

The Performance of Primary School Teachers In the Unit of Education Technical Implementation, Banyumanik, Semarang

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Abstract

The purpose of this study is mainly to describe the performance of primary school teachers in the unit of education technical implementation in Banyumanik, Semarang. This research was conducted in January- August 2017. The sample of this research is 162 primary school teachers selected by random sampling technique in order to get the same opportunity as sample. The instruments used in this study were the assessment sheets, the Rating Sheet consisted of 64 items of question, and 3 indicators of Primary School Teacher Performance. The results show that each of Implementation of lesson plans is categorized very well (90, 9%), the execution of the learning is 83.4%, assessment of learning is good (82.8%). The Overall performance of primary school teachers is categorized good (85 , 7 %). In other words, the primary school teachers of the unit of education technical implementation in Banyumanik Semarang can arrange the lesson plans, carry out learning and teaching process and assess the learning process in elementary school.

Keywords: *Performance, Teacher, Primary School*

I. INTRODUCTION

Education as stated in Law, Number 20 Year 2003 regarding the National Education System is a process planned and conducted consciously to realize the learning process interesting so that students become active and develop their potential to increase knowledge, insight and experience in order to determine the purpose of life so that it can have a broad view for a better future.

Based on the government regulation No. 19, 2005 on National Education Standards in article 2, paragraph 1, it is explained that the

scope of the National Education Standards includes: content standards, process standards, graduate competency standards, educator standards and education personnel, equipment and infrastructure standards, management standards, financing standards, educational assessment standards. National Education Standards serve as a basis in the planning, implementation, and supervision of education in order to realize a quality national education and aims to ensure the quality of national education in order to educate the

nation's life and shape the character and civilization of a dignified nation.

Of the eight National Standards of Education, the educator standards are of interest to the researcher, that the educator must have academic qualifications and competence as an instructional agent, healthy physically and spiritually, and have the ability to realize the goals of national education. Government demands as described in Government Regulation No. 19 of 2005 indicate that teachers' duties and responsibilities are very heavy, so teachers should have certain quality standards, in order to perform tasks and responsibilities well, especially in terms of improving student achievement.

Furthermore, in Law No. 14 of 2005 on Teachers and Lecturers, in article 1 it is explained that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating learners in early childhood education formal education path, primary education, and secondary education. In the Law of teachers and lecturers, teachers are expected to have competencies in the areas of knowledge, skills, and behavior. It must be implemented in carrying out its professional duties. Education becomes one of the means of development that is always improved, both quality and quantity. This is indispensable in seeking renewal and refinement of education and creating quality human resources. Education is so important that it cannot be separated from life. The development of a country is

largely determined by the development of the quality of education in the country.

According to Zakaria (2016), teachers are the spearhead in the implementation of educational programs in schools. Therefore, no one doubts, how important the role of teachers for the success of efforts to improve and equitable education quality in schools. In this case, the teacher must have academic qualification, competence, certificate of educator, healthy physical and spiritual, and have ability to realize national education goal.

Mulyasa (2015) describes teachers as educators who become role models, role models, identification for learners, and their environment. Therefore teachers should have certain personal quality standards that include responsibility, dignity, independence and

discipline. Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating learners. The performance of teachers interpreted the achievement achieved by a teacher in performing their duties during a certain period of time measured by three indicators, namely: (1) mastery of teaching materials, (2) the ability to manage learning and (3) commitment to carry out the task. In addition, another study conducted by Jayaweera (2015) highlights that Performance as a set of behaviors related to driving factors and abilities. Research conducted by Jayaweera describes performance as a

series of activities undertaken to achieve the goals of a person or organization.

Thus, it is clear that performance is a major factor that affects the success of an organization. In other words, the performance of a person has a strong influence on the organization or where he worked. If a person performs poorly, it will have an impact on the low level of productivities, lack of profit and poor work results in an organization to realize the required performance of the decisive elements. Based on the description above, then this article describes the performance of primary school teachers at the unit of education technical implementation in Banyumanik, Semarang.

