learning, when given assignments by the principal, their work is late, the implementation of learning with using learning models is not good, the evaluation is still at the C1-C3 level, the teacher's personality is still far from expectations. This will have an impact on improving the quality of learning in schools.

Based on the description of the background shows that the principal's leadership is the answer that is sufficient to determine the level of quality of education, so it can be assumed that the quality of teachers, in this case the teachers of SMA Negeri 2 Seram Barat, is influenced by the low performance of the teachers themselves, the leadership of the principal who is less effective. and the attitude of teachers who are less responsible for their work. On the basis of this thought, the researcher was interested in conducting a study on *"Evaluation of Certified Teacher Performance Towards Professional Teachers" West Seram 2 Public High School.*

On the basis of the research thought under study, the objectives of this study are:

1. Evaluating the performance of certified teachers in the aspect of pedagogical competence at SMA Negeri 2 Seram Barat.
2. Evaluating the performance of certified teachers in the aspect of professional competence at SMA Negeri 2 Seram Barat.
3. Evaluating the performance of certified teachers on aspects of personality competence at SMA Negeri 2 Seram Barat.
4. Evaluating the performance of certified teachers on aspects of social competence at SMA Negeri 2 Seram Barat.

Framework

is a professional educator with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education (Law No. 14 of 2005). A teacher must have academic qualifications, competence, teacher certification, be physically and mentally healthy, and have the ability to realize national education goals.

Certification is the process of providing educator certificates for teachers who have met teacher competency standards. The government together with the People's Leadership Council have ratified and enforced Law no. 20 of 2003 concerning the National Education System. In the enactment of the Law, the government and the House of Representatives have ratified and enforced Law no. 14 of 2005 concerning teachers and lecturers, which includes certification and the issuance of the Minister of National Education Regulation No. 18 of 2007 concerning certification for in-service teachers.

Teacher performance evaluation is related to the task of planning, managing learning and assessing student learning outcomes (Sanjaya, 2005; 13). As a planner, the teacher must be able to design learning in accordance with the conditions in the field, as a manager, the teacher must be able to create a conducive learning climate so that students can learn well, and as an evaluator, the teacher must be able to carry out an assessment of the process and student learning outcomes. . According to

Yamin (2010: 87) teacher performance is a behavior or response that gives results that refer to what they do when they face a task. Some of these activities include; 1) activities before teaching, 2) activities during teaching, 3) activities during the teaching segment, 4) activities regarding the involvement of teachers in the community, or the wider environment.

Certified Teacher Performance Towards Professional Teachers

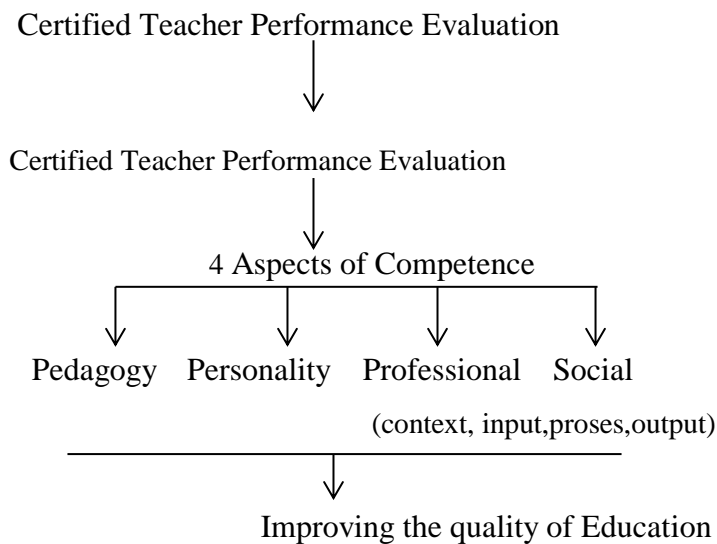


Figure 1. Framework

RESEARCH METHODOLOGY

This type of research is an evaluation research using a qualitative descriptive approach, namely research that aims to describe the situation comprehensively in the actual context. In this case, to collect information about the evaluation of learning programs at SMA Negeri 2 Seram Barat, then use that information as the basis or basis for making policies or decisions about quality school programs. The location of this research was carried out at SMA Negeri 2 Seram, West Seram, Jalan Trans Seram, West Seram Regency.

