

IMPLEMENTATION OF TEACHER PERFORMANCE EVALUATION (A CASE STUDY AT MAHABODHI PRIMARY SCHOOL)

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ABSTRACT

Human resources have an increasingly important position in the state of dynamic society, especially in the current society condition, which is oriented towards professional work. On the other hand, at this time Indonesia has entered the era of globalization, which requires competent and qualified human resources in their respective fields. One of the elements of creating human natural resources is the teacher, so it is deemed necessary to have competent and qualified teachers in an education setting. The success of an education organization is very much determined by the readiness of the teachers in preparing their students through teaching and learning activities. Thus, the purpose of this study was aimed to determine the implementation of teacher performance evaluations at SD Mahabodhi Jakarta. Qualitative research methods were used to describe the implementation of teacher performance evaluation programs. The results showed that the performance and quality of a teacher increases with the implementation of performance management according to the prescribed standards. The performance evaluation program refers to management principles which includes four components, namely (1) Planning performance evaluation, (2) Organizing performance evaluations, (3) Implementation of performance evaluation, (4) Supervision of teacher performance evaluation. Thus, it can be concluded that the teacher performance evaluation program can improve teacher performance and quality.

Keywords: Teacher Achievement; quality; performance evaluation; work management

ABSTRAK

Sumber daya manusia mempunyai kedudukan semakin penting pada keadaan masyarakat yang selalu dinamis, terlebih lagi kondisi saat ini sedang berada pada masyarakat yang beorientasi kerja profesional. Di sisi lain pada saat ini negara Indonesia telah memasuki era globalisasi yang memerlukan sumber daya manusia yang berkompetensi dan berkualitas dalam bidangnya masing-masing. Salah satu unsur menciptakan sumber daya alam manusia adalah guru, maka dipandang perlu guru yang berkompetensi dan berkualitas dalam suatu tatanan pendidikan di Indonesia. Keberhasilan pada suatu penyelenggaraan pendidikan sangat ditentukan oleh kesiapan para guru dalam mempersiapkan peserta didiknya melalui kegiatan belajar mengajar. Tujuan penelitian ini adalah bertujuan untuk mengkaji penyelenggaraan evaluasi kinerja guru di SD Mahabodhi Jakarta. Metode penelitian kualitatif digunakan untuk mendeskripsikan mengenai pelaksanaan program evaluasi kinerja guru. Hasil penelitian menunjukkan bahwa kinerja dan kualitas seorang guru meningkat dengan manajemen kinerja yang sesuai dengan standar yang telah ditentukan. Program evaluasi kinerja tersebut mengacu pada prinsip manajemen yang meliputi empat komponen, yaitu (1) Perencanaan evaluasi kinerja, (2) Pengorganisasian evaluasi kinerja, (3) Pelaksanaan evaluasi kinerja, (4) Pengawasan evaluasi kinerja guru di SD Mahabodhi Jakarta. Dengan demikian, dapat disimpulkan bahwa program evaluasi kinerja guru dapat meningkatkan kinerja dan kualitas guru.

Kata Kunci: Prestasi Guru; kualitas; evaluasi kinerja; manajemen kinerja.

INTRODUCTION

Improving the quality of education is determined by the readiness of human resources involved in the education process. Teachers are one of the determinants of the high and low quality of educational outcomes that have a strategic position so that every effort to improve the quality of education needs to pay great attention to improving teachers in terms of both quantity and quality. In addition to students and facilities, the teacher is one of the most important elements in influencing the achievement of educational goals at school. The presence of teachers in the learning process at school still plays an important role. The teacher is a very dominant and most important factor in formal education, because for students the teacher is often a model or role model and even becomes a self-identification figure (Wijaya and Rusyan, 1994). The success of the administration of education is very much determined by the readiness of the teacher in preparing his students through teaching and learning activities. However, the strategic position of teachers to improve the quality of educational outcomes is strongly influenced by the professional abilities of teachers and the quality of their performance. As Fitriani (2017) pointed out that as an organization, educational institution, particularly schools need to expand their capacities to create something important. In this context, school is required to improved the quality of the teachers for the sake of students' quality as well.

