EVALUATION OF PROFESSIONAL TEACHER PERFORMANCE PROGRAM IMPLEMENTATION

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ABSTRACT

The purpose of this study is to know and analyze: Design, Installation, Process, Product and Program comparison of the implementation of professional teacher performance programs. Researchers conducted research on evaluating the implementation of professional teacher performance through the discrepancy model. This model contains context evaluation, input evaluation, process evaluation and product evaluation. Based on the results of the study, it is known that: 1) Evaluation of teacher teaching performance design in the planning aspect still found gaps, especially in the aspect of formulating learning objectives in RPP and preparing teaching materials in a coherent, logical, contextual and up-to-date manner, as well as planning learning activities that were still found one research subject that was not in accordance with the indicators. For other aspects it is in accordance with the indicators; 2) Evaluation of teacher teaching performance installations has been prepared in accordance with established teacher teaching performance appraisal standards; 3) Evaluation of the teacher teaching performance process in the aspect of learning implementation of seven indicators, only two still show gaps, namely mastery of subject matter and the application of effective learning approaches or strategies while the other indicators are in accordance with the indicators of the implementation of learning activities (no gaps); 4) Evaluation of teacher performance results in the aspect of learning assessment has been in accordance with the indicators or it can be said that there is no gap at all.

Keywords: Evaluation, Performance, Professional Teacher

INTRODUCTION

One of the provisions in the Teacher and Lecturer Law is that educators (teachers) are required to be professional. As compensation given by the government to teachers who have been declared to have met the specified qualification standards, teachers are given professional educator certificates and they are given a professional allowance of one month's salary each month. One of the most decisive factors in improving the quality of education is the availability of professional teachers who are able to carry out learning tasks with full responsibility. Regarding teacher performance, it should be noted that

the teacher is a professional educator whose job is to educate, teach, guide, direct, train, assess, and evaluate students in early childhood education through formal education, basic education, and secondary education (Priatna, 2013). In carrying out its roles and functions in the learning process in the classroom, teacher performance can be seen in the activities of planning, implementing, and evaluating the learning process whose intensity is based on the moral and professional attitude of a teacher (Uno, 2017).

Based on the results of preliminary observations of researchers at SDN Karawaci Baru 2 Korwil Karawaci Kota Tangerang Banten, it is known that the minimum level of education is a bachelor's degree (S1) has indeed been fulfilled because the average teacher at SDN Karawaci Baru 2 is undergraduate, but for suitability (relevance) between the educational background of S1 and the subjects taught are indeed different. In fact, many teachers at SDN Karawaci Baru 2 have an undergraduate background in Islamic Religious Education but are assigned to be class teachers who are required to master all subjects. Of course this is not in accordance with the competence possessed. Even though Sappaile (2017) in his research journal entitled "Basic Education Academic Qualifications" concluded that the essence of academic qualifications is the minimum level of education that must be possessed by a teacher as evidenced by a diploma and reflects academic abilities relevant to the teacher's field of work. So to fulfill academic qualifications it is not enough to have a minimum level of education, but the suitability (relevance) between the minimum education and the field of work must also be fulfilled.

Supposedly, for the assignment of classroom teachers in SD come from teachers with a background in Elementary School Teacher Education (S1 PGSD) as stipulated in the Regulation of the Minister of National Education (Permendiknas) Number 16 of 2007 concerning Academic Qualification Standards and Teacher Competency that: "Teachers at SD/MI, or other forms that are equivalent, must have a minimum education qualification of diploma four (D-IV) or bachelor's degree (S1) in the field of education SD/MI (D-IV/S1 PGSD/PGMI) or psychology obtained from accredited study program." So with this Permendiknas stipulation, it is hoped that there will be no more schools that "force" their teachers to teach subjects that are not in accordance with their competence. However, the reality on the ground is different, SDN Karawaci Baru 2 has not been able to fully implement the law's provisions. In fact, many teachers at SDN Karawaci Baru 2 have an undergraduate background in Islamic Religious Education but are assigned to be class teachers who are required to master all subjects. Of course this is not in accordance with the competence possessed.

There are many reasons why this could happen. From interviews with school principals that the researchers met, the reasons were revealed. First, the minimum number of teachers in the area meant that each teacher often taught not according to the knowledge they had. This is done so that every student, especially those in elementary school (SD), can experience all the lessons they are required to absorb. Second, the lack of teachers in certain subjects forced the existing teachers' willingness to teach several subjects. In addition, the policy regarding the minimum competencies that teachers must have and the suitability between educational background and the field of work is also new, so that before the policy existed, the recruitment of teachers did not pay attention to academic qualifications and the suitability of the background to the field of work, or in other words, what was important was the teacher. can teach.