The type of data used in this research is qualitative data. Based on the source of research data can be grouped into two types, namely primary data and secondary data.

RESULTS AND DISCUSSION

Description of evaluation results

1. Implementation of Learning Activities

Based on the results of interviews and documentation studies with the Principal and Deputy Principals and Program Coordinators regarding the implementation of teaching and learning activities at SMA Negeri 2 Seram Barat, it can be said that the implementation of teaching and learning activities has been implemented well. Efforts to improve the quality of learning are always carried out by teachers of SMA Negeri 2 Seram Barat. Infrastructure is also one of the elements/factors supporting

the implementation of teaching and learning activities in schools. without adequate infrastructure, the learning process cannot run smoothly.

Effective time for teachers to teach is often occupied with other activities related to national and regional holidays. This also makes the teacher less enthusiastic to teach again the subject matter that has been prepared that day. Because according to the semester program that has been made by the teacher, every day with their respective programs, so the next day for other subject matter, according to what the teacher has programmed.

Competency Evaluation of Certified Teachers

Evaluation of Pedagogic Competence

Based on information from interview data and documentation studies, it can be concluded that there are still teachers who do not have in-depth knowledge about the application of learning models in the learning process, as well as learning media and learning assessments, so that the principal as school leader must create a training program improvement of teacher competence, so that teachers are more stable in facing the challenges of increasingly advanced education changes, in accordance with advances in education science and technology for the sake of improving the quality of education.

Evaluation of Professional Competence of Certified Teachers

To assess teacher performance in the learning process so that teachers can improve their performance, it is necessary to make an evaluation of teacher performance which is carried out every weekend, between teachers and school principals. In addition, every 2 times in a semester supervision is held by the principal, UPT supervisor, and Regency Supervisor. This supervision activity aims to assess the teacher's performance in making learning administration known as Managerial Supervision and Supervision of the learning process known as Academic Supervision. When in the implementation of supervision, there are findings obtained by the supervisor, then the follow-up to that is coaching that is carried out both individually and in groups for teachers who make mistakes in these activities. With the guidance carried out by the principal and supervisor, the teacher can correct any mistakes in the implementation of their duties and increase their professionalism in carrying out their duties to improve the quality of learning as aspired.

Evaluation of the Personality Competence of Certified Teachers

Based on the explanation above, it can be concluded that teachers as educators whose main task is to teach, have personality characteristics that greatly influence the success of human resource development. A solid personality of a teacher will set a good example for students and the community, so that the teacher will appear as a person who deserves to be "diguguh" (obeyed by his advice / words / orders) and "imitated" (exemplified in his attitudes and behavior). The teacher's personality is the most important factor for the success of students' learning, because it is the personality of a teacher who will determine whether he is a good educator or coach for his students or will be a destroyer or destroyer for the future

of his students, especially for his students who are still small. elementary level) and those who are experiencing mental shock (intermediate level).

Evaluation of the Social Competence of Certified Teachers

Based on the results of the interviews above, good communication in the learning process has been created by teachers of SMA Negeri 2 Seram Barat. This is evidenced by the existence of communication that is built with students, fellow teachers both in the original school and from other schools, parents, and even all people related to education who are educational sympathizers though. So that the educational process can run safely, smoothly, and communicatively. It's just that in the learning process, there are some teachers who have not been able to operate the lap top properly and have to practice a lot and keep practicing again. For this reason, school leaders must continue to encourage these teachers in various ways, so that these teachers do not become outdated, continue to strive to become teachers who have maximum competence.