Efforts to improve the ability of teachers individually have been done by many teachers concerned by continuing to study to a higher level of education such as S2 and S3. The government has also tried to improve the ability and feasibility of teachers, starting from pre-service education or commonly called preservice training to education after pursuing teacher positions or inservice training such as upgrading, seminars, workshops, training and further studies in formal education institutions. Even today the government requires that teachers must have academic qualifications, competencies, educator certificates, physically and mentally healthy and must have the ability to realize national education goals. Academic qualifications are obtained through higher education undergraduate programs or diploma four.

Based on this background, the researcher attempted to investigate the teacher performance evaluation program at Mahabodhi Primary school since it is one of the schools that has experienced a pretty good development, both in terms of increasing the quantity of students and the quality of achievement of their teachers.

METHODS

Research Design

This study uses a qualitative approach that takes place in a reasonable setting using a phenomenological paradigm because it aims to understand the phenomena that occur in research subjects. The qualitative approach according to Kriek and Miller in Moleong (2002) is a certain tradition in social science that depends on human observations in the area that relate to these people in their

language and terminology. While this type of research is a case study in which in this study the author examines it comprehensively, in detail, and in-depth about the case of the implementation of teacher performance evaluation in SD Mahabodhi. Case study is one type of research that emphasizes the deepening of specific cases specifically, so that the data obtained will be comprehensive and maximal. Shuttleworth (2008) defined a case study as an-in-depth study of specific circumstances used to reduce a vast field of research into easily researchable topic.

Setting and Participants

In qualitative research the research instrument is the researcher himself. The research instrument is not external or objective, but internal or subjective, namely the researcher himself as a key instrument. Therefore, the presence of researchers as research instruments directly in the research field is a necessity in qualitative research. The participants of the study are the principal, and several teachers of Mahabodhi Primary School, which is located in Jakarta.

Data Collection Methods and Analysis

The type of data that the authors collect in the form of written data, words and actions, assessment format, photos or pictures, statistics, and data that can support the author of the focus of research (Soekamto, 2006). In this study, the method used in collecting data is interviews and documentation. The data is then processed and analyzed. One of the characteristics of qualitative research design is that data analysis is open, which means that this research is open to changes, improvements and improvements based on new data that comes in (Nasution, 1996). This stage is one of the most important stages in research. The analysis conducted is a qualitative descriptive analysis, which is an analysis that emphasizes the description of the object of research in detail, especially those relating to the formulation that has been set. The theory that forms the basis of research will be linked simultaneously to field data. Thus, this analysis will produce a conclusion of the results of interpretations that can be used by the movers of the world of education, especially in terms of management evaluation of teacher performance (Singarimbun and Efendi, 1987). Source triangulation is done by comparing interview data with observations and documentation, to obtain data on Teacher Performance Evaluation at SD Mahabodhi. According to Cohen, Manion and Morrison (2011), the validation for data applies data source triangulation and methodological triangulation, which was used in this study.

FINDINGS AND DISCUSSION

In the management perspective, so that teacher performance can always be improved and reach certain standards, it requires a performance management. Likewise with the teacher performance evaluation program at Mahabodhi Elementary School, the program also refers to management principles including four components as follows:

1. Planning Teacher Performance Evaluation

Planning for teacher performance evaluation in Mahabodhi Elementary School has been planned since the beginning of the establishment of the institution written in the Collective Labor Agreement (KKB). In the KKB in article 9 point 1 regarding promotion, it has been explained that a teacher or employee can be promoted to a higher position based on foundation policies and by observing the results of evaluating work performance and potential possessed by teachers and employees as well as consideration of needs organization (Documentation, September 2, 2015). Thus the teacher performance evaluation conducted by SD Mahabodhi has been socialized since the recruitment of new teachers or employees. The teacher performance evaluation program carried out at Mahabodhi primary school aims to evaluate the applied profession, improve overall performance, and map the teacher thoroughly. Through teacher performance evaluation, it is expected that the teacher's professionalism in Mahabodhi Elementary School will increase. Rivai and Murni (2010) emphasizes that evaluation needs to be done to see whether the program runs well or not and applicable with the objective, whether the process has hindrances or not, whether the output is appropriate with the hope and needs of surrounding environment or not. In order to achieve this goal, aside from evaluating teacher performance, conducting regular training to teachers at SD Mahabodhi Jakarta. The format of the assessment, which contains the assessment instruments used when evaluating performance is called the teacher's report card. The format was prepared by the school principal assisted by a team of evaluators, namely representatives of curriculum, infrastructure and infrastructure, and student affairs. The format is submitted to the school principal, if there is a deficiency then it will be given input, and if there are some things that are not necessary it will be reduced. Currently the school principal is developing a new assessment format for evaluating future teacher performance. The new assessment format is used in the second half of the 2017/2018 school year. The headmaster plans to make observations every month, which is later accumulated on the results of the performance evaluation for one year.

