

Evaluation of Teacher Performance in Implementing the Independent Curriculum at SMP Negeri 12 Tidore Islands City

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Abstract

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This research aims to provide an overview of teacher performance evaluations in implementing the Independent Curriculum at SMP Negeri 12 Tidore Islands City. The approach used in this research is a qualitative descriptive approach. The population of this study were teachers and school principals. The research results show that teachers have very good understanding and insight in understanding the concepts and content of the Merdeka Curriculum. The teacher's ability to design lesson plans is good, in the Teaching and Learning Process, the class teacher has good ability to use a scientific approach and create learning that is contextual and has an integrated character, the teacher is able to design assessment signs to determine the type of authentic assessment that will be used

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INTRODUCTION

In the current era of information and communication technology, the transformation of education which continues to develop dynamically has had a tremendous influence on the systems and values in national and state life. The development of science and technology is another challenge that needs to be anticipated as well as possible. These influences and challenges need to be addressed wisely and intelligently so as not to create inequality in future life. This suggests the importance and necessity of building quality and meaningful education to create a dignified generation of the Indonesian nation. (Ardiana, et al, 2011)

The Independent Curriculum is a new curriculum that will begin to be implemented in 2022/2023. This curriculum is a development of the previous curriculum, namely the Merdeka Curriculum. It's just that the emphasis in this independent curriculum is centered on improving and balancing *soft skills* and *hard skills* which include aspects of competency, attitudes, skills and knowledge.

In addition, learning is thematically integrative in all subjects. In learning at SMP Negeri 12 Tidore Islands City, school educators emphasize rote learning and lectures, so that students are less active in class. In this way, students' potential is less developed.

In connection with the implementation of the independent curriculum in various level schools, junior high school and equivalent, it is of course necessary to carry out periodic teacher performance evaluations, especially in certain subjects which students consider difficult. To determine the success of teacher performance, it is necessary to evaluate effectively and efficiently. Therefore, evaluating teacher competency is one of the things that can be done to find out to what extent teacher performance is being implemented or not. (Kartowagiran, 2011)

Based on the Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies, it is explained that Teacher Competency Standards are developed in their entirety from four main competencies, namely pedagogical, personality, social and professional competencies. The fourth competency integrated in teacher performance. Therefore, the curriculum must be designed to be able to develop students to: (1) develop students' interests and talents in facing life, increase students' readiness to work; (2) develop intelligence according to their talents or interests; and (3) develop students' sense of responsibility towards the environment.

Based on the results of research conducted at SMP Negeri 12 Tidore Islands City, it has used the independent curriculum. Many teachers experience difficulties in implementing independence, students' lack of understanding of the curriculum, lack of adequate facilities for the continuation of lessons, teachers' difficulties in assessing students at school. The independent curriculum places more emphasis on students being active themselves, so that what is faced is students' limited knowledge and students' lack of reactivity in the classroom learning process.

METHOD

This research uses descriptive qualitative research methods, which examine the conditions of natural learning activity objects, and the researcher as the key instrument, taking samples *purposively* and *snowballing*. The research subject was the principal of SMP Negeri 12 Tidore Islands City. The choice of this subject is because the learning process occurs in the classroom, between teachers and students, while the principal as the school leader needs to know what the problems of the learning process are, in this case the learning management process. Data was collected through structured interviews, observation and documentation studies.

RESULTS AND DISCUSSION

The government has launched an Independent Curriculum program, in which the Independent Curriculum is implemented to achieve the nation's goals. The implementation of the Independent Curriculum is expected to produce productive, creative and innovative people. This is possible because the Independent Curriculum is a

character and competency based curriculum, in conceptual principle it has several advantages. So, to implement the Independent Curriculum, teachers need understanding in implementing the Independent Curriculum to improve teacher professional competence. (Ardiana, 2017)

Based on an interview conducted with the principal of SMP Negeri 12 Tidore Islands City, he said that teachers' understanding of implementing the curriculum was fairly good, the teachers had carried out their duties and functions in accordance with the provisions in the learning process. With the existence of a guidebook that teachers can study in implementing the Independent Curriculum at SMP 12 Tidore City. Teachers actively participate in the Subject Teacher Conference (MGMP) where it is discussed and agreed on how to prepare good and correct lesson plans. At SMP 12 Tidore City, teachers have also carried out seminars and training on the implementation of the Independent Curriculum. Based on the Minister of National Education Regulation (Permendiknas) No. 41 of 2007 which was changed to National Education Minister Regulation no. 65 2013 which was adapted to the Independent Curriculum. The independent curriculum can be interpreted as a curriculum concept that emphasizes developing the ability to perform (competence) tasks with certain performance standards, so that the results can be felt by students, in the form of mastery of a certain set of competencies. Teacher professional development can be achieved in several ways, namely: further studies, in-service training, empowering Subject Teachers' Deliberations (MGMP), empowering professional organizations, evaluating teaching performance in the classroom, certification and competency tests.

