

Analysis of Teacher Performance Assessment in Elementary School

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ABSTRACT

Teacher performance assessment is the process of giving grades to teacher performance which includes aspects of leadership, honesty, loyalty, dedication and teacher participation in institutional or group organization activities. Teacher performance assessment is the process of giving grades to teacher performance based on elements of the teacher's main activities, which aims to develop the teacher's rank, professionalism and position. The aim of this research is to determine the competencies that can be used to evaluate the performance of elementary school teachers, the indicators needed to carry out the main functions and duties of elementary school teachers, research on teacher performance, and the benefits of teacher evaluation. show. This research uses library research methods, namely research carried out by collecting data from various library sources, such as books, journals, articles, and so on. Teacher Competency Standards consist of four main competencies, namely pedagogical, personality, social and professional competencies. These four competencies are interrelated and integrated in teacher performance. Teachers' teaching skills are seen from several indicators, namely questioning skills, reinforcement skills, variation skills, explanation skills, lesson opening and closing skills, small group discussion guiding skills, class management skills, and individual learning skills. In conclusion, teacher performance has certain criteria that can be seen and measured based on specifications or competency criteria that every teacher must have.

Keywords:

Teacher Performance
Assessment;
Elementary School

INTRODUCTION

Performance originates from the word "work" and is defined as the achievement or result of working activities, playing a very crucial role within an organization. In the context of achieving organizational goals, performance becomes the primary determinant of success or failure for an entity. Unfortunately, sometimes leaders or managers overlook performance until it reaches worrisome levels. Awareness of such imperfections only arises when the situation has become dire or errors have occurred at various levels. This condition can potentially lead to serious crises for the organization, while early signs of declining performance are often ignored, leaving significant impacts.

Performance is interpreted as a depiction of the level of achievement of activities, programs, or policies aimed at realizing the goals, objectives, vision, and mission of an organization as outlined in the strategic plan. In other words, performance reflects the work outcomes that can be achieved by individuals or groups within the organization, in line with their respective responsibilities and authorities, with the aim of achieving organizational targets lawfully, ethically, and in accordance with moral principles. Therefore, individual performance also has an impact on the overall performance of the organization and needs to align with the general regulations applicable from government, professional organizations, and other relevant entities. Performance assessment is an evaluation of an individual's leadership, honesty, loyalty, dedication, and participation as well as their contribution to their institution or group organization.

Hasanah (2021), in his research on the analysis of the concept and implementation of teacher performance assessment, states that the concept of teacher performance assessment (PKG) has two aspects. First, to evaluate the teacher's ability to apply all the competencies and skills required in the teaching, guidance, or implementation of relevant additional tasks related to the school/madrasah function. Second, to measure the credit points earned by the teacher based on their performance in the teaching, guidance, or implementation of additional tasks in accordance with the school/madrasah function performed in that year. Despite these two dimensions, PKG aims to improve the quality of Human Resources (HR) for teachers.

In the context of analyzing the implementation of teacher performance, its implementation can be observed through four competencies possessed by a teacher, namely pedagogical, personality, social, and professional competencies. Teacher performance encompasses the behavior of teachers in carrying out their duties as educators. According to Permendiknas No. 41 Year 2007 concerning Process Standards for Primary and Secondary Education Units, teacher performance is defined as the teaching achievement originating from the concrete activities of teachers in carrying out their main tasks, demonstrating logical consequences as professionals in the field of education. In accordance with the Regulation of the Minister of PAN RB Number 16 of 2009, educator performance includes planning, implementation, and assessment in learning (Permendikbud Number 16 of 2007).

Teachers play a key role in shaping the intellectual life of the nation. Therefore, there is an expectation for the improvement and development of a teacher's competence according to their designated role. Teacher performance assessment is considered one of the key steps in achieving this goal. This assessment is implemented to support the professional growth of teachers and to ensure that they possess the necessary skills to deliver quality teaching or guidance. The process of assessing teacher performance is also seen as a means to equip teachers in improving the quality of the teaching-learning process and to make progress in their careers as educated and professional individuals. The implementation of teacher performance assessment must consider additional tasks according to the functions of the educational institution and be carried out regularly every fiscal year, prioritizing principles of justice, accountability, objectivity, transparency, participatory, measurable, commitment, and sustainability.