2. METHODS

The paper belongs to a descriptive qualitative research. The place of research is conducted in all state primary schools in the unit of education technical implementation in Banyumanik, Semarang, Central Java as many as 31 schools. The population in this study is teachers of the State Primary Schools with the number of schools consisting of 7 Teachers Working Group / Clusters, whole class teachers are 272 people. In this research, the sampling technique is done by using *simple random sampling technique of the area* with the determination of the sample respondents in the lottery. The sample in this study was 162 teachers.

The data collection of this research is done by using sheet instruments, Instruments of teacher performance prior to the creation of an assessment sheet (observation) guided by the conceptual including conceptual definition, operational definition, rubric of instrument assessment, and expert review. The number of statements has four alternative answers. The observation sheet is made based on the Rating Scale measuring the appearance or behavior of others (individuals) through a statement of behavior in a continuum or category of meaning or value, categories made in the range ranging from the highest to the lowest that number (1) Very Good with a score of 4, (2) Good with a score of 3 (3) Less with a score of 2, (4) Not Good with a score of 1. The data collected were analyzed descriptively with the criteria of using performance criteria as permenpan & RB 2009 article 15 describing that the value of 91 to 100 is called very good; values of 76 to 90 are good; value of 61 to 75 is sufficient; values 51 to 60 are called moderate; and values up to 50 are called less.

3. RESULTS AND DISCUSSION

Teacher performance is the success of teachers in preparing lesson plan, implementing the learning process and assessment of learning in accordance with the objectives:

a. Lesson Plans

Lesson plans in the form of syllabus and Learning Implementation

should refer to the content standard. This lesson plan includes preparing materials, media and learning resources, learning assessment tools, and learning scenarios, syllabus and lesson plan compilations entailed to the learning approach used, syllabus is a

reference for the preparation of learning frameworks for each subject matter study (Kunandar, 2014) .

Based on data analysis, it was found that the profile of lesson plan of primary school teachers can be presented in Table 1.

Table 1 . Ability to develop Lesson Plan

No	Item Statement	%	Criteria
1	Lesson plan contains full identity (School name, Class / Semester, Theme, Sub Theme / Learning-to, Time Allocation	98.92	Very good
2	Complete components (identity, KI, KD, indicators, objectives, materials, methods, media / tools / sources, activity steps, assessment)	97.53	Very good
3	Formulation of elemental indicators with KD, using operational verbs, can be measured	93.67	Very good
4	The learning objectives are formulated based on KD, using operational verbs, can be observed and measured	93.67	Very good
5	Learning materials contain facts, concepts, principles, relevant procedures, and refer to indicators of competency achievement	89.66	Good
6	List methods that are varied and relevant to the material	92.74	Very good
7	Include learning resources in the form of books, print media, electronic media, natural surroundings, or other relevant learning resources	84.10	Good
8	Preliminary activities meet the elements of motivating learners, linking previous learning, preparing students physically and psychologically to learn, delivering goals	90.89	Very good
9	include steps of learning activities that reflect the scientific includes 5 components (observing, asking, gathering information, processing information, communicating)	90.28	Very good
10	List activities: make conclusions, conduct assessments, reflect, provide feedback, and inform lesson plans at next meeting	84.10	Good
11	Assessment includes components: type, technique, instrument, and scoring	84.72	Good
Total		90.94	Very Good

The Mean percentage of the planning of teaching and learning of elementary school teachers in Banyumanik is in very good criteria (Table 1). This shows that the ability of teachers in preparing the lesson plan is very good. The highest percentage rate is contained in the RPP statement item containing the complete identity (Name of school, Class/ Semester, Theme, Sub Theme / Learning-to, Time Allocation is with very good criteria .

Zendrato (2016) confirms that the main factors considered by teachers

when preparing the lesson plan are student characteristics, learning objectives, learning activities, and learning materials. Therefore, the ability of teachers in preparing RPP appropriate learning objectives is a very important thing.

b. Implementation of learning

The regulation of the Minister of Education and Culture of the Republic of Indonesia Number 22 Year 2016 about the Basic Process of Primary and Secondary

Education explores that the implementation of learning is the arrangement of lesson plan, covering Introduction Activities , Core Activities and Closing Activities .

