

EVALUATION OF TEACHER PERFORMANCE IN UNG LABORATORY ELEMENTARY SCHOOL

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Abstract.

The role of teachers is very important in ensuring student success, so the need for teacher performance evaluation is expected to improve the quality of education by helping teachers to realize their potential and be able to carry out their duties effectively and efficiently. This mini-research aims to find out the teacher performance evaluation that has been carried out by the principal of SD Laboratorium UNG. SD Laboratorium UNG is a school that has superior accreditation. The focus of this research is 1) Teacher performance evaluation model conducted by the principal at SD Laboratorium UNG, 2) The principal's strategy in improving teachers' performance at SD Laboratorium UNG. This mini research was conducted using a qualitative approach, while the data collection techniques used were observation, interviews, and documentation, then the data presentation process was carried out using a descriptive approach in the form of words, written, or oral from the observed subjects, namely the principal, and teachers. The results of this study indicate that 1) The teacher performance evaluation model carried out by principals at UNG Laboratory Elementary School is through performance evaluation meetings and supervision. 2) The principal's strategy in improving teacher performance at UNG Laboratory Elementary School is 1) The principal conducts a selection process in recruiting teachers openly. 2) The principal collaborates with certain parties. 3) Principals motivate and include teachers to improve their professionalism by attending education and training (diklat), seminars, workshops, and principals also conduct managerial supervision and clinical supervision of teachers.



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A. INTRODUCTION

Development is a process that must be carried out in a sustainable manner that covers all aspects of community life, be it social, economic, and political life, as well as culture. The main goal is to improve the overall welfare of the community both in villages and cities. The role of education has been realized in the development process is very strategic, given how strategic the role of education in development, so it is not surprising that the government, the community pay special

attention to the problems that occur in the world of education. Education in the era of regional autonomy today is faced with great and complex challenges that must be addressed positively so as to improve the quality of education and productivity of the country. One of the main factors in improving the quality of education is the availability of professional or qualified teachers who are able to carry out their duties with full responsibility, competent teachers will produce good learning productivity, (Munawir et al., 2023) .

In an effort to educate the nation's life, teachers or also called educators (human resources in schools) and part of the education staff play a very important role. Through their professionalism and closeness to students, teachers help create a fun learning process. The position of the teacher is as a leader in learning. There are four competencies that teachers have in supporting learners including: pedagogic, personality, social, and professional, (Seknun, 2012).

Improving teacher performance is directly proportional to the quality produced by schools, with quality human resources one of the determinants in improving quality for students. According to. (Mutohar, 2013) quality in education includes the quality of input, process, output and outcome. Educational input is declared quality if it is ready to process in accordance with national minimum standards in the field of education. The educational process can be declared quality if it is able to create an active, creative, innovative and fun learning atmosphere so that educational goals can be achieved properly. Output, declared quality if the learning outcomes achieved by students are good, the outcome is declared quality if graduates are quickly absorbed in the world of work and institutions that need these graduates, The importance of preparing qualified and competitive graduates, (Fauzi Ali & Kholisah Nuryani, 2023) .

Teachers are actually human elements who are very close and in direct contact with students in carrying out their daily educational

duties. The roles and responsibilities of teachers are to plan, implement and evaluate the learning process at school. Therefore, it is not an exaggeration to say that the teacher is one of the people responsible for the success of the learning process. Education will be successful if it is organized by professional and responsible teachers in the learning process. Although teachers are not the only factor that determines the success of the educational process, it is the teaching of teachers that is at the heart of education itself. Teachers make a significant contribution to the quality of education for which they are responsible.

Students who face an uninteresting teacher will not be able to receive the lesson optimally (Usman, 2003). One of the responsibilities of teachers as a profession is to teach, educate and train. Educating means maintaining and developing life principles, teaching means maintaining and developing science and technology, and training means strengthening students' skills. Teachers' duty is to educate the people and educate them to become citizens with Pancasila morality. They must also build the Indonesian nation.

The principal is a very important educational leader because the principal is directly related to the implementation of the established school education program. So as to improve the quality of education, school leaders must make every effort to understand teacher performance and produce steps to improve the performance of teachers. Evaluating teacher performance can add insight to the principal and the principal is able

to find the weaknesses of teachers in carrying out their duties so that these weaknesses can be corrected. With the information on teacher performance assessment, teachers can identify steps to improve their performance, It is good if assessments are carried out regularly in order to ensure the quality of the process being carried out.(Aimang, 2013) .

