

Implementation of Teacher Performance Assessment in Improving Teaching Professionalism

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Abstract

This research aims to explore teachers' perceptions and attitudes towards performance appraisal and its impact on teaching professionalism. This research will involve interviewing or surveying teachers to understand their views on the usefulness, fairness, and benefits of performance appraisal in enhancing their professionalism. Activities carried out related to increasing professionalism in teaching, as well as identifying existing policies, assessment requirements, established performance indicators, the process of implementing assessments and other influencing factors. The Teacher Performance Assessment System is designed to identify the ability of teachers to carry out their duties through measuring mastery of the competencies shown in their performance. In order to produce the expected results, teacher performance assessments are carried out carefully, precisely and accurately adopting the implementation of management-based activities, compiling appropriate plans by preparing various matters, accurate implementation by preparing accurate teams and instruments as well as proper follow-up on the results of assessment of the teacher's performance.

Keywords

Implementation, Teacher Performance, Teaching Professionals

Education is an individual right that must be received and is a basic need for survival. Education is a conscious effort carried out in a planned and programmed manner in an educational unit carried out by a teacher. The role of the teacher in the learning process plays an important role. Teachers according to the Law on Teachers and Lecturers Number 14 of 2005 "Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood

education, formal education, basic education and secondary education. ". Teachers with a multitude of duties and functions as well as their limitations are expected to be able to provide professional services. Professional teachers are ideal teachers in providing learning process services. Professional is a job or activity carried out by a person and becomes a source of income for life which requires skills, skills or abilities that meet certain quality standards or norms and requires professional education. (Teacher and Lecturer

Law No. 14 of 2005).

Teachers as an element of providing education are expected to be able to contribute to the implementation of quality education. Teachers have an important role as the key to the success of the education system. Teachers have three main roles, namely as learning facilitators, professional leaders and social development agents (Sa'ud, 2008). The role of the teacher as a learning facilitator is defined as the teacher as a medium for conveying spiritual, social values, skills and knowledge which are the teacher's core competencies, including students' attitudes and life skills. Minister of Education and Culture Regulation Number 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies, mandates teachers to carry out effective and interesting learning for students.

The teacher's ability to implement the curriculum is a manifestation of the teacher's understanding of the curriculum which is realized in the form of learning at school in the aspects of planning, implementation and assessment of learning outcomes.

Quality education is created from a well-planned learning process that comes from professional teachers and educational management provided by a school principal. Minister of Education and Culture Regulation Number 6 of 2018 concerning the Assignment of Teachers to Become School Principals states that school principals are teachers who have the task of leading and managing educational units. The principal is the leader and at the same time responsible for the implementation of quality learning in schools. High learning characterized by good performance. Therefore, school principals must have the ability to guarantee a process of increasing teacher professionalism while simultaneously assessing their performance. One of the important efforts in developing professionalism and improving teacher performance in schools is supervising teachers. Therefore the principal must have the knowledge and skills in supervising teachers. Teacher Performance Appraisal Concept of Teacher Performance Appraisal Permenneg PAN and RB Number 16 of 2009 defines Teacher Performance Appraisal as an assessment of each item of a teacher's main task activities in the context of career development, rank and position. This assessment is carried out through observation and monitoring.

The implementation of a teacher's main duties cannot be separated from a teacher's ability to master

knowledge, skills and attitudes in carrying out their duties as a professional educator. This is a manifestation of the required competencies as regulated in Minister of National Education Regulation Number 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies. Mastery of teacher competence determines the quality of the learning process or guidance of students and the implementation of additional tasks and other relevant tasks in accordance with the function of the school. Teacher performance assessments are carried out on teacher competencies in accordance with learning, mentoring, or additional tasks that are relevant to the function of the school. The competencies that are used as the basis for evaluating teacher performance are pedagogical, professional, social and personality competencies, as stipulated in Minister of National Education Regulation Number 16 2007. These four competencies have been described as teacher competencies which must be demonstrated and observed in various activities, actions and attitudes of teachers in carrying out learning or guidance.

Professional teachers are the most important factor in improving the quality of education. There are high expectations for ideal teachers, teachers who have complete competence so that learning services can run well and are able to produce good quality for students. The ability to master teacher competencies in making this happen requires the role of the school principal to reveal the extent to which these competencies are possessed by the teacher. In general, teachers have mastered these competencies, but there are still teachers who do not have complete competencies and have not optimally developed effective strategies in increasing teaching professionalism.