Through teacher performance evaluation, it is expected that the teacher's professionalism in Mahabodhi Elementary School will increase. In order to achieve these objectives in addition to evaluating teacher performance, regular guidance is also carried out to the teachers. The format of the assessment, which contains the assessment instruments used when evaluating performance is called the teacher's report card. The format was prepared by the school principal assisted by a team of evaluators, namely representatives of curriculum, infrastructure and infrastructure, and student affairs. The format is submitted to the school principal, if there is a deficiency then it will be given input, and if there are some things that are not necessary it will be reduced. Currently the school principal is developing a new assessment format for evaluating future teacher performance. The new assessment format was used in the second half of the 2017/2018 school year. The headmaster makes observations every month, which will later be accumulated on the results of the performance evaluation for one year.

In planning, any indicators or aspects will be assessed in the process of evaluating teacher performance is properly arranged. These aspects are professional aspects, competencies, and guidance

aspects. The professional aspect consists of several indicators, namely: presence, accuracy of coming and going home, late permission, early leave permit, activeness in coaching, performance, enthusiasm, self-control, neatness and class cleanliness, and accuracy of task collection. The second aspect is the competency aspect which consists of several indicators, namely: class management, mastery of the material, semester program, student ability, relevance of report cards and the class atmosphere in the teaching and learning process. The third aspect is the guidance aspect. This aspect consists of several indicators, namely: guidance of learning activities, guidance on prayer activities, implementation of the contact book, attitudes and behavior of children both to the teacher and to friends, attention to the task book and notes, student equipment, student presence, and the accuracy of students coming and going home. In addition, the school principal also establishes procedures for evaluating teacher performance. Based on the guidelines of the Department of National Education in 2005 on instruments for evaluating school performance specifically in the component of teacher performance, it covers two fields: academic and non-academic. The academic field includes three elements, namely (a) personal development which has three aspects namely aspects of teaching application, aspects of extra-curricular activities and aspects of teacher's personal quality, (b) elements of learning, has three aspects namely aspects of planning, aspects of implementation, and aspects of evaluation, (c) elements of learning resources have two aspects, namely aspects of the availability of teaching materials and aspects of the use of learning resources. While the non-academic field has one element, namely the element of personality, which has seven aspects: discipline, work ethic, cooperation, initiative, responsibility, honesty and work performance.

The performance appraisal instrument applied is not much different from the appraisal instrument established by the national education department. It's just that not all indicators set by the Ministry of National Education are used as a whole, but only a few are taken that can represent the aspects of performance evaluation. From the instrument made is the development of the competencies that must be possessed by teachers mentioned in government regulations regarding the requirement for a teacher to have four main competencies, namely pedagogical competence, professional competence, personality competence, and social competence. Pedagogic competencies include understanding students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize their various potentials. Professional competence is the mastery of extensive and in-depth learning material, which includes mastery of subject curriculum materials in schools and the scientific substance that houses the material, as well as mastery of the structure and methodology of the science. Social competence is the ability of teachers to communicate and interact effectively with students, fellow educators, educational staff, parents / guardians of students, and the community. Personality competence is an ability consisting of several personal sub-competencies that reflect a steady, stable, mature, wise, and authoritative personality, set an example for students, and have good character