From the description above, there is one thing that is interesting, that the condition of the teachers who teach does not match their educational background, is their teaching performance also low? Because logically someone who does not have competence in the field he is working on, his performance is less than optimal. This is confirmed by research from Herman (2011) in a research journal entitled "Relationship of Competence with the Performance of High School Economics Teachers" which concluded that there is a significant influence between the competence of a teacher and the performance of the teacher. So teachers who teach according to their competence, the teacher's performance will be good and vice versa.

The teacher has a position as a designer, implementer and evaluator of learning so that it is not excessive if the teacher is said to be one of the people who is responsible for the success of the learning process. As part of efforts to improve the quality of education, it is necessary to evaluate teacher performance. Evaluation of teacher performance tends not to be routinely carried out. Evaluation of teacher performance is intended to: (1) formulate criteria and references for teacher performance, (2) carry out assessments, (3) match the results of performance assessments and criteria, and (4) compile recommendations. However, reality shows that the existence of teachers is still far from expectations. This condition has an impact on the achievement of the quality of education is disrupted.

METHOD

Types of research

The method used is descriptive method with a qualitative approach (qualitative research). This research includes evaluative research methods. This evaluative research was conducted to evaluate the implementation of the zoning system new student admissions program (PPDB).

Evaluation Models

Researchers conducted research on evaluating the implementation of professional teacher performance through the discrepancy model. This model contains context evaluation, input or input evaluation, process evaluation and product evaluation. Researchers will interview informants and observe the implementation of authentic assessments of the implementation of professional teacher performance through the discrepancy model at SDN Karawaci Baru 2.

Data collection technique

To get an in-depth picture of the performance of professional teachers at SDN Karawaci Baru 2, several stages were carried out in data collection, namely: interviews, observation, boring and documentation.

Data analysis technique

In this study to test the validity of the data using techniques, namely: Extending the observation time, continuous observation, triangulation, constancy (reliability).

FINDINGS AND DISCUSSION

Teacher Teaching Performance in Planning Learning Activities

Based on the research results that the researchers have collected from the first indicator that all research subjects are related to making lesson plans, they don't always make them or never even make them. Or in other words there is still a gap. This means that when the teacher does not make a lesson plan, the teacher also does not formulate learning objectives. Because learning objectives include points that must be in the lesson plan.

The process of formulating the RPP in the KKG itself was only carried out by several teachers who were appointed and given the task of formulating it and then collecting it and socializing it to other teachers who were members of the KKG forum. In this process, according to the researcher, there are drawbacks, one of which is the lack of relevance between the RPP made with the conditions of the students and the environment of each school. This is because the preparation of lesson plans is not carried out personally, but collectively and the circumstances of students and the environment of each school are different so that the system for making lesson plans is considered less comprehensive. Therefore, it is in line with what is in the quote of law no. 14 of 2005 concerning teachers and lecturers, article 20 point "a" which states that, "In carrying out professional duties, teachers are obliged to plan quality learning, and assess and evaluate the results learning."

From the excerpt of the law above it seems clear that the teacher is obliged to plan learning, meaning that the task of planning learning includes making lesson plans which contain points for formulating learning objectives that must be carried out by the teacher personally and not collectively. So that the points in the RPP that require the teacher's personal knowledge of the surrounding circumstances such as student characteristics, the state of the surrounding environment, infrastructure and so on can be contained as a teacher's consideration in preparing lesson plans (Majid, 2011).

This situation is different from research from Kustantini (2005) entitled "Analysis of Teacher Performance for Junior High Schools (SMP) Negeri 2 Ungaran, Semarang Regency." Kustantini (2005) said that even though in SMP N 2 Ungaran there are still 15% of teachers who are unable to plan lessons well, however they make learning plans personally (personally) not collectively and this is in accordance with the mandate of law no. 14 of 2005 concerning teachers and lecturers article 20 point "a".

