

# TEACHER PERFORMANCE DURING THE COVID-19 PANDEMIC

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## ABSTRACT

This study aims to determine the performance of teachers during the Covid-19 pandemic in public elementary schools in South Tangerang City in the aspects of planning lessons, implementing lessons, and assessing or evaluating learning. This study used a mixed method with a quantitative-qualitative approach. The research participants were 65 teachers. Data collection techniques through questionnaires, observation, and interviews. Data analysis technique is done by percentage test. Checking techniques and data validity using source and technique optimization. The results showed that teacher performance during the pandemic was obtained with a percentage value of 72.75% for the aspect of planning learning 79.85% for the aspect of carrying out learning, and the aspect of assessing learning obtained a value of 69.54%. The three aspects of planning, implementing, and assessing teacher learning are categorized as moderate or good enough. To improve teacher performance during this pandemic, teachers need to implement strategies such as increasing innovation and creativity during learning. This is done to reduce student boredom before learning begins, such as providing interesting videos so students will be more enthusiastic.

*Keywords: teacher performance, the covid-19 pandemic, elementary schools*

## INTRODUCTION

Performance is a function of motivation and ability to complete a task or job. Performance is the real-world behavior exhibited by each individual based on the work output produced by their role in the organization (Zainal, 2015). Teacher performance refers to the quality with which a teacher completes tasks such as: personal collaboration with students, lesson preparation and planning, use of learning media, student participation in various learning experiences, teacher active leadership (Humaera & Rusdinal, 2021).

According to Madjid (2016), teacher performance is the result of what teachers are able to do in an organization (school) in order to achieve the school's vision, mission, and goals according to the authority and responsibility delegated by the school. Questioning is legal, not illegal, and in line with morality and ethics. On the other hand, teacher performance or job performance is the result achieved by teachers performing assigned tasks based on skills, experience, sincerity, and time, and the resulting performance is well represented (Usman, 2019). This interpretation implies that teacher performance in learning is related to the teacher's ability to plan, implement and evaluate learning in terms of process

and outcomes.

According to Latief (2019), employee performance is affected by many factors including motivation, skills, knowledge, expertise, education, experience, training, aspirations, personality attitudes, physical condition, physiological needs, social needs, and selfish needs. Meanwhile, Supardi (2014) showed that teacher performance is strongly influenced by personal characteristics including knowledge, skills, abilities, motivations, beliefs, values, and attitudes. Personal characteristics are strongly influenced by organizational and job characteristics.

Teacher performance is a major factor in determining the quality of learning. This means that teachers who engage in learning activities perform well and are able to improve the quality of learning in schools by motivating students to learn more actively, and students' learning motivation is affected by teachers' performance in the classroom (Madjid, 2016). Teachers' performance has certain norms/standards. Teacher performance can be viewed and measured against the competency norms/standards each teacher must possess. Based on Regulation No. 16 of 2007 of the Minister of National Education of the Republic of Indonesia on Academic Standards and Teacher Competence. It is explained that teacher competency standards as a whole are developed from 4 main competencies, namely: (1) teaching ability, (2) personality, (3) social ability and (4) professional ability. These four competencies are reflected in teacher performance (Ministry of Education and Culture, 2016).

The success of a teacher can be seen if the existing criteria have been achieved as a whole. If the criteria have been met, it means that someone's work is considered to have good quality work. Teacher performance is very important in achieving school goals. This is due to the performance of teachers in schools that fully hold the quality of the school. Good or bad school, depending on the performance of the teacher. Therefore, it is necessary to have an assessment or evaluation of the teacher.

Teacher performance appraisal is a systematic process such as identifying, measuring, and managing the way these teachers work to achieve school targets or goals. According to Latief (2019), performance appraisal begins with first identifying matters related to achieving school goals, which ends with the management process which becomes the planning and preparation of performance appraisal. Teacher Assessment is a rating system designed to assess a teacher's ability to perform core tasks by measuring mastery of the competencies reflected in teacher performance. The results of the implementation of PK Guru have two functions, namely; (1) used as a basis for making teacher Continuing Professional Development (PKB) plans as learning teachers; and (2) used to fulfill teacher credit scores in promotions and positions (Ministry of Education and Culture, 2016).

Research conducted by Saugadi and Noldi (2020) shows that the effectiveness of teacher performance is influenced by factors such as a comfortable learning environment, great support from the principal and allowances. Another similar study was also conducted by Sudirman and Bokingo (2017), which revealed that to improve the quality of teacher performance the government is expected to equip teachers with mastery of information and technology through regular training or workshop activities. Teacher performance will increase because it is influenced by supporting factors such as the school environment, facilities, allowances and training held by both schools and government agencies. If the teacher's performance increases, the quality of the school will also increase (Khodijah, 2013).