Teacher performance assessment is a process for evaluating and measuring the quality of a teacher's performance based on predetermined criteria and indicators. (supervision and assessment of teacher performance, Setyo Hartanto, 2019). Performance appraisals can identify teacher strengths and weaknesses and provide constructive feedback to help teachers develop professionalism, but although teacher performance appraisals have great potential in improving teaching professionalism, their implementation does not always run smoothly. Some of the obstacles that are often faced are a lack of understanding of the objectives and performance appraisal process, resistance to change, and

limited human resources and technology. Therefore, in-depth research is needed to explain the benefits, challenges and strategies that can be used in implementing teacher performance assessment. (supervision and assessment of teacher performance, Setyo Hartanto, 2019)

Research Method

The method used in this research is qualitative descriptive research with data collection techniques through observation, interviews and documentation studies. According to Sugiyono (2018) qualitative descriptive research is research conducted to determine the value of independent variables, either one or more variables (independent) without making comparisons, or connecting them with other variables. This research aims to obtain an overview and answer in more detail the problems to be studied.

Through the qualitative descriptive method, the data obtained is then presented using qualitative descriptive analysis techniques, namely analysis techniques that describe or reveal the characteristics of the elements that are the focus of the research.

Results and Discussion

Creating the implementation of learning activities that are conducive, innovative, creative and have a vision for the future from a teacher requires monitoring and mentoring carried out by the supervisor or principal. This activity is expected to be able to lead teachers to become professional teachers, teachers who are able to properly carry out their main duties in carrying out learning activities. It is hoped that it can be born from teachers who have a vision and mission for future learning.

Providing monitoring and mentoring carried out by school supervisors and school principals for teachers is an activity that is a demand and obligation. This activity must be carried out continuously as an effort to coach, mentor, guide and evaluate teachers so that they are able to carry out their main duties well, which can lead them to become professional teachers in teaching. Realizing professional teachers in teaching can be seen and achieved through a study and evaluation in the form of a Teacher Performance Assessment

Planning Process

The Teacher Performance Assessment System is designed to identify teachers' abilities in carrying out their duties through measuring mastery of competencies demonstrated in their work performance. In order to produce the expected results, teacher performance assessments should be carried out carefully, precisely and accurately, adopting the implementation of management-based activities, preparing appropriate plans by preparing various things, accurate implementation by preparing accurate teams and instruments and appropriate follow-up to the results. of the teacher's performance appraisal. Teacher performance assessments are used as study material to identify and determine teachers' abilities or competencies in carrying out their duties. Through this teacher performance assessment, teachers will be able to read their potential and develop their competencies. So the ultimate hope is that teacher performance assessment can overcome and provide solutions to various problems that exist at the root of learning problems.

Process of Implementing Teacher Performance Evaluation

Evaluation of teacher performance in an educational unit is a routine activity that must be carried out by a school principal who has inherent obligations and competencies. Teacher performance assessment for school principals is a means of capturing a picture of the competencies possessed by teachers in educational units. Through the implementation of teacher performance assessments, it is hoped that teachers will be able to produce teachers who know exactly what competencies they have. From the description of the competencies they have, schools can project further activities to provide supporting capacity so that they can create professional teachers who are able to provide quality learning activities and school quality. From professional teachers it is hoped that quality learning will be created. Teacher Performance Assessment is carried out as a means of being carried out 2 (two) times a year, namely at the beginning of the budget year (formative assessment) and the end of the budget year (summative assessment). 1) Formative Teacher Performance Assessment

Implementing teacher performance assessments has a positive impact on schools and teachers. Schools are able to project future policies on what should be done

to improve school quality, teachers can self-evaluate their shortcomings, abilities and potential. The competency domains and indicators contained in the performance assessment are able to provide a positive contribution to measuring personal idealism as a teacher in carrying out the main tasks and functions at school.

Domain of Pedagogical Competence

Pedagogical competence for teachers is the teacher's ability to manage the learning process for students developing curriculum and syllabus, including learning planning. In this domain, the teacher's competence will be illustrated. The process of teaching and learning activities is a routine activity in the form of interaction between students and teachers in providing learning material. Good learning is innovative and creative learning delivered by the teacher. In carrying out learning, teachers must understand their main tasks. Teaching and learning activities are expected to live by prioritizing educational activities to accompany children to be able to understand the learning concepts being taught.