Furthermore, in the second indicator, the teacher arranges teaching materials in a sequential, logical, contextual and up-to-date manner. Runut means the arrangement of teaching materials from easy to difficult, from light to heavy, from concrete to abstract and from simple to more complicated. Then logically means that there is suitability or relevance between the depth of the material to be conveyed and the conditions or abilities or potential of students as well as their talents, interests and learning styles (Sanjaya, 2010). Then contextual means the preparation of teaching materials is made in accordance with the context of life and scientific and technological developments. Furthermore, the latter, namely up-to-date, can be interpreted as the preparation of teaching materials not only based on books but rather on other sources of knowledge according to the current situation in an unlimited form (Majid, 2011).

Ideally all the points above should be considered by the teacher in preparing each lesson plan. However, according to what the researchers found in the field, the teachers did not consider the above points thoroughly in preparing teaching materials. There are teachers who only consider sequence, contextual and current aspects, there are those who only consider sequence and logic, and there are also those who only consider sequence, logic and current aspects. This certainly creates a gap between existing theories or standards and the reality that occurs in the field. According to the researcher, it is indeed not easy to compile teaching materials by considering the aspects of sequence, logical, contextual and up-to-date because it requires in-depth thinking and comprehensive knowledge between students' conditions, the environment and the material itself. In fact, in another study, namely research conducted by Rahmatan (2004) entitled "Analysis of Teaching Performance for Biology Middle School and Senior High School Assistance Teachers (GPS) throughout the Province of Nanggro Aceh Darussalam" stated that teachers in compiling teaching materials pay attention to students' abilities. (aspects of logic) and the selection of learning resources and media (aspects of modernity) fall into the "less" category.

That is, it is natural that the research subjects do not thoroughly consider the aspects above for compiling teaching materials because it is not easy, but reasonableness does not mean that it is correct or permissible, but teachers are still required to be able to consider these four aspects when compiling teaching materials even though not completely good. The third indicator is that the teacher plans effective learning activities. Effective means produce or value. This means that the learning process must produce something according to what is in the learning objectives (Hamruri, 2012). Planning effective learning activities means planning a way or strategy so that learning produces the values contained in the learning objectives. Broadly speaking, the main characteristic of effective learning is that it makes it easier for students to learn (Dunne and Wragg, 2016). So that all activities carried out by the teacher to facilitate students in learning or receiving lessons are an effort to make learning effective. Need planning and preparation as well as a mature strategy for this.

From the research data that has been collected, all subjects carefully develop plans and strategies that are not much different between teachers in order to create effective learning. Except for one meticulous subject who does not always make a plan or in other words, the term makes sometimes does not make either. According to the researcher, the behavior shown by this research subject is incorrect. Because in one learning process there must be careful planning. The opinion of this researcher is in accordance with law number 14 of 2005 article 20 point "a" regarding teachers and lecturers which implies in essence that in their professional duties the teacher is obliged to plan the learning process.

In the planning process, of course the teacher has also considered the suitability of the material to be delivered with the conditions of the students at that time. So there is no reason for the teacher not to plan learning activities. Even though what the teacher has planned is sometimes realized in class there is a slight difference. For conscientious subjects who always plan learning activities, in this context the planning carried out by research subjects is abstract. This means that research subjects plan, but only adjust or explore from lesson plans that are not their own products. Thus, sometimes what is planned by research subjects increases the efficiency of the learning process, maintains the relevance of material to objectives, and helps concentrate teaching and learning activities (Sanaky, 2019).

Teacher Teaching Performance in the Implementation of Learning Activities

The implementation of learning activities carried out at SDN Karawaci Baru 2 Tangerang City consists of six indicators. The first indicator is that the teacher starts learning effectively. There were no significant differences between research subjects in starting lessons. Starting with greetings, prayers, apperception and start learning activities. According to the researcher, the core of the opening activity in the lesson is apperception. Apperception can also describe the quality of the teacher in starting the learning process. Apperception is an initial activity to equate students' perceptions of the lesson to be learned, then linking the material to be delivered with the material that has been studied or associating the material with the experiences of the teacher or other people that have been carried out. This activity aims to make students more interested and arouse curiosity about the material to be taught. In line with the opinion of the researcher, Sa'ud (2011) also stated about pre-learning objectives (apperception), one of which is to help students prepare themselves to receive subjects, as well as foster students' interest and attention to what will be learned in learning activities.