According to Supardi (2014), the quality of good and professional teacher performance in terms of transforming lessons into learning activities is characterized by designing lesson plans, conducting learning, and evaluating student learning outcomes. A learning plan or commonly known as a learning implementation plan (RPP) is developed by the teacher, and its role is to determine the goals of the learning activities, inform the content, meaning and goals of the learning activities, determine how the established goals will be achieved, and measure the distance. Has been achieved, what if the goal is not achieved.

Since the emergence of the Covid-19 pandemic which has had a major impact on the world of education. Learning from home is something that cannot be avoided by all levels of education. This

places demands on teachers to be able to facilitate students to study from home, whether in the form of curriculum, learning design, methods, implementation, and assessment of learning outcomes adapted to pandemic conditions or learning facilities adapted to student conditions (Purwanto, 2020). This distance learning is also a challenge for teachers in improving performance. Teachers become literate about technology to support learning.

The observation results found that teacher performance was still low, such as teachers who did not routinely make lesson plans (RPP). The teacher will make a learning plan if there are demands from the superiors or the principal. The lack of teacher knowledge in the field of technology and information. The principal is not optimal in providing guidance and motivation to teachers. There is no strict supervision of the teacher's performance from the leadership or city services. Another phenomenon found is the low enthusiasm of teachers in participating in activities to improve academic abilities, where these activities are a continuous effort to improve academic achievement.

Based on these reasons, it is deemed necessary to conduct research on teacher performance through a study entitled Teacher Performance During the Covid-19 Pandemic at Elementary Schools in South Tangerang City. This study aims to determine the performance of teachers during the Covid-19 pandemic in public elementary schools in South Tangerang City in the aspects of planning lessons, implementing lessons, and assessing or evaluating learning.

## METHOD

The method used in this study is a mix method with a quantitative-qualitative approach. The data obtained is data related to teacher performance. In this study, the informants or respondents that the researchers used were elementary school teachers in the city of South Tangerang. The selection of subjects and informants is based on the assumption that they are involved in all learning activities starting from planning, implementing, and providing learning assessments. The research subjects were teachers, totaling 65 teachers. Primary data obtained directly from study subjects. Researchers obtain data or information directly by observing and issuing questionnaires. Researchers collect raw data to answer research questions. A secondary data source is data obtained from a second source. For secondary research data, this comes from books and scientific journals that are related to research. Model from Miles and Huberman, that divides the steps in data analysis activities into many elements, particularly knowledge assortment, knowledge reduction, knowledge presentation, and drawing conclusions or verification (Moleong, 2017). Source triangulation was used in this study, by checking the data that had been obtained through various sources. While technical triangulation can be done by checking data from the same source, but with different techniques.

Questionnaires were distributed to teachers to obtain data on teacher performance. The type of questionnaire used is a closed questionnaire with a Likert scale model. The following is a research questionnaire

**Table 1.1 Research Questionnaire**

No	Dimensions	Indicator	Statement Points
1	Plan Learning	Arrange the annual/semester program in accordance with applicable regulations	1, 2
		Involve the principal in preparing the annual/semester program	3, 4
		Develop lesson plans in accordance with basic competencies	5, 6
		The RPP is in accordance with the applicable principles	7, 8
		Involve the school principal in preparing the lesson plans	9, 10
2	Doing	Skilled in determining the media / learning resources	11, 12, 13
		Mastering learning material well	14, 15

	Learning	Utilizing existing technology to obtain learning materials	16, 17
		Using a variety of learning resources	18, 19
		Skilled in determining learning methods and models	20, 21
		Determine apperception according to learning material	22, 23
		Skilled in managing classes	24, 25
		Organize students in discussion groups	26, 27
		Manage student discipline in class	28, 29
		Give assignments according to student abilities	30, 31
		Determine the time allocation according to the RPP	32, 33
		3	Evaluate
	Learning	Carry out an oral test	37, 38

The assessment categories based on the percentage of answers are as follows:

**Table 1.2 Score Percentage Criteria**

Percentage	Criteria
81,26-100	Tall
62,5-81,25	Currently
43,76-62,5	Low
25-43,75	Very low

## FINDINGS AND DISCUSSION

### 1. Findings

#### a. Teacher Performance at SDN Kota Tangerang Selatan in Planning Learning

In this aspect, researchers are looking for data on how much the teacher's performance analysis during the Covid-19 pandemic was in planning learning. In this study, there are three indicators for planning learning, which consist of compiling annual/semester programs in accordance with applicable regulations, involving school principals in preparing annual/semester programs, compiling lesson plans according to basic competencies (KD). Of the three indicators, there are 13 statement items given to teachers in planning lessons. The following table shows the teacher's answers for each item in planning learning.