Implementation of the Independent Curriculum carried out by teachers at SMP Negeri 12 Tidore City. Based on an interview with one of the teachers conducted at SMP 12 Tidore City, if you look at the understanding of teachers in implementing the Independent Curriculum, it is fairly good, the teachers have carried out their duties and functions. in accordance with the provisions in the learning process, this can be seen from the answers to questions which show that teachers can carry out planning activities starting from formulating basic competencies, formulating indicators, determining teaching materials and learning resources, selecting learning sources and media, preparing preliminary, core and closing activities as well as selecting and compiling learning assessment tools according to indicators, as well as techniques and forms of assessment. However, there are some teachers who pay less attention to choosing time allocations, do not utilize the use of learning media, and do not use assessment rubrics in evaluations. Therefore, teachers are expected to be able to improve their performance to be better, especially in the selection and use of learning assessment tools. This is in accordance with Minister of Education and Culture Regulation No. 103 of 2014 concerning Learning in Basic Education and Secondary Education which states that teachers who make good learning plans for the Independent Curriculum will: 1) make lesson plans by paying attention to the formulation of Basic Competencies (KD) and learning indicators; 2) choose learning materials, media and resources that are tailored to learning indicators, children's characteristics and time allocation; 3) selecting and compiling an evaluation of learning outcomes using assessment criteria adapted to indicators and learning materials. (Permendikbud No. 103 of 2014). A set of plans or scenarios for implementing learning. Where in this planning is the elaboration of core competencies and basic competencies which are then created learning materials complete with methods, assessments, time allocation and learning resources used in learning. Everything is arranged clearly, systematically and accountably so that it is easy to understand and apply in learning activities. The next theory is that curriculum implementation includes three main activities, namely program development, learning implementation, and learning evaluation. Program development is related to the activity

of preparing a curriculum design. Activities to apply curriculum design in learning activities. Learning evaluation takes the form of activities to assess the learning process.

So, researchers can conclude that the implementation of the Independent Curriculum at SMP 12 Tidore City has referred to existing theory, namely Permendikbud No. 103 of 2014, therefore teachers have been able to plan, implement and evaluate learning accordingly. So that by carrying out the planning, implementation and evaluation processes of learning, the implementation of teacher professional competence can be achieved well. Planning is one of the initial functions of management activities, in the process of determining and utilizing resources in an integrated manner which is expected to support activities and efforts carried out efficiently and effectively in achieving goals. The high enthusiasm of the principal motivates teachers to design planning, implementation and evaluation of learning which will help the learning process be effective. So as to achieve professional competence for teachers who implement the Independent Curriculum. Evaluation of Teacher Professional Competency in Implementing the Independent Curriculum. The school principal is tasked with leading and coordinating all implementation of daily, weekly, monthly, quarterly and annual work plans. Establish relations and cooperation with local official officials in school development efforts .

According to the results of the researcher's interviews with informants, the principal must carry out his duties, namely to evaluate the professional competence of teachers at SMP 12 Tidore City, including:

- a. Performance assessment of mastery of the ability to prepare a Learning Implementation Plan (RPP) based on the learning system as described above.
- b. Performance assessment in an authentic context is carried out through expert observations.

The target of this performance assessment does not focus on the ability to manage learning, but is more concerned with the overall quality of performance. So basically the school principal must evaluate the professional competence of teachers in implementing the Independent Curriculum. To create professional teachers at SMP Negeri 12 Tidore City, teachers must carry out their duties well in accordance with the objectives of the Independent Curriculum. So that the implementation of the Independent Curriculum can achieve its goals and teachers at SMP Negeri 12 Tidore City can have professional competence. Obstacles Faced by Teachers in Implementing the Independent Curriculum at SMP Negeri 12 Tidore City. Teachers are the spearhead of curriculum implementation, however, teachers also have limitations that can hinder the process of implementing the curriculum itself.

As the results of interviews with teachers and principals of SMP 12 Tidore City regarding obstacles in implementing the Independent Curriculum, obstacles come from teachers, namely in the form of limited teacher abilities such as not being able to understand learning, not being able to apply learning, not being able to understand and apply it. assessment, not yet able to use information technology. Other obstacles in the form of materials include no and/or limited number of teaching aids and media appropriate to the subject matter, no student books and teacher books.

Implementing the Independent Curriculum teachers are required to professionally design effective and meaningful (fun) learning, organize learning, choose the right learning approach, determine learning procedures and develop competencies effectively (Rahayu et al., 2022) and establish success criteria. Tasks include educating teachers as a profession, teaching and training. Educating means passing on and developing life values. Teaching means continuing and developing science and technology. Training means developing skills in students. (Hasanah & Kristiawan, 2019)

This provision can guarantee that the quality of curriculum development meets learning service standards in schools. So, basically the implementation of the Independent Curriculum in learning depends on the leadership of the school principal and teacher creativity. The role of the school principal as an educator in implementing the Independent Curriculum is by giving direction to teachers so that in carrying out learning in accordance with the demands of the Independent Curriculum, what determines the success of implementing Independent Curriculum learning is the principal's leadership, especially in coordinating, mobilizing and aligning all available educational resources. . Like at SMP Negeri 12 Tidore City, the principal actively coordinates, mobilizes and aligns teachers to take part in activities in various training, workshops and seminars related to the Independent Curriculum. Apart from that, the principal of SMP 12 Tidore City was also involved. Meanwhile, the creativity and quality of a teacher are also very necessary to determine success in implementing Independent Curriculum learning because teachers are an important factor that has a big influence, so that teacher professional competence can be seen in the teacher's success in implementing the Independent Curriculum at SMP Negeri 12 Tidore Islands City.

CONCLUSION

Based on the results of research regarding the evaluation of teacher performance in implementing the Merdeka Curriculum at SMP Negeri 12 Tidore Islands City, it is quite good, teachers are able to implement the Merdeka Curriculum because in the Merdeka Curriculum they must implement a scientific approach with five stages as stated in Minister of Education and Culture Regulation Number 103 of 2014, namely . Observing, asking, collecting data, analyzing data, and communicating. In accordance with the results obtained through observations and interviews, teachers and principals are good at implementing the scientific approach of the Independent Curriculum at SMP Negeri 12 Tidore Islands.

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