Based on the data analysis, the implementation of learning activity of primary school teachers in Banyumanik can be described in Table 2.

Table 2 . Implementation of Learning Activities

No	Indicators and Sub Indicators	%	Criteria
1	Preliminary learning activities ; Apperception and Motivation, Competence Delivery and Activity Plans	83.8	Good
2	Core Activities ; Mastery of Lesson Material, Application of Educational Learning Strategy, Application of Scientific Learning Approach (Scientific Based Approach), Application of Integrated Thematic / Thematic Lesson Intramata lesson, Eye Learning Lesson , Utilization of learning resources / media in learning , involvement of learners in learning , Usage correct and proper language in learning ,	83.49	Good
3	Closing activities of reflection learning and follow-up learning	82.48	Good
Total		83 . 4	Good

The results of planning of teaching and learning activities of primary school teachers in Banyumanik are in very good criteria (Table 2). This shows that the ability of teachers in implementing learning activities is categorized good. The highest result found in sub Indicator Core Activities; Mastery of Lesson Material, implementation of Educational Learning Strategy, implementation of Scientific Learning Approach (Scientific Based Approach), implementation of Integrated Thematic / Thematic Lesson, Eye Learning Lesson , Utilization of learning resources or media in learning , involvement of learners in learning process, utilization of correct and proper language in learning that is with good criteria. Therefore, it can be concluded that the ability of teachers in implementing learning is a very important thing to conduct for teachers.

1) Initial Learning Activities

The results of apperception and motivation consist of the following statement items: Linking learning materials now with participants' experiences or previous learning amounts 86.1 % (Good), Ask challenging questions by as big as 82.7 % (Good), Delivering the benefits of learning materials by 84.7% (Good), Demonstrating something related to the theme of 84.7 (Good), Checking the initial behavior (entry behavior) of 80.7% (Good). So the overall criterion for preliminary activities is apperception and motivation of 83.8 % with good criteria.

The result of delivering competence and lesson plans consist of the results of item of questions as follows: Delivering the capability to be achieved by learners (interaction of

the third and fourth core competences, which implies to development of the first core competence (KI 1) and the second core competence (K2) is 83.5% (Good). Further, the way of delivering lesson plan can be done individually, group work, and make observation is 83.5% (Good). Thus, the overall criteria for activities of implementing lesson Plan is 83.5 % with good criteria.

2) *Core Learning Activities*

The result of mastering the subject matter consists of the results of question items covering the ability to adjust the material to the learning objectives of 85.9 % (Good), the ability to link the material with other relevant knowledge, the development of science and technology, and real life 81.5 % (Good), the management of the discussion of learning materials and study experience exactly the same amount 80.4 % (Good), the presentation of the material in a systematic way (from easy to difficult, concrete to abstract) of 82.1 % (Good). The overall results for Sub indicator of subject mastery are 82.5 % with Good criterion.

The result of the implementation of educational learning strategies consists of the following item result statements which cover implementing learning in accordance with the competence to be achieved is 83.3 % (Good), facilitating activities containing exploration, elaboration and confirmation components is a amount 82.9 % (Good), carrying out a

coherent learning is 82.9 % (Good), managing classes (maintaining discipline and classroom ambience) is amount 85.5 % (Good), Implementing a contextual learning is 80.1 % (Good), implementing the learning process that allows the growth of positive habits, as the impact of accompaniment of learning outcomes (nurturing effect or atmosphere conducive created by itself (hidden curriculum) amount 81.0 % (Good), conducting the learning due to the planned time allocation is 82.9 % (Good), the whole results for sub indicator implementation of educational learning strategies amount is 82.6 % with good criteria.