DISCUSSION

Judgments on Implementation of Learning

Activities Teaching and learning activities are the main activities that are always carried out in schools. schools are given the freedom to choose effective learning and teaching strategies, methods and techniques, according to the characteristics of subjects, students, teachers and the real conditions of the resources available in the school. In general, student-centred learning and teaching strategies/methods/techniques are better able to empower student learning. Student-centered learning is learning that emphasizes student learning activities and not teacher teaching activities. Therefore, teachers must always use learning models that can activate students in the learning process, such as; *discovery learning*, *project-based learning*, and *deskafe learning*.

Learning planning is a professional activity carried out by learning developers. This includes the preparation of the Learning Implementation Plan (RPP), the preparation of learning materials, the use of learning media, teaching approaches and methods as well as an assessment of the time allocation that will be carried out at a certain time to achieve the predetermined goals. Preparation of learning plans, namely; the lesson plan is carried out routinely by the teachers of SMA Negeri 2 Seram Barat. This is certainly very good, because as an effective teacher, you must always carry out learning activities as planned. The mechanism for preparing learning tools independently by teachers like this needs to be considered and reviewed. These teachers need to be given special attention and assistance from school principals and teachers who have mastered the use of ICT, so that areas of weakness can be overcome and improved.

The mechanism for teaching and learning activities is always carried out by the teachers of SMA Negeri 2 Seram Barat, effectively and efficiently. The teacher tries his best so that every subject matter presented can be accepted and absorbed well by students. Student mastery of the subject matter that has been given can be assessed through evaluation. If students succeed in mastering the subject matter given by the teacher according to the specified target, it means that the teacher has taught effectively and efficiently.

Competency Judgments of Certified Teachers

Pedagogic Competencies of Certified Teachers

In relation to the pedagogical competencies that must be possessed by a teacher, the teachers of SMA Negeri 2 Seram Barat Barat, before planning and implementing a systematic learning program, conduct an analysis of the characteristics of students. This aims to find out to what extent the initial ability of students about the subject matter to be taught, whether students already have knowledge of the subject matter that will be taught by the teacher or not at all. The activity of analyzing the behavior and initial characteristics of students in the development of learning is an approach that accepts students as they are and develops a learning system based on the circumstances of the students. Therefore, the activity of analyzing the initial characteristics of students is to find out the behavior mastered by students, before participating in the learning process, not to determine the prerequisite behavior in selecting students before taking lessons. The consequence of using this method is that the starting point of a learning activity depends on the initial behavior of students. So the purpose of analyzing the characteristics of students by the teacher is to determine the boundary line between behaviors that do not need to be taught and behaviors that must be taught to students. The behavior to be taught is then formulated in the form of learning objectives.

Learning planning includes at least three activities, namely identification of needs, formulation of basic competencies and preparation of learning programs. Identification is the gap between what should be with the actual condition or something that must be met to achieve the goal. At this stage the teacher involves students to identify, state and formulate learning needs, available resources and obstacles that may be encountered in learning activities to meet learning needs. Related to the implementation of the learning process according to the 2013 curriculum, there are still teachers who have not been able to apply learning with a scientific approach. This is because teachers do not yet have an understanding of the application of this approach in the learning process. Another thing that was found in the learning process, that the teacher had made a lesson plan using the steps of a scientific approach, the reality found was that the teacher did not carry out the learning process as planned.

Judgments Professional Competence of Certified Teachers

Based on the competency standards regulated in Ministerial Regulation No. 16 of 2007 states that professional competence of teachers is the ability of teachers to master learning in accordance with subjects that are taught in depth in the teaching and learning process both in terms of learning materials, learning methods, curriculum, syllabus, ethical insight, and professional development.

Professional competence is the ability that must be possessed by teachers in planning and implementing the learning process. Teachers have a duty to direct students' learning activities to achieve learning objectives. For this reason, teachers are required to be able to deliver learning materials. Teachers must always *update*, and master the subject matter presented. Self-preparation of the material is attempted by seeking information through various sources such as reading the latest

books, accessing from the internet, always following the latest developments and progress on the material presented.