Personality Competency Domain

This personality competency is related to the attitude or personality possessed by the teacher which refers to how a teacher acts according to religious norms, legal norms and socio-cultural norms of the nation.

- a. Act in accordance with religious, legal, social and national cultural norms
- b Demonstrates a mature and exemplary personality
- c Work ethic, high responsibility, sense of pride in being a teacher

The Domain of Social Competence

This competency domain describes the teacher's social attitude in interacting both within the educational unit and outside the school as a member of society. Being inclusive, eliminating differences can act objectively and provide equality in respecting students. Teachers are expected to be able to communicate well with all parties, including fellow teachers, educational staff, parents, students and the community.

Domain of Professional Competence

In this realm, it is able to describe the figure of a professional teacher in teaching having skills related to the completion of educational assignments. Teachers master the characteristics of learning materials by being able to prepare their administration well, including mastering the structure and learning methods carried out. The teacher's mastery of this indicator can be illustrated by the preparation, implementation and evaluation of the learning activities carried out.

3. The process of evaluating the results of performance appraisal on increasing the professionalism of teaching teachers.

Collecting relevant data regarding Self-Assessment assessment activities: providing opportunities for teachers to assess themselves based on predetermined criteria. This self-assessment is intended to help teachers evaluate the strengths and weaknesses that need attention.

Classroom Observation involves observers watching teaching and learning activities in the classroom to assess teaching effectiveness, classroom management, teacher-student interactions, and the use of learning strategies.

Analysis and preparation of a portfolio containing examples of work results, lesson plans, teaching materials and other documentation that reflects their achievements in teaching and contributing to the school environment.

Interviews with teachers can provide a deeper understanding of the implementation of performance assessments on the competencies assessed regarding efforts to improve the quality of teaching in order to become a professional teacher. Teacher. This report must present the findings clearly and objectively, including recommendations for further development. Providing Feedback: Provide feedback to the teacher based on the assessment results.

This feedback should include strong points and areas for improvement, as well as recommendations for further development. Developing a Follow-up Plan: Based on the results of the assessment and feedback, help teachers to plan specific and measurable follow-up actions to improve their performance. Monitoring and Further Evaluation.

Advanced program based on performance appraisal results in professional development for teachers.

Each work program is evaluated for its implementation. This activity is a benchmark to determine the success of a program that is carried out. From this evaluation, a reference can be prepared for the assessment results to be used as study material in development to encourage teacher progress regarding their performance in implementing the learning process. The follow-up program is intended as a response to the results of performance assessments as a follow-up to improving the quality of learning and the quality of education. Appropriate efforts to answer the results of school performance assessments should do several things, including: Providing feedback regarding the assessment results with the aim of improving. Feedback is constructive, identifying weaknesses and strengths in areas that need improvement and development. Planning development:

Based on the results of the assessment and feedback, together with the teacher, make a specific and measurable performance development plan. This plan should include the actions that teachers will take to improve the quality of teaching and other aspects of their work. Monitoring and Follow-up: The development plan should be accompanied by a clear monitoring mechanism. A monitoring schedule will help ensure that teachers are actually implementing the corrective actions that have been set. If necessary, hold regular meetings to evaluate progress and review development plans.

Support and Training: to assist teachers in achieving their development targets, provide appropriate support and training. This support can be in the form of reading materials, additional training, workshops, participation in professional organizations, MGMP or even mentorship. Recognition and Appreciation: During this process, don't forget the importance of providing recognition and appreciation to teachers who have worked hard to improve their performance.

These awards can motivate teachers to continue to improve. Policy Updates: Based on the findings and lessons learned from this assessment process, consider updating or reviewing policies related to teacher performance assessment if necessary.

Conclusion

The implementation of teacher performance assessment in improving teaching professionalism has

been carried out by organizing learning activities that are conducive, innovative, creative and have a vision for the future, monitoring and mentoring carried out by the supervisor or school principal.

The Teacher Performance Assessment System is designed to identify teachers' abilities in carrying out their duties through measuring mastery of competencies demonstrated in their work performance. In order to produce the expected results, teacher performance assessments are carried out carefully, precisely and accurately, adopting management-based implementation of activities, preparing appropriate plans by preparing various matters, accurate implementation by preparing accurate teams and instruments and appropriate follow-up to the results. assessment of the teacher's performance.

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