The result of the implementation of the scientific approach (scientific-based approach) consists of the following item results statements which cover facilitating learners to observe is 88.1% (Good), persuading learners to ask for is about 86.4 % (good), giving learners questions to reasoning (logical and systematic thinking process) is 86.3 % (good), facilitating learners to try for is about 86.7 % (good), presenting students' activities to communicate is 85.8% (good). The overall results for sub indicators of the implementation of scientific learning approach (approach based on scientific processes) is 86.7 % with good criteria

The result of the implementation of thematic lesson in integrated / thematic instructional purpose, subject-based learning consists of the following statement items which covers presenting lessons according to theme /

subject matter is about 92 % (very good), presenting materials according to theme / subject matter is 89 % (good), presenting materials that contain an integrated characteristic component is 89 % (good), presenting a learning in an active and fun environment is 90 % (good). Thus, the total implementation of integrated thematic learning and subject-based learning is 90% with the criteria of good.

The result of utilization of learning resources or media in learning process consists of the following item result statements which covers demonstrating skills in the use of learning resources is 83.6 % (good), showing skills in the use of learning media is 82.3 % (good), delivering meaningful messages is 82.3 % (good), involving learners in the utilization of learning resources is 86.6 % (good). Therefore, the overall utilization of learning resources or media in learning is amount 83.7% with criteria good.

The result of involvement activities to learners in learning process consists of the following results which covers developing the active participation of learners (mental, physical, and social) through the interaction of teachers, learners, learning resources is 87.8 % (Good), responding positively to the learners participation is

91.4 % (very good) , showing an open attitude towards the learners response is 90.3 % (Very Good) ,showing a conducive interpersonal relationship is 90.3 % (Very Good) , and cultivating the joy or enthusiasm of learners in learning is 87 % (good). The total involvement of learners in learning is 89.3 % with good criteria.

Furthermore,the result of learning activities using correct and appropriate language in learning process consists of the following results which covers using spoken language clearly is 90.7% (Very Good), using acceptable written language is 91.7% (Very Good). Thus, the overall result is 91.2 % with criteria (very good).

3). Closing Activity

The result of the closing activities of learning includes reflecting or creating a summary by involving learners is 85.0 % (Good), providing an oral or written test is 84.3 % (good), collecting the work as a portfolio of materials is 81.2 % (Good), implementing follow-up by providing direction for subsequent activities and enrichment duties is 81.8 % (good). Thus, The overall results in closing activities is 83.1 % with criteria (Good).

c. Assessment of learning

Assessment

of learning outcomes is an action or a process to determine the value of learning success of learners after experiencing the learning process for a certain period. Permendiknas No. 41 Year 2007 explains that the assessment is done by the teacher to the learning outcomes to measure the level of

achievement of the competence of learners, and used as a material preparation progress report learning outcomes, and improve the learning process.

Based on the data analysis, the results obtained from the assessment of learning elementary school teachers UPTD Bayunamanik Education presented in Table 3.

Table 3 . Learning Assessment Results

No	Item Statement	%	Criteria
1	Implementation of assessment at the end of the learning process, both oral and written.	81.8	Good
2	Availability of documents result of knowledge mastery assessment.	81.9	Good
3	Assessment instruments used in accordance with the rules	82.7	Good
4	Momentum (the most appropriate time) to make an assessment)	82.1	Good
5	Availability of learning products (model, project, problem solving).	80.1	Good
6	The availability of student learning outcomes is complete with comments and teacher assessments in one portfolio.	79.8	Good
7	The creation of a conducive atmosphere or <i>aura of learning</i> .	84.1	Good
8	Creation of the atmosphere of learning	84.1	Good
9	The achievement of indicators changes the knowledge, attitude, and skills of students	88.7	Good
10	Recorded students' impression of learning	84.1	Good
11	Recorded passion to learn more	81.02	Good
Total		82.8	Good

The results of learning assessment of primary school teachers in Banyumanik is on good criteria as presented (Table 3). This shows that the teacher's ability to conduct assessments with good criteria. The Mean of percentage of indicator achievement particularly in knowledge, attitude, and skill of students is good criterion.