**Table 1.3 Average Score of Planning Learning**

Statement Points	Alternative Answers	Frequency	Score	% Frequency
1,2,3,4,5,6,7, 8,9,10,11, 12,13	Always	304	1216	36%
	Often	210	630	25%
	Seldom	282	564	33%
	Never	49	49	6%
Amount		845	2459	100%
Maximum score		$13 \times 65 \times 4 = 3380$		
Minimum score		$13 \times 65 = 2459$		
Percentage		$2459:3380 \times 100\% = 72,75\%$		

Based on table 1.3 above, it can be seen that the ideal maximum score is 3380, the ideal minimum score is 2459 and the total score is 845, so that the teacher's performance during the

Covid-19 pandemic at SDN Gugus 1 Ciputat is 72.75%, which means that the aspect of planning learning in the moderate or good enough category

b. Teacher Performance at SDN South Tangerang City in Implementing Learning

In this aspect, researchers are looking for data on how much the teacher's performance analysis during the Covid-19 pandemic was in carrying out learning. In this study implementing learning there are indicators consisting of mastering the material, utilizing technology, using learning resources, skillful in determining learning methods and models, determining apperception, skilled in managing classes, managing student discussion groups, managing student discipline in class, giving assignments according to student abilities and time allocation according to the RPP. The following table shows the teacher's answers for each item in carrying out learning.

**Table 1.4 Average Score of Implementing Learning**

<b>Statement Points</b>	<b>Alternative Answers</b>	<b>Frequency</b>	<b>Score</b>	<b>% Frequency</b>
14,15,16,17,	Always	578	2312	44,46%
18,19,20,21,	Often	438	1314	33,69%
22,23,24,25,	Seldom	242	484	18,62%
26,27,28,29,	Never	42	42	3,23%
30,31,32,33				
Amount		1300	4152	100%
Maximum score		$20 \times 65 \times 4 = 5200$		
Minimum score		$20 \times 65 = 1300$		
Percentage				$4152:5200 \times 100\% = 79,85\%$

Based on table 1.4 above, it can be seen that the ideal maximum score is 5200, the ideal minimum score is 1300 and the total score is 4152, so that the teacher's performance during the Covid-19 pandemic at SDN Gugus 1 Ciputat is 79.85%, which means that the aspect of implementing learning in the moderate or good enough category.

c. Teacher Performance at SDN South Tangerang City in Evaluating Learning

In this aspect, researchers are looking for data on how much the analysis of teacher performance during the Covid-19 pandemic was in assessing or evaluating learning. In this study assessing learning there are indicators consisting of written tests and oral tests. The following table shows the teacher's answers for each item in assessing learning.

**Table 1.5 Average Score Evaluating Learning**

<b>Statement Points</b>	<b>Alternative Answers</b>	<b>Frequency</b>	<b>Score</b>	<b>% Frequency</b>
	Always	38	152	11,69%
34,35,36,	Often	190	570	58,46%
37,38	Seldom	85	170	26,15%
	Never	12	12	3,69%
Amount		325	904	100%
Maximum score		$5 \times 65 \times 4 = 1300$		
Minimum score		$5 \times 65 = 325$		
Percentage				$904:1300 \times 100\% = 69,54\%$

Based on table 1.5 above, it can be seen that the ideal maximum score is 1300, the ideal minimum score is 325 and the total score is 904, so that the teacher's performance during the Covid-19 pandemic at SDN Gugus 1 Ciputat is 69.54%, which means that the aspect of evaluating learning in the moderate or good enough category.

**2. Discussion**

a. Teacher Performance at SDN Kota Tangerang Selatan in Planning Learning

The results of the study show that teachers can carry out preparation and planning of lessons categorized as moderate or good enough. In other words, teachers need to improve in setting goals carefully and preparing the steps for learning activities properly. According to Okriany, Sulasmono, and Iriani (2018), in making lesson plans teachers really understand the components that must be in lesson plans (competence standards, basic competencies, competency achievement components, learning objectives, time allocation, learning methods, learning activities, assessment, and learning resources).

Lesson planning is a responsibility as a teacher. Even so, teachers still face several obstacles in making designs in the form of a lack of knowledge about how lesson plans can create an interesting and fun learning atmosphere, with reference to the applicable curriculum guidelines. So, post-certification teacher performance shows better performance and in this case the certification program has a positive impact on teacher performance (Sudirman & Bokingo, 2017).