In relation to the professional competence of certified teachers, SMA Negeri 2 Seram Barat has teachers who have special competencies in the subjects being taught. These teachers are graduates from the faculty of teacher training and education with specialization in certain subjects being taught. Thus, they have mastered the subject matter they teach, and to add insight and knowledge from these teachers, they have been included in various trainings related to the subjects being taught or training to improve the professional abilities of teachers. In addition, teachers are also always involved in MGMP activities to further improve the quality of teacher work in the subjects they are interested in.

One of the mechanisms to improve the professional abilities of teachers in an effort to realize a better learning process for students is through better teaching and expanding teacher experience, encouraging creative learning efforts, providing continuous assessment and providing knowledge and skills to teachers. supervision activities need to be carried out. Supervision activities at SMA Negeri 2 Seram Barat are also often carried out by school principals as school leaders, supervisors of UPT Pendidikan, as well as supervisors of the SBB District Education Office.

Competence

is a personality ability that is steady, stable, mature, wise and authoritative, being a role model for students and having a noble character, Article 28 Paragraph of the National Education Standards (3) item b. The teacher must have a steady, stable and mature personality. This is important because many educational problems are caused by the personality factors of teachers who are less stable, stable, and mature.

Personal competence has a very big influence on the personal growth and development of students. Personality competence has a very important role and function in shaping the child's personality in order to prepare and develop human resources (HR), as well as for the welfare of society, the progress of the country, and the nation in general.

In connection with this, teachers of SMA Negeri 2 Seram Barat are required to have adequate personality competencies, even these competencies will underlie or become the basis for other competencies. In this case, certified teachers are not only required to be able to interpret learning, but the most important thing is how teachers make learning an arena for building competence and improving the personal quality of students.

Based on research data regarding the personality competencies of teachers at SMA Negeri 2 Seram Barat, in general, all teachers have good personalities, which can be used as examples and role models for the personality development of students. However, there are some teachers who are still carried away with bad habits, which sooner or later can have a bad impact on the personality development of students.

Judgments of Certified Teacher Social Competence

In the National Education standard article 28 paragraph (3) point d, it is stated that what is meant by social competence is the ability of teachers as part of

the community to communicate and interact effectively with students, fellow educators, education staff, parents / guardians of students and the surrounding community.

Social competence is related to the ability of teachers as social beings in interacting with other people. As social beings, teachers behave politely, are able to communicate and interact with the environment effectively and attractively, have a sense of empathy for others. The ability of teachers to communicate and interact effectively and interestingly with students, fellow educators, and education staff, parents and guardians of students, the community around the school and the vicinity where the educator lives, and with parties with an interest in the school. This objective condition illustrates that the teacher's social abilities appear when hanging out and interacting as a profession and as a community, and the ability to implement it in everyday life.

In relation to the social competences that must be possessed by a teacher, in general, teachers of SMA Negeri 2 Seram Barat Barat always create harmonious social relationships, both with students, fellow teachers, parents of students and the community related to the educational process and the learning development of participants. educate.

Related to the development of learning and the development of better student character, the teachers of SMA Negeri 2 Seram Barat Barat also always communicate well with fellow subject teachers, BK teachers and with parents of students. One example of good communication between teachers and students, fellow teachers and parents of students, for example: to overcome students who often skip classes for certain subjects, the subject teacher usually approaches these students to find out what causes the students to be absent. the student is absent.

In addition to solving problems faced by students, good communication is always carried out by teachers of SMA Negeri 2 Seram Barat Barat with teachers from other schools, in order to increase teacher capacity in certain subjects. One of the programs to improve teacher professionalism at SMA Negeri 2 Seram Barat is by bringing in teachers/facilitators/resources from other schools to provide explanations about certain materials regarding teacher assignments that are not well understood. In this activity, teachers communicate with each other in order to increase the professionalism of their duties and responsibilities as a teacher. Because by building good communication with fellow teachers or instructors / resource persons, teachers will further improve their abilities. By building good communication like this, the teacher is said to have social competence, which can interact with other people.