In general, the quality of education is a measure of the success of teacher performance. The teacher's ability to carry out the teaching and learning process, such as making lesson plans, managing teaching and learning programs, managing classes, using media or learning resources, understanding the basis of education, implementing the BP/ BK program, conducting learning evaluations, and conducting school administration to ensure the teaching and learning process runs smoothly, are all indicators that can show teacher performance.

Teacher performance evaluation focuses on improving teachers' performance and effectiveness at work so as to produce productivity in line with school expectations. Teachers are encouraged to have clear job descriptions. This is because teachers play a very important role in producing quality students according to the national education system. From the explanation above, it illustrates the importance of evaluating teacher performance so that researchers are interested in conducting mini research on evaluating teacher performance at UNG Laboratory Elementary School. The purpose of this research is to find out the teacher performance

evaluation that has been carried out by the principal of SD Laboratorium UNG.

B. RESEARCH METHOD

The researcher acts as a full observer during the research. This research will collect data on teacher performance evaluation at UNG SD Laboratory. The informants in this study are principals and teachers who know the problems faced in evaluating teacher performance. The presence of the researcher is very important in qualitative research because the data obtained must come from individual observations. By using observation, interview, and documentation methods, this data collection method is used to observe and search for various information related to the focus of the research. This data collection process consists of three stages, namely data collection, data reduction, data presentation, and conclusion making.

C. RESULTS AND DISCUSSION

Results

Teacher Performance Evaluation Model Conducted by the Principal at UNG Laboratory Elementary School

Improving school quality is a form of achievement that is highly expected in every school, both private and public, including UNG Laboratory Elementary School. School principals have a very important role in improving school quality. Various kinds of efforts, strategies continue to be carried out by the principal so that what is expected by the school becomes a reality. One of the efforts

made by the principal at SD Laboratorium is to evaluate teacher performance. With this teacher performance evaluation, the principal has information about the weaknesses, obstacles and what teachers need in carrying out their work at school.

The evaluation of teacher performance is expected to be able to improve weaknesses, present solutions to obstacles and meet the needs experienced by teachers at UNG Laboratory Elementary School, so that with improvements, solutions and fulfillment of needs, these actions can improve the quality of UNG Laboratory Elementary School. The evaluation model that has become a culture at UNG Laboratory Elementary School is: First, the school holds an evaluation meeting every month but if there is an urgent school need the meeting can be held two or three or even more during the month, this is done to maximize teacher performance so that achievements can be carried out effectively and efficiently. Second, the principal conducts supervision, both managerial supervision and clinical supervision of teachers.

Managerial supervision is carried out once at the beginning of the new school year. The purpose of managerial supervision is to evaluate teachers' management in the preparations they have made before facing the new school year. Clinical supervision is carried out twice during the school year. The purpose of clinical supervision is to evaluate teacher performance in the learning process or Teaching and Learning Activities (KBM) so that teacher weaknesses in teaching can be

corrected by the principal. The obstacle that often occurs in the implementation of supervision at UNG Laboratory Elementary School is the non-realization of the supervision schedule that has been determined based on the results of a mutual agreement between the principal and the teacher. This is due to the urgent need of the principal outside the planning so that the supervision schedule is moved on another day.

Principal's Strategy in Improving Teacher Performance at UNG Laboratory Elementary School.

Sometimes in a school, the principal finds poor teacher performance. Where it eventually affects the school like. This is certainly detrimental to the school and cannot be allowed to continue. So the principal needs to take some important steps to avoid the risk of poor performance. The principal's strategy at UNG Laboratory Elementary School to avoid poor teacher performance is: First, there is a selection process in the acceptance of prospective teachers at UNG Laboratory Elementary School, the selection process aims to ensure that the school has teachers who have above-average quality, this will certainly have a good impact on future school performance. Second, the principal collaborates with the head of the study program at Gorontalo State University, considering that the UNG laboratory school is a school under the auspices of Gorontalo State University (UNG). So that the principal takes advantage of this opportunity by creating an open teacher recruitment model at UNG Laboratory

Elementary School where prospective teachers who register at the school are the best graduates (cumlaude) at Gorontalo State University based on school needs who will then follow the selection process. Third, the principal provides opportunities and motivates teachers to improve teacher quality through seminars, training, workshops and supervision conducted by the principal so that it has a positive impact on teacher performance.