Teacher performance can be seen from the way the teacher carries out his duties and responsibilities. one of the teacher's tasks is to plan lessons (Budiastri, Ahdhianto, & Suhartono, 2021). Sudrajat (2020) emphasized that the teacher's performance in planning learning includes the teacher's duties in preparing the annual learning program, learning semester program, syllabus, and lesson plans.

The results of this study are also supported by Ratnasari, Qomarudin, and Marlina (2021) which shows that teacher performance during a pandemic in online learning is in the moderate category. Teacher performance is in the moderate category, meaning that not all of the teachers or some of them have not performed optimally in online learning. The cause is because the teacher in his teaching task is not in accordance with his expertise. In fact, to improve the quality of education for good teacher performance, careful preparation is needed before the learning process begins (Magdalena, Hidayah, & Astuti, 2020).

If the teacher has good planning, it will have an impact on improving performance as the teacher is used to making plans and this is no longer a burden (Dewi, 2018). In addition, through learning planning the teacher can easily master the class because he already masters the material to be delivered. The findings by Setiawan, Sudarmono, and Apuanor (2017) show that the design stage in learning activities is that the stage associated with the teacher's ability to master teaching materials. The teacher's ability will be seen from the tactic or method of compilation the training activity program allotted by the teacher, particularly developing a information and lesson set up.

The teacher's ability to plan learning by analyzing lesson plans for one and/or group of subjects/certain themes which include: formulation of learning objectives for teaching materials, selection of learning resources/learning media, learning methods and assessment of learning outcomes. As (Koten, 2020) in his research explained several things related to planning learning activities, such as teachers preparing learning tools namely syllabus, annual program (Prota), semester program (Promes), learning implementation plan (RPP) according to process standards. At the planning stage the teacher should run well. The problem that is often experienced in this case is teacher delays when collecting learning materials according to the schedule determined by the institution concerned.

#### b. Teacher Performance at SDN South Tangerang City in Implementing Learning

Classroom learning activities are the core of education delivery which are characterized by classroom management activities, the use of media and learning resources, and the use of learning methods and strategies. The results show that in implementing teacher learning is not good. Several factors include, the teacher does not master the material, the teacher does not master class conditions, and the teacher is not skilled in managing students, resulting in the learning process not running smoothly.

The teachers in the learning process must demonstrate a good quality of teaching. The teacher's knowledge in managing classes and students must be centered on students, and the teacher is only a facilitator and motivator. One way is to provide motivation (Sudirman & Bokingo, 2017). Teachers can increase the motivation of students in the learning process so that students do not experience boredom and feel bored. Teachers can do this by implementing the planning designs that are made (Koten, 2020).

Teacher performance in carrying out online learning includes: using online learning time

allocation, using online learning strategies or methods, using online learning media and learning resources, delivering online learning materials, and difficulties in implementing online learning (Akbar & Karwanto, 2021). The important role of educator performance in each individual has a very influential impact on managing learning so that it has an impact on improving the quality of learning during the co-19 pandemic.

There are several factors that support improving the performance of educators, including the motivation of educators at work, the ability to master and understand the material taught to students, the ability to use creative strategies and appropriate methods in learning, the discipline of educators in implementing learning, and the ability of educators to communicate (Ayunda, Salsabila, Zuhby, & Urbaningkrum, 2021).

In the learning method, the teacher should be ready to face no matter can happen, each students don't hear the fabric and square measure even reluctant to try to to assignments in school. The role of the teacher within the teaching and learning method is that the teacher doesn't solely seem once more as an educator, as his perform has been distinguished to this point, however instead shifts as a lecturer, mentor and learning manager. this is often in accordance with the perform of the role of the longer term teacher. wherever as a trainer, an educator can play a job in encouraging students to master learning tools, motivating students to figure exhausting and bring home the bacon the very best achievements. The presence of the teacher within the teaching and learning method still plays a vital role (Saugadi & Noldi, 2020).

The teacher's performance will go well if he is able to use learning methods and strategies appropriately and creatively. Making learning strategies can also make it easier for educators to deliver learning materials to students. Not only the use of strategies, the use of appropriate methods is also a factor for educators to improve their performance.

When learning online, discipline and fluency in communication are also supporting factors in improving educator performance. Even though learning is carried out online, the timeliness of educators in starting learning is a separate point for improving educator performance. Not only educators apply discipline during learning, but students are also asked to be disciplined in implementing learning even though learning does not take place in class. Vardhani and Tyas (2019) see that in order to build this discipline, there needs to be good communication between educators and students. Communication can be said to be effective if a communicator can convey his aims and objectives clearly and can be well received and appropriate.