Performance evaluation according to Hadari Nawawi in Frank Jefkins, is a systematic assessment of the relevance of tasks assigned to their implementation by an employee by identifying,

measuring and managing work carried out by workers in an organizational environment. The measurement activity is an attempt to determine decisions about the success or failure of the work carried out by employees (Jefkins, 1992). Performance evaluation in this case is also called performance appraisal. Assessment is done systematically on the performance of employees and their potential to develop. Performance appraisal includes work performance; ways of working, and their personal while the assessment of the potential for development includes creativity and learning outcomes or the ability to develop their profession (Pidarta, 2004). Work performance is the result of work, whether the work is in accordance with predetermined criteria and whether the completion is right with the time allocation that has been given. Does the work result meets accountability or is it just finished. How it works includes characteristics of effectiveness and efficiency at work. While the employee's personal evaluation measures are the points of Pancasila that have been described, among others, including the high dedication and motivation to fight in the world of education. The creativity of an employee or teacher can be seen from the activities of that person in carrying out daily tasks. Creative people often take the initiative to do something that has never existed in the work environment and even often put forward new ideas. If someone is learning, it will also appear in the results of his work that is not monotonous, a work that shows new ideas and is useful for the development and educational process. Teacher performance evaluation management includes four management functions, namely: performance evaluation planning, organizing performance evaluations, implementing performance evaluation programs, and evaluating performance evaluations themselves.

2. Organizing Teacher Performance Evaluation

Manullang cited in Hasibuan (2005) states that organizing is a process of determining and sharing the work to be done, limiting duties or responsibilities as well as authority and establishing relationships between elements of the organization, so that the possibility of people working together as effectively as possible for achievement of goals. The organization in the teacher performance evaluation program at Mahabodhi Elementary School is well organized. In the performance evaluation program that has been carried out, the principal acts as the main evaluator. The principal is assisted by a team consisting of vice principals in the field of curriculum, vice principals in student affairs and deputy principals in infrastructure. Each task is to conduct an evaluation of all the teachers in turn with each different aspect of assessment. The principal makes a format of performance appraisal, socializes and carries out performance evaluations to all teachers. The headmaster is assisted by the vice principal in the curriculum field to assess the professional aspects of all teachers who teach. The professional aspect consists of several indicators, namely: presence, accuracy of coming and going home, late permission, early leave permit, activeness in coaching, performance (neat and clean), enthusiasm (expression and voice), self-control, neatness and class cleanliness, and accuracy of task collection. The deputy headmaster in the student affair assists the headmaster in evaluating the competency aspect which

consists of several indicators, namely: class management, mastery of the material, semester program, student ability, relevance of report cards and classroom climate or classroom atmosphere in the teaching and learning process.

The deputy head of infrastructure helped the headmaster assess the third aspect, namely the guidance aspect. This guidance aspect consists of several indicators, namely: guidance of learning activities, guidance of prayer activities, implementation of the contact book, attitudes and behavior of children both to the teacher and to friends, attention to the task book and notes, student equipment, student presence, student attendance and accuracy of students, throw garbage in its place. The organizational structure used in the teacher performance evaluation program is a line organizational structure created by Henry Fayol in which the delegation of authority is carried out vertically through the shortest line from a superior to his subordinates.

Coordination between members in the performance evaluation program is good. Each coordinator has different duties and responsibilities so that there is no overlap in carrying out the task. This is in accordance with what Sudirman (2007) said that what is meant by organizing is the way taken by an institution to regulate the performance of the institution including its members. Organizing cannot be separated from coordination, which is often defined as an effort to unify the attitudes and steps in an organization to achieve its goals.

According to Sudewo cited in Sudirman (2007), several factors must be involved in coordination, namely:

- a. Leader: in educational organizations, the leader plays an important role in determining whether or not the organization is successful. Therefore, coordination must involve the leadership so that the leader requires the direction of the organization.
- b. Quality of members: an organization is in need of quality human resources. Member capacity will be an important element in building an organization's image.
- c. System: the system makes an organization survive longer. In order for a system to be implemented optimally, intact collaboration between organizational components is needed so that the system is made in accordance with the aspirations of members.

