



TEACHER PERFORMANCE ASSESSMENT TO IMPROVE LEARNING QUALITY

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ABSTRACT

The purpose of this research is theoretically from the results of the research discussion is expected to make a scientific contribution to scientific development. Providing input to the school and other schools in teacher performance to improve learning quality, evaluation material for schools to provide better learning quality services, for researchers is expected to be a contribution and add to the library for further educational studies. This study uses a qualitative method that collects data using interviews, observations as well as checklists. The place of this research is SD Negeri Bojongkoneng Sindangbarang District to examine the performance of teachers in improving the quality of learning with 16 subjects. Based on the data obtained, it can be concluded that the performance of teachers regarding lesson planning, teacher performance in implementing learning, teacher performance in assessing learning outcomes, as well as teacher discipline in carrying out their duties has good performance so that the quality of learning is good..

Keywords: *Performance Appraisal, Learning Quality.*

INTRODUCTION

Education in the era of regional autonomy faces major and complex challenges that must be responded to positively in an effort to improve the quality of learning. One of the main factors that determines the improvement of the quality of learning is the availability of professional teachers who are able to carry out learning tasks with full responsibility. This is because teachers occupy a very strategic position and are the spearhead in the learning process. In reality, teaching staff play a very important role in the success of lessons that have implications for improving the quality of learning. Because teaching staff are a very large human element and are directly related to students in daily learning efforts. Teachers have the potential to be designers, implementers and evaluators of learning so it is not an exaggeration if teachers are said to be one of the people responsible for the success of the learning process. Although teachers and educators are not the only determining factors in the success of learning, teaching is the central point of education and qualifications as a reflection of the quality of teaching staff contribute greatly to the quality of education that is their responsibility. The low quality of teachers and educators is also influenced by the still low level of teacher welfare. Based on the description above, the duties and responsibilities of teachers need more attention in order to increase their productivity. This is intended so that educational institutions have better learning quality in terms of human resources. The definition of learning quality is a static concept that develops in line with the demands of learning outcomes related to advances in science and technology that are inherent in the form of developing the quality of human resources. Assessment of teacher performance can provide information about weaknesses. Limitations and deficiencies of teachers in teaching both personally and professionally. Based on teacher performance assessment data, they are paid based on performance scores or the like.

Given the importance of teacher performance, regulations are made about teachers, namely 1) in CHAPTER XI article 39 paragraph 2 states that educators are professional staff who are tasked with planning and implementing the learning process, through learning outcomes, providing guidance and training and conducting research and community service, especially for educators in higher education. 2) Law number 14 of 2005 article 20, teacher duties include:

- a. Planning learning and evaluating quality learning and assessing and evaluating learning outcomes.
- b. Improving and developing academic qualifications and competencies in a sustainable manner in line with developments in science, technology and art.
- c. Act objectively and non-discriminatory on the basis of gender, religion or family background and socio-economic status of students in learning.
- d. Uphold legal regulations and teacher codes of ethics as well as religious and ethical values.

In the context of teacher evaluation, the object of evaluation is the teacher/educator, analyzing how much percentage of teacher performance in carrying

out their duties. In the Regulation of the Minister of State for Empowerment of State Apparatus and Bureaucratic Reform Number 16 of 2009, it is stated that teacher performance assessment is an assessment carried out on each item of the teacher's main task activities in the context of career development, rank, and position. So that the performance of professional teachers can be in accordance with the learning and educational goals that are expected

METHODOLOGY

The research method used in this study is the case study method. Maxfield (Nazir, 2005: 57) stated that what is meant by a case study or case study is a research subject that is concerned with a specific or typical phase of the entire personality. The research subject can be an individual, group, institution, or society. Researchers want to intensively study the background and environmental interactions of the social units that are the subjects. The purpose of the case study is to provide a detailed description of the background, characteristics and characteristics that are typical of the case, or the status of the individual, which then from the typical characteristics above will be made into something general.

According to Nazir (2005: 57) The main steps of the case study research method are: (1) formulate research objectives; (2) determine the study units, which characteristics will be studied and relate what will be studied and what processes will determine the research; (3) determine the design and approach in selecting units and which data collection techniques will be used. What data sources are available; (4) collect data; (5) organize the information and data collected and analyze it to make interpretations and generalizations; and (6) compile a report by providing conclusions and implications from the research results.

RESULT AND DISCUSSION

In the discussion of the results of this study, the results of:

1. Teacher Performance Assessment Planning

The teacher performance assessment planning mentioned in this study refers to the design of the performance program prepared by the principal to improve the quality of learning at SD Negeri Bojongkoneng.