Of course, the implementation of online learning does not always run smoothly. There were various obstacles experienced by educators during the Covid-19 virus pandemic, namely, their performance as educators. The existence of these obstacles is a challenge for educators how to improve their performance as educators, because it is undeniable that education must continue to be carried out during this pandemic. The obstacles experienced by educators include that not all educators understand how to operate platforms for online learning activities to take place because online learning requires various platforms that educators may not have previously used. Furthermore, educators cannot see whether students' understanding influences their behavior because each subject has a good impact on students. Another obstacle is the lack of adequate signals due to economic, social, geographic, cultural and experience which causes the online learning process to be not optimal so that not all students can understand the material presented by educators.

#### c. Teacher Performance at SDN South Tangerang City in Evaluating Learning

The teacher in assessing learning still refers to three aspects, namely knowledge, attitudes and skills. Evaluation of learning may be a methodology accustomed see the accomplishment of a learning objective. analysis activities will be allotted once learning takes place or at the tip of the training method (Budiastri et al., 2021). As knowledgeable pedagogue, evaluating learning is obligatory so as to be ready to assess its performance and might be used as a reference for rising the training method additional.

At the evaluation stage, the teacher makes an assessment of the learning process by paying attention to three aspects of the assessment, namely attitudes, knowledge and skills (Koten, 2020). Regarding learning assessment, teachers have their own method or method so that learning outcomes can be measured. When there are students who do not reach the

standard of achieving learning objectives, the teacher carries out enrichment or deepening of the material. Likewise, when there are students who are not complete, the teacher can carry out remedial. However, the results prove that certified teachers are lacking in assessing the learning process and assessing student learning outcomes.

This research is supported by previous research that teacher performance in assessing learning outcomes shows better quality performance so that the government-promoted certification program has a positive impact on teacher performance (Sudirman & Bokingo, 2017). In addition, there additionally has to be an honest and planned assessment system. so as to be ready to perform Associate in Nursing assessment that covers all domains or aspects that embody data, skills and attitudes, it's necessary to possess decent info associated with the strategies of the assessment (Oktriany et al., 2018).

The findings made by Budiastri et al. (2021) shows that the aspect of evaluating learning is classified as moderate. The important notes in evaluating are the difficulty of evaluating online learning, approaches and types of online learning evaluation, preparation of online learning evaluation tools, and use of the results of online learning evaluations.

In giving learning assessments, the teacher does not only give values in the form of numbers or scores. However, the assessment of students asking questions, being active, listening to material in class, doing assignments in class are also aspects that need to be considered. So the numerical value should not be used as the main reference in the assessment, but must look at other aspects.

From the discussion of this research, it can be concluded that online learning makes teachers and students more aware of existing learning media and is more active so that teacher performance can increase when utilizing the technology provided. To improve teacher performance during the Covid-19 pandemic at SDN Gugus 1 Ciputat Kota Tangerang, teachers need to implement strategies such as increasing teacher innovation and creativity during learning to reduce students' laziness before learning begins such as providing interesting videos so students will be excited and can reduce threats dropout.

## CONCLUSIONS

Teacher performance during the Covid-19 pandemic at SDN Gugus 1 Ciputat, South Tangerang City in the lesson planning component, can be categorized as moderate in carrying out their duties. This can be seen in the lack of teacher independence in preparing learning administration, in the preparation of which teachers receive assistance from other people and some even do not have physical evidence of online learning administration. Teacher performance in the planning aspect of learning will increase, if the teacher is always consistent in designing learning designs without being asked by the leader and is creative. In the learning implementation component, it can be categorized as being in carrying out its duties. The influencing factors include: the lack of online learning support facilities owned by students, the signal is not fluent, the student's electronic devices are not supportive enough to take part in online learning, the use of employees who have to take turns with parents or siblings of students, students are less focused and difficult to condition, delivery of material that is not optimal, students get bored easily, and many are often unable to attend online learning. The teacher's performance in the implementation aspect of learning will increase, if the teacher is serious when teaching, masters the material, and is confident in the skills he has. Meanwhile, in the learning assessment component, it can be categorized as being in carrying out its duties. This can be seen in the teacher not giving a pre-test but directly in delivering the material. Teachers have not made a grid before compiling evaluation tools and there is a lack of student motivation in working on online learning evaluations, many students are late in submitting assignments or even deliberately not submitting at all. The teacher's performance in the aspect of learning assessment will increase, if the teacher also assesses the attitude, discipline, seriousness, and obedience of students when learning.

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