In this study, all research subjects from the data that the researchers collected had apperception before starting the lesson even though the quality of the apperception could be said to be different. However, in substance and fundamentally, according to researchers, this is not a problem. The second indicator of learning implementation is that the teacher masters the subject matter. Ideally, a teacher must master the subject matter that will be delivered when teaching. Because this supports the smoothness and success and effectiveness of learning that occurs in the classroom. Although currently there are many media and other learning resources to help a teacher deliver subject matter that he has not mastered. However, according to the mandate of law number 14 of 2005 concerning teachers and lecturers, in chapter 3 article 7 point "d", it says that, "teachers have the necessary competencies, according to their field of work." This means that when a teacher is assigned to be in charge of one subject, the teacher is obliged to master the subject assigned.

At the elementary school (SD) or Madrasah Ibtidaiyah (MI) level, especially in the three schools where the researchers conducted the research, giving teaching assignments to a teacher was indeed quite heavy. This is because one teacher must teach more than one different subject. In fact, most of the teachers also received assignments to teach subjects that were not in accordance with their educational background. So according to the research data obtained that there are some teachers who according to them are less effective in delivering certain subjects. But not a few of the teachers who are able to master the subject thoroughly and can be accepted by students well (effectively). According to the head of the elementary education section, Mrs. Retno, S.Pd, M.Pd, the problem of task load and mastery of subject matter is casuistic. This means that not all teachers feel burdened when faced with problems like that. If a teacher has a strong desire and tries hard to prepare the subjects to be taught, then he can master well all the subjects he teaches and vice versa. The third indicator is that the teacher applies an effective learning approach or strategy.

According to the researcher, one way for students to more easily accept subjects is to choose a learning strategy or method that is adapted to the subject at that time. This was confirmed by Hamruri (2012) who stated that the more appropriate the method used by the teacher in teaching, the more effective the learning activities would be. This means that teacher expertise regarding the selection of methods or strategies in the learning process is needed so that learning activities can be more effective. In this study, all the research subjects tried to use various strategies when delivering subjects to their students, and of course different subjects sometimes had different strategies. However, the use of these strategies was recognized by the teachers that some had been effective and some had not been effective. From the data the researchers obtained, this was partly due to the fact that there were several fields of teaching assignments that were obtained that were not in accordance with their educational background (non-linear) even though the strategies used had also adapted the subjects to be taught. In another study,

namely research from Rahmatan (2004) entitled "Analysis of the Teaching Performance of Biology Middle School and High School Assistance Teachers in the Province of Nanggro Aceh Darussalam" obtained data that the methods or strategies or teaching methods used by teachers in Aceh province is also still less effective. So back to the researcher's statement above that teachers must be proficient in preparing, selecting and adapting strategies to the subjects to be taught.

The problem of incompatibility between fields of work and educational background reappears in this indicator. However, this again did not happen to all the teachers who were the subject of the study. Only a few teachers have a problem with it. Even when the researchers asked the school principal (principal) for information regarding the problem of the incompatibility of the educational background with the field of teaching assignments, in substance three school principals simultaneously, namely Mrs. Rumini as Principal of SDN Karawaci Baru 2 Kota Tangerang, stated that there was no problem. Because the policy (law) of linearity between educational background and field of assignment only existed in 2005 or in the law on teachers and lecturers number 14 of 2005 point "c". Meanwhile, the teacher recruitment process already existed or started before the law was issued. The fourth indicator of the implementation of learning is that the teacher utilizes learning resources or media in learning. From the research data it is said that all research subjects have utilized learning resources or learning media. The results of this study were corroborated by confirmation data from several students who were taught by the teachers as research subjects. However, even though they (research subjects) used media and/or learning resources to support learning activities, many of the teachers still found it difficult to choose the right learning resources or media with the material being taught. This was confirmed by Nasution (2018) who said that there is indeed no strong theoretical basis that determines what media is most compatible or suitable for certain subject matter or subject matter.

In a journal written by Suratno et al (2010) with the title "Evaluation of the performance of professional teachers in the case study of elementary school teachers in Jambi City" it is said that the prominent problem experienced by teachers when planning lessons is the difficulty in formulating between learning media and or learning resources that are in accordance with material to be taught. This difficulty is due to the fact that teachers are used to the culture of waiting for orders or waiting for operational guidelines (implementation instructions) from the school principal or the education office. As a result, the teacher becomes less creative in concocting or formulating learning media and learning resources that are relevant (appropriate) with the material to be delivered. Therefore, seeing the existing conditions, teachers are required to be creative and innovative in trying and trying whether the learning resources or media used have a positive influence on students or not, if they have a positive effect, it means that the media used is appropriate, but if the student's response is negative and learning activities become passive and boring or there is no progress towards students, the selection of learning resources or learning media needs to be evaluated.