CONCLUSION

From the data exposure and discussion of the results above, the authors can draw conclusions from the results of the evaluation of the learning program, in this case the teacher's competence, namely:

1. Teaching and learning activities are the main activities that are always carried out by certified teachers, at SMA Negeri 2 Seram Barat. Schools are given the freedom to choose effective learning and teaching strategies, methods and techniques, according to the characteristics of subjects, students, teachers and the real conditions of the resources available in the school. For learning

planning, it starts with mapping basic competencies and indicators, compiling syllabus, compiling lesson plans, compiling annual programs, preparing semester programs, and then the result of the planning is a pattern regarding teaching programs that will be used in the learning process in the classroom.

2. In relation to the 4 competencies that must be possessed by a certified teacher, namely; pedagogic competence, professional competence, personality competence and social competence. Basically, teachers of SMA Negeri 2 Seram Barat have pedagogic, professional, personality and social competencies. It is said that because in carrying out their duties, teachers have demonstrated their ability to properly educate, teach and guide students, plan and implement the learning process and assess student learning outcomes, have the ability and knowledge of the subject matter to be taught to students, have a good personality. that can be imitated, imitated and imitated by students and the surrounding community, as well as establishing good cooperative relationships by means of effective communication, both with students, fellow teachers and with parents.

Implications

1. In the implementation of learning activities in the classroom, the teacher has done well, the teacher has prepared all administration from planning learning activities to assessments to measure the success of the learning process properly, it's just that there are teachers who do not carry out learning activities in accordance with the sequence of learning steps, which already stated in the lesson plan (RPP).
2. Apart from that in the learning process, the teacher does not use media or learning models to help students understand the subject matter to be taught. Whereas in the lesson plans made by the teacher, there are written media or learning models that will be used. So that the principal as a school leader must carry out his duties properly, namely checking before signing the learning implementation plan (RPP), monitoring the learning process in the classroom and providing guidance to further improve teacher performance.
3. The teacher's ability to teach, educate, and guide students as well as to plan and implement the learning process, or what is called pedagogic competence, is owned by the teacher. It's just that there are teachers who have not been able to operate laptops in completing administrative tasks and implementing classroom learning, so the principal must plan/make training by presenting instructors to train teachers in the use of ICT.
4. The ability of the teacher's professionalism, namely, the teacher's ability to master the subject matter is adequate. Because the teachers who teach subjects at SMA Negeri 2 SBB are really teachers who have subject specifications, which before being appointed as teachers, have been really prepared by the faculty of teaching and education to become teachers according to the subjects they are interested in. It's just that for the sake of developing knowledge in accordance with the times and the development of science and technology, it is necessary to provide reinforcement or enrichment of effective subject matter, so that schools and the Education Office must make training activities to increase competence for teachers.

5. The teacher must have a good personality, which can be imitated by students. The personality competence of teachers, SMA Negeri 2 Seram Barat can be said to be good, because the attitudes and behavior of teachers in general can be imitated by students. It's just that there are some teachers who are often late for school, smoke in class, and like to drink alcohol. This attitude of the teacher needs to be the attention of the principal to provide guidance for the teacher so that he can change his bad habits, and can discipline himself to be a role model for students.
6. Efforts to create good social relationships with students, fellow teachers and parents of students continue to be carried out by teachers, by building two-way communication/interaction, both between teachers, students and parents in order to overcome all student problems, or discuss problems related to the material. learning and implementation of the learning process. This must continue to be done so that efforts to improve the quality of students and the quality of learning can be carried out in order to achieve the expected educational goals.

Suggestions

Based on the results of the study, there are several suggestions that need to be considered, as follows:

1. Certified teachers must have a commitment in implementing the learning process, so that the learning process carried out must be in accordance with what has been planned in the lesson plan.
2. Certified teachers must master ICT in the learning process so that the implementation of teacher tasks can run smoothly. With training, it can improve the competence/professional abilities of teachers, so that certified teachers can continue to develop their potential in accordance with the development of science and technology and are able to develop the potential of students.
3. Certified teachers always improve quality by implementing learning models in the learning process, which must be further improved through training, both conducted by the MGMP, and the Education Office.
4. Certified teachers must continue to develop pedagogic competencies, professional competencies, personality competencies and social competencies which are manifested in the implementation of their duties and responsibilities as educators.

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