The results of the researcher's interview with the principal and the board of teachers related to the teacher performance assessment led by the principal at SD Negeri Bojongkoneng are as follows:

The assessment is carried out in accordance with the first steps, we form a team in carrying out the performance assessment evaluation. The committee or team is formed to carry out the assessment and so on to prepare materials for readiness for the assessment to be carried out, including collecting teaching materials such as RPP, and teacher administration that we must check, other tasks carried out by teachers

and teaching systematics and so on we determine who has been assessed to sit together to determine performance values.

From the results of the interview, it can be seen that the principal is responsible for planning teacher performance assessments at SD Negeri Bojongkoneng including preparing the assessment program schedule, instruments, supervision, and performance assessments carried out by the principal.

Based on the formulation of the problem above, the researcher does not limit the problem to this study because the four components of the management process are a unity that cannot be separated. Therefore, this study is based on the following problem formulation:

a. Teacher performance assessment planning to improve Learning Quality

Performance planning is the initial stage in performance management. At this stage, teachers are asked to prepare performance planning before the recommended deadline, namely the beginning of the month and each semester. This aims to make it easier for teachers to discuss with the principal to conduct more effective evaluations and adjustments to the preparation of performance planning.

Performance planning has 5 stages that must be carried out by teachers, starting from preparing learning practices to checking the preparation that has been made, namely:

1. Performance Practice / Learning Practice
2. Competency development
3. Additional tasks
4. Work behavior
5. Summary

2. Organizing teacher performance assessments to improve Learning Quality

The organization of teacher performance assessments discussed in this study includes:

- a. Determination/SK of the Head of SDN Bojongkoneng regarding performance assessments and the preparation of assessment schedules prepared by the principal and team to improve the quality of learning at SD Negeri Bojongkoneng.
- b. Determination of the schedule in the performance assessment process. The preparation of the performance assessment schedule is carried out by the principal and the team that has been determined by dividing which teachers will be assessed by adjusting the schedule and activities of the assessment team.

3. Implementation of teacher performance assessment to improve the Quality of Learning

In carrying out performance assessment activities, the principal as an employee assessor has implemented an appropriate assessment approach and technique as expressed by one of the teachers at Bojongkoneng Elementary School as follows:

"In my opinion, the performance assessment carried out is very important to improve the quality of learning at Bojongkoneng Elementary School".

From the teacher's opinion, it can be concluded that the principal has effectively carried out performance assessments at Bojongkoneng Elementary School. This is because the principal has implemented an assessment approach and technique that is in accordance with the implementation of teacher performance assessments to improve the Quality of Learning which includes:

- a. Performance assessment plan and materials
- b. Performance assessment process
- c. Teacher activities in performance assessment
- d. Evaluation of teacher performance assessment to improve the Quality of Learning.

Performance assessment is the final stage in performance management carried out by the principal. At the performance assessment stage, the principal is expected to be able to carry out two important activities, namely conducting performance assessments and collecting documents. The assessment of teacher performance management involves three stages carried out by the principal, namely:

- a. Performance Practice Assessment

The principal has a role in monitoring and coaching the implementation of teacher performance. This coaching and monitoring refers to the planning and implementation of performance that has been carried out by the teacher.

- b. Completeness of Documents

The principal is also asked to check all documents uploaded by the teacher as supporting evidence for competency development and/or additional tasks.

- c. Performance Behavior Assessment

The principal will be asked to provide an assessment of the work behavior aspect based on the monitoring and coaching that has been carried out at the teacher performance implementation stage.

CONCLUSION

Teacher performance assessment is carried out to see the teacher's performance in carrying out their main duties, namely carrying out learning, guidance and/or implementing other tasks that are relevant to the function of the school. The results of the teacher performance assessment are then used to help teachers improve their knowledge and skills in certain competencies as needed. Thus, it is hoped that teachers will be able to contribute optimally in efforts to improve the quality of learning while helping teachers in developing their careers as professionals. Teacher performance assessment is part of the process to convince all parties that every teacher is a professional who has the opportunity to develop according to their capacity. Its implementation is integrated with continuous professional development so as to create a teacher who has high motivation, high dedication, skills and can arouse students' interest in mastering science and technology and has strong personality integrity to

compete in the global era. The implementation of teacher performance assessment can be a reference for all related parties so that they can achieve professional teacher quality. Overall, this study has succeeded in providing an overview of how teacher performance assessments to improve the quality of learning at Bojongkoneng State Elementary School can be concluded as follows:

- a. Planning for teacher performance assessments to improve the quality of learning at Bojongkoneng State Elementary School has been implemented.
- b. Organizing teacher performance assessments to improve the quality of learning at Bojongkoneng State Elementary School has been implemented as seen from the continuation of the agreed planning
- c. Implementation (actuating) of teacher performance assessments to improve the quality of learning at Bojongkoneng State Elementary School has been implemented.
- d. Evaluation (controlling) of teacher performance assessments to improve the quality of learning at Bojongkoneng State Elementary School has been carried out

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