The fifth indicator of learning implementation is that the teacher triggers and or maintains student involvement in learning. One of the implementations of this indicator is the occurrence of a two-way learning system or it can be said that students take an active part in the learning process. The hope is to encourage students to be actively involved in building knowledge, attitudes, and behavior (Hamruri, 2012). So that the information provider does not necessarily come from a teacher standing in front of the class but students are also involved. In this study, all research subjects also carried out learning activities by involving students in giving lessons, responding to and refuting the opinions of teachers or other friends on a problem. However, from the existing data, not all students gave a positive response to this system. For students who are proactive it is good and enthusiastic, but for some students who are passive, sitting quietly and being silent is the mainstay when learning a two-way system is being used. Of course, according to the researcher, this problem does not necessarily discourage teachers from carrying out learning using a two-way system, but this is a challenge for them to be able to make the best formulation so that when using a two-way learning system or a learning system that triggers and engages students active all students can be enthusiastically positive. In another study, namely the research of Suratno et al (2010) in a journal entitled "Evaluation of Professional Teacher Performance for Elementary School Teachers in Jambi City" concluded that professional teachers teaching in Jambi City Elementary Schools also found problems in fostering joy or activeness and student enthusiasm. That is, it is indeed not easy for a teacher to be able to control the class, activate and involve students as a whole in learning. But as a teacher, it is an obligation that must always be sought.

Furthermore, the sixth indicator of the implementation of learning is that the teacher uses the correct and appropriate language in learning. From the research data, it is true that not all teachers use the right language. Maybe it's right but not right. Especially if they are required to use Indonesian as a

whole, some teachers admit that they cannot. Sometimes Javanese participates when delivering subjects. This according to the researcher as long as not using words or sentences that are rude and "dirty" in language is not a problem. The last indicator in the implementation of learning activities is that the teacher ends the lesson effectively. From the research data, all research subjects have closed the learning process effectively. In an effective sense here, when closing the lesson the teacher emphasizes and concludes or summarizes the lessons that have been delivered, provides motivation to students and messages of kindness. The same thing was also conveyed by Usman (2010) who argued that one form of the teacher's effort in closing the lesson was to summarize or outline the issues just discussed or studied (conclusion) so that students get a clear picture of the meaning and essence of the subject matter. recently studied issues.

It is unavoidable that each teacher has his own way or strategy in closing the lesson. For example, MS is a research subject who comes from SDN Karawaci Baru 2 Kota Tangerang, from the data the researcher obtained that closing each lesson always begins with a light evaluation of the lesson just learned and then concludes. Meanwhile, the MA was a thorough subject from SDN Karawaci Baru 2, Kota Tangerang, on the contrary, namely making conclusions or summarizing the lessons that had just been learned and then holding questions and answers with students. But essentially, according to the researcher, this does not become a problem because there are no specific rules governing the sequence in closing lessons. The most important thing, as stated by Usman (2010), is the delivery of conclusions from the lessons that have been learned.

Teacher Teaching Performance in Learning Assessment

Before the evaluation of learning outcomes is carried out, a good and mature plan must first be prepared (Sudijono, 2018). Therefore, the first discussion indicator is that the teacher plans an evaluation tool to measure the progress and success of student learning. The discussion regarding the planning of this evaluation tool has been alluded to in one of the discussion indicators regarding aspects of lesson planning. More specific is when discussing the formulation of learning objectives in lesson plans. In the RPP, there is one point regarding assessment which includes assessment techniques and assessment instruments. This means that if the research subject makes or has a lesson plan, then he indirectly designs or at least has thoughts or ideas about the evaluation that will be carried out. Then, when the teacher carries out the assessment with various strategies, then at least before that the teacher has dreams or thoughts about what strategy or technique will be used. In this context, wishful thinking or thinking about the technique that will be used to assess is one of the planning activities. This is corroborated by Sudijono (2008) who states that learning evaluation planning generally includes six types of activities, one of which is choosing and determining the techniques to be used in carrying out the evaluation.