3. Implementing teacher performance evaluation

Implementation in a management is the actualization of plans planned by the organization. So the implementation of performance evaluation explains how the performance evaluation process is carried out. In implementing a performance evaluation program there are several components that are indispensable, including motivation, communication, and leadership. The performance evaluation program is carried out once a year at the end of the school year, which is between May-June. Evaluations are carried out simultaneously on all levels. The socialization will take place one month before the assessment format is distributed to all levels. Two weeks later, the format was distributed to be filled in by each teacher according to their own assessment. Thus the method used is a self-assessment method

and then discussed with the evaluator team. The assessment method aims to develop oneself for progress in the future

In implementing the performance evaluation program, the teachers prepare themselves before the evaluation is carried out. They also feel cared for by the institution and are always eager to work. This shows that the teachers in this school have high motivation. This can be because they know the tradeoffs they will get, namely salary increases or career advancement. In accordance with the theory of expectation put forward by Victor Vroom that employees are motivated to carry out a high level of effort if he believes these efforts will lead to a good performance appraisal; a good performance appraisal will encourage organizational rewards such as bonuses, salary increases, or promotions; and the reward will satisfy the employee's personal goals (cited in Wakidi 2004). The reciprocal of the teacher performance evaluation that has been done at Mahabodhi Elementary School so far is to provide rewards in the form of awards and scholarships. Teacher performance evaluation will not run properly if there is no good communication between the evaluator team and the evaluator.

4. Supervising teacher performance evaluation

Evaluating a performance program is an activity that is intended to find out how high the success rate of the planned activity is. The starting point of program evaluation activities is to see whether the goals of the performance evaluation program have been achieved or not (Arikunto, 2001). Program supervision is an activity process, which includes checking, evaluating, and correcting activities based on the plans, orders and principles of an organization with the aim of controlling and developing organizational activities. Program evaluation has several objectives, namely so that the implementation of tasks in accordance with the provisions, procedures and commands that have been set; so that the results achieved are in accordance with the objectives set; so that the existing facilities can be utilized effectively and efficiently, and to find out the weaknesses and difficulties of the organization, then find a solution. In short it can be said that the purpose of program supervision is preventive and repressive. Preventive refers to preventing the emergence of deviations in the implementation of organizational work from planning that has been prepared previously. Repressive in the sense of striving to achieve compliance and discipline in carrying out every activity in order to have legal certainty and determine improvement if there are irregularities.

Supervision of teacher performance evaluation programs is carried out once a year, in that supervision a review is carried out on the assessment format used whether it is still feasible or not, the evaluation objectives have been achieved or not, looking for things that become obstacles in the evaluation program that determine the way out by consult with the evaluator team. After monitoring the teacher performance evaluation program, it was found that there were obstacles that prevented teacher performance evaluation. The obstacle is the difference in parameters with the performance appraisal format used between the evaluator team and the evaluator. However, this can be resolved through deliberation to equalize perception, so as to produce the best decision. Based on the

observations of researchers, the constraints occur because teachers are not involved in the preparation of instruments or assessment formats used. This is contrary to the theory of organization that requires good coordination between members in an organization. This means that if the institution plans a program, the objectives, procedures, and format to be used must be socialized.

CONCLUSIONS

Based on the results and discussion, it can be concluded that, the evaluation program is carried out adheres to the management principles that were coined by Terry, including four components, namely planning, organizing, implementing and supervising teacher performance evaluation programs, where the performance appraisal format was created and compiled by the principal and the team evaluator. In terms of organizing teacher performance evaluations, the organizational structure in the teacher performance evaluation program is a form of line organization that was coined by Henry Fayol, where the structure consists of the principal, vice principle in charge of curriculum, vice principal in charge of student affair, and vice principal in charge of facilities and infrastructure. Each coordinator has the authority to evaluate under the supervision of the curriculum. Thus there has been a division of tasks for each section to avoid overlapping responsibilities. in addition, teacher performance evaluation is carried out once a year at the end of the school year which is carried out simultaneously to all both teachers and employees. Every day the evaluator team observes and accumulates the results of the evaluation at the end of the year. In order for the performance evaluation of teachers to run properly, the headmaster disseminates to all teachers and employees about the time, methods, and procedures used in the evaluation process . last but not least, supervision of teacher performance evaluation programs is carried out once a year so that the evaluator team can find out what are the obstacles in carrying out the performance evaluation process and find solutions. In addition, we can also monitor the weaknesses and strengths of the format, and methods and procedures for performance evaluation, so we can determine better steps for the future

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