According to Kartowagiran (2013), types of assessment that can be used by educators to assess the competence of knowledge, competence, skills, and attitude competencies are authentic assessments. It is a multi-dimensional

behavioral assessment of learners in real situations. This Assessments do not only use pencil paper test or written test but also use various methods, such as action tests, assignments, and portfolios . Therefore, the ability of teachers in conducting learning assessments both process and learning outcomes is quite crucial.

The performance indicators of primary school teachers in Banyumanik Semarang consisting of the ability to develop learning implementation plan, Implementation of learning and assessment can be seen in figure 1.

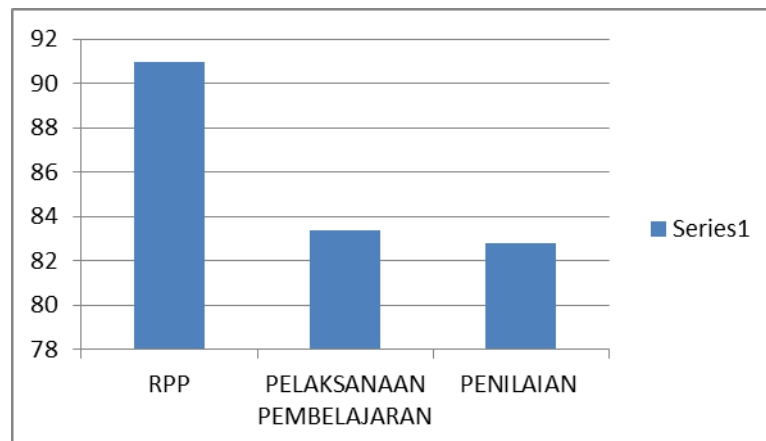


Figure 1. The Results Performance of Primary School Teachers in Banyumanik

In general, the performance of primary school teachers in Banyumanik Semarang City is on Good criteria with a value of 55.7% . While each indicator result of learning Implementation is (90.9%) with a very good criteria, the result of the execution of the learning is 83.4% with good criteria, the results of assessment of learning is (82.8%) with good criteria. From the general picture, it shows that it needs improvement of the quality particularly in the implementation of learning and assessment. Further, from the academic qualifications, primary school teachers in Banyumanik Semarang has academic certificate of primary school teachers has a set of certificate classroom teachers.

The importance of teacher performance is expressed by Wenlu Li and Wang (2015) describing that teachers are a major part of education that plays an important role in advancing the teaching model so that the process and model of teacher performance evaluation becomes the

main benchmark. In order to improve the performance of teachers, assessment of teachers' performance can be a factor of success to educate students as described by Baron (2015) that performance appraisals provide essential information and data for teacher preparation programs covering various aspects of teaching such as planning, instruction, assessment, and reflection . In line with Baron, Akalina and Sucuoglu (2015) emphasized how important the existence of teachers in creating an effective and efficient learning atmosphere because the success of learning substantially is very dependent on how well teachers manage the classroom . Further, Hildebrandt and Swanson (2014) explicitly point out that the assessment of teachers with traditional approaches is not effective; rather, *performance-based assessment* focuses more on the teacher's actual activities in the classroom and measures their readiness to teach. From some of the opinions expressed above, it can be synthesized

that performance-based assessments can improve teacher's professionalism.

4. CONCLUSIONS AND SUGGESTIONS

a. Conclusion

To sum up, the Performance of Primary School Teachers in Banyumanik Semarang is on good criteria with the value of 85,7 %. The results showed that each indicator of Lesson plan is on very good criteria (90,9 %), learning implementation is good 83.4%, and assessing the learning process (82.8%). These results suggest that primary school teachers in Banyumanik Semarang are able to compile a lesson plan, implement learning and teaching process and assess the learning and teaching process in primary schools.

b. Suggestion

Based on the conclusions of the research results as described above, the suggestions include the principals are expected to always improve the good environment to work leading to comfortable feelings at work. In addition, Teachers should make group formation in carrying out its work, because with the formation of groups then the teacher can carry out school activities properly and in accordance with the purpose of education. For academics, it is advisable to conduct other research by involving other variables from other supporting aspects such as: Pedagogic competence, work discipline, work motivation and so forth.

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