Discussion

Teacher performance evaluation model carried out by principals at UNG Laboratory Elementary School

The teacher performance evaluation model carried out by the principal at UNG Laboratory Elementary School is through performance evaluation meetings and supervision. The purpose of the meeting is to evaluate teacher performance so that the principal gets information and finds solutions to problems, obstacles faced by teachers at Laboratory Elementary School. Meetings are very important for intasi because they can help solve company problems, exchange ideas, give criticism and suggestions to each other, and increase work motivation. According to (Parimita et al., 2018), company meetings are held with several objectives, such as: 1. Providing information so that employees do not misunderstand if the information is not conveyed directly at the meeting. 2. Getting criticism and suggestions from meeting participants if there is a significant problem that requires input or suggestions from all

meeting participants. 3. Involving several people who have the ability to find solutions to solve problems so that problems can be resolved immediately. 4. Creating relationships among fellow employees so that they have a good attitude towards each other, because if there are no meetings, employees will probably only think about their own part of the job and not think about anything else. 5. Conveying problems, circumstances, complaints, and other things that may occur. Based on (Sihadi et al., 2018) Anything that can hinder company operations is referred to as an obstacle. When businesses face problems that can disrupt their operations, they must hold meetings to resolve the problem. Information, orders, and statements are also functions of meetings. Meetings also serve as a good tool to help the people attending the meeting with the company or organization work together, accommodate problems from the lower level and provide an opportunity to negotiate.

Supervision aims to improve teacher weaknesses so that teachers are able to improve the quality of teachers in carrying out the learning process at UNG Laboratory Elementary School. Supervision is a coaching action intended to assist teachers and other employees in carrying out their duties effectively (M. Ngalim, 2000). According to (Manullang, 2005), supervision is the process of applying the work that has been done, assessing it, and correcting it to ensure that the implementation of the task is in accordance with the initial plan. Supervision means

providing assistance so that teachers become more professional in doing their jobs to help their learners.

Any assistance provided by school leaders is called supervision, which aims to improve the leadership of teachers and other school staff in achieving educational goals. It includes motivation, guidance and opportunities to improve teachers' abilities. It includes guidance in the effort and implementation of reform and renewal in education and teaching, the selection of learning tools and methods, better teaching methods, and methods of systematic assessment of the phases of the entire teaching process (Purwanto, 2010). Supervision is simply defined as the principal's efforts to educate teachers to improve education and teaching.

Principal's Strategy in Improving Teacher Performance at UNG Laboratory Elementary School.

The principal's strategy in improving teacher performance at UNG Laboratory Elementary School is 1) The principal conducts a selection process in open recruitment of teachers. 2) The principal cooperates with certain parties. 3) The principal includes and motivates teachers to participate in training, workshops, seminars and the principal supervises teachers. In his book "Indonesian Teacher Development", Imron states that teacher development can be defined as a series of efforts to help teachers, especially through professional services provided by principals, school owners, and

supervisors, as well as coaching services to improve learning processes and results (Imron, 1995). Improving the quality of education is one way to achieve these national education goals. Education must be provided by professional teachers to achieve quality. Teachers must have pedagogical, personality, professional and social competencies to manage learning and improve academic ability. Teachers must be able to act as planners (designers), implementers (implementors), and evaluators (evaluators) of learning activities in learning management. To improve teachers' professionalism, principals must provide guidance through academic supervision. The quality of teacher learning directly affects student learning outcomes, so there needs to be further coaching for principals, such as teaching supervision. From this opinion, it can be concluded that teachers can get coaching with the help of other people, such as coaches, principals, heads of foundations, supervisors, and other institutions responsible for providing coaching.

D. CONCLUSION

The research conducted resulted in the conclusion that the teacher performance evaluation model carried out by the principal at UNG Laboratory Elementary School is through performance evaluation meetings and supervision, the principal's strategy in improving teacher performance at UNG Laboratory Elementary School in various steps 1) The principal conducts a selection process in recruiting teachers openly. 2) The principal

collaborates with certain parties. 3) Principals motivate and include teachers to improve their professionalism by attending education and training (diklat), seminars, workshops, and principals also conduct managerial supervision and clinical supervision of teachers. So as to provide teacher comfort in providing learning that needs to be done in the form of providing opportunities for teachers to develop competencies as professional teachers.

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