In this study, the research data showed that all teachers as textually careful subjects had lesson plans in the form of lesson plans before carrying out learning. Even though the RPP owned by the research subject was not self-made but came from a forum or association of peer teachers (KKG). Then the data in this study also showed that all subjects carefully carried out evaluations to measure the progress of students and beforehand they chose and determined what techniques or strategies would be used to evaluate. Then enter the teacher indicators using various assessment strategies and methods to monitor the progress and learning outcomes of students. Research data on this indicator shows that all subjects carefully use tests to measure their students' learning progress. There are three forms or models of tests carried out by the teacher in taking measurements. The first test is a written test, then an oral test and the last is a practical test or action test (Ratnawulan and Rusdiana, 2015). In this study, the teachers (observant subjects) used the three test models.

The use of the test model is adjusted to the material presented. The written test is a form of test that demands answers from students in writing (Arifin, 2014). Both teachers and students benefit from this form of test. For teachers, teachers can prepare editorial questions that will be tested by students in a mature way and can be better understood by students, then the teacher's correction process can be more thorough. And for students, students can be more careful in reading each question item and can be more precise when answering even though this form of test is also limited by time. Furthermore, SR uses an oral test at the end of each lesson to emphasize the lesson that has just been delivered and at the beginning of the lesson to find out how far students know the material to be delivered. The oral test is a form of test in which the tester asks questions or questions orally and the testee gives answers verbally as well (Sudijono, 2018). The use of an oral test in this study was solely to find out students'

understanding of a material and was not used to assess or give a score or to be used formally in the final exam. Because in this test, the mental condition of students must be in good condition. In this study, not all subjects were careful using practice tests or action tests in every subject taught. This is because the subjects taught are not possible to be tested in practice. For example, subjects related to history. It is difficult for teachers to conduct practical exams on material related to history. However, from all of this in this discussion, the point is one, the teacher has used at least two methods to assess or monitor student progress by using written tests and oral tests.

The last indicator in this discussion is that the teacher uses the results of the assessment to provide feedback for students about the progress of their learning and materials for preparing the next lesson plan. In discussing this indicator, the point that researchers can pick up is that there is a follow-up action or the use of the results of student learning assessments by a teacher. Maybe at this time there are still teachers who only use the results of the assessment to fill out student report cards. This is certainly not a mistake, but if the results of the assessment can be used for various other purposes, it will certainly bring more value in a learning circle. So that related parties will also take responsibility and have more attention to the learning process carried out by students. The research data in this study showed that all research subjects followed up on the results of the assessment they carried out. The follow-up carried out by the teachers (observant subject) in outline is to use it as a reference used for the preparation or planning of the next learning strategy, then used to classify which students have low learning abilities and which students have high learning abilities for further for students who have low learning abilities are given additional lessons at a specific time, then the results of the assessment are also used as feedback to students so that learning activities become better and feedback to parents to pay more attention to their children's learning activities.

Follow-up carried out by careful subjects in the form of utilizing the results of the assessment in this study is in line with the opinion of Arifin (2014) which states that the benefits of evaluation results can be used as feedback to all parties, to improve learning implementation plans and to optimize the learning process and generate students' interest and motivation to learn. Thus, according to researchers, the task of a teacher in a series of teaching processes starting from lesson planning, implementation, to the utilization of the results of the assessment has been completed. This series will keep repeating and repeating. In another study, namely research from Yusrizal (2011) with the title, "Evaluation of the performance of high school physics, biology and chemistry teachers who have passed certification in Banda Aceh" there is a significant difference where the teachers in the study rarely or never even announce the results of their work. or exams or homework on students. So that in this context there is no feedback from a teacher to his students about what to do after an assessment or exam occurs. Therefore the conclusion in Yusrizal's research (2011) shows that teachers who have passed certification in Banda Aceh in the context of assessment are still apprehensive and need a lot of improvement.

CONCLUSION

Based on the results of the study it is known that: 1) Evaluation of teacher teaching performance design in the planning aspect still found gaps, especially in the aspect of formulating learning objectives in lesson plans and the preparation of teaching materials in a coherent, logical, contextual and up-to-date manner, as well as planning learning activities which still found one research subject which are not in accordance with the indicators. For other aspects according to the indicators; 2) Evaluation of teacher teaching performance installations has been prepared in accordance with established teacher teaching performance assessment standards; 3) Evaluation of the teacher's teaching performance process in the aspect of implementing learning on seven indicators, only two of which still show gaps, namely mastery of subject matter and application of effective learning approaches or strategies while the other indicators are in accordance with indicators of implementation of learning activities (no gaps); 4) Evaluation of teacher performance results in the aspect of learning assessment is in accordance with the indicators or it can be said that there is no gap at all.

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