Teacher performance appraisal is practiced by an evaluator, generally known as an assessor, and lasts for a full year. Summative assessment, conducted eight weeks before the end of the fiscal year, serves as the basis for determining the level of achievement of teacher performance goals (Jannah et al., 2023). After the teacher performance appraisal is conducted by the school, analysis is required so that the results can be used to prepare evaluations and follow-up actions. Parties involved in teacher performance appraisal include coordinators or heads of educational institutions as managers, assessors, and educators being assessed. In conducting teacher performance appraisal, two types of instruments can be used: core instruments covering the four competencies and supporting supplementary instruments. Therefore, the scores obtained result from a combination of assessments conducted by assessors through observation and monitoring, attendance rates, supporting supplements, and other assessment factors.

Overall, information related to teacher performance appraisal is not only derived from heads of educational institutions and students but also involves various assessors, including parents and peers, using additional instruments. One element in teacher performance appraisal is the attendance rate. The teacher performance appraisal process includes steps such as grouping facts and data based on competency indicators, comparing factual records and data, scoring and assessment, and seeking approval of the teacher's performance appraisal results from the evaluated teacher.

METHOD

This research will utilize a data collection approach through a literature review. A literature review is a survey of scholarly sources that establishes familiarity with and an understanding of current research in a particular field. It includes a critical analysis of the relationship among different works, seeking a synthesis and an explanation of gaps, while relating findings to the project at hand. The purpose of a literature review is to identify the practical and theoretical problems in a specific area of study. It helps to identify specific research purposes, questions, or testable hypotheses. Additionally, a literature review serves as a foundational aspect of a well-grounded thesis or dissertation, reveals gaps in a specific field, and establishes credibility and need for those applying for a grant. It also provides proof of a gap in the literature that must be filled by the current study. Overall, a literature review is a comprehensive summary and analysis of existing literature on a particular topic, which helps to inform and guide new research. The collected data will be gathered, analyzed, and synthesized to draw conclusions related to the literature review.

RESULTS AND DISCUSSION

1. Result

Based on the findings of Wardani et al. (2016), it is indicated that the performance of elementary school teachers in learning reached the good category with a score of 60.69%. This is supported by the findings of the Context component at 68% in the good category, Input component at 62.6% in the good category, Process component at 52.5% in the sufficient category, and Product component at 59.68% in the sufficient category. It is concluded that the overall evaluation of elementary school teacher performance in learning using the CIPP (context, input, process, and product) evaluation model is good. This is further reinforced by Syarifudin's (2022) research, which indicates that the teacher performance assessment at State Elementary School 002 Sapat, Kuala Indragiri District, reached 51.32% and was categorized as fairly good.

In the study conducted by Priyoga (2017), the average teacher performance in terms of lesson planning was 76.63% (good). The average teacher performance in terms of lesson implementation was 90.42% (very good). The average teacher performance in terms of assessment implementation was 84.22% (very good). The average teacher performance in terms of continuous professional development implementation was 50.58% (not good). Based on these results, it is concluded that lesson planning falls into the good category.

However, according to the research by Rosidah et al. (2022), it is stated that there are several obstacles or constraints in conducting teacher performance assessments, one of which is unclear standards due to inconsistent and changing

standards, which can affect teacher performance. The results of this research are consistent with the findings of Prayogo & Budiono (2014), which show that the existing performance assessments lack objectivity because they are conducted by peers and used as the basis for bonuses. The existing performance assessments do not have sustainable development. Therefore, the shortcomings in these performance assessments cannot be immediately rectified.

Teacher performance has specific specifications or criteria that can be observed and measured based on the competencies that every teacher must possess. The Regulation of the Minister of National Education of the Republic of Indonesia Number 16 Year 2007 concerning Academic Qualifications and Teacher Competencies serves as the basis for determining these specifications. The Teacher Competency Standards outlined in the regulation are developed from four main competencies: pedagogical, personality, social, and professional competencies. These four competencies are integrated into teacher performance. In this regard, there are indicators of teaching skills by teachers, such as questioning skills, reinforcement, variation, explanation, opening and closing lessons, guiding small group discussions, classroom management, and individual learning. Additionally, teachers are required to have four competencies that support their personal development into more professional individuals, in accordance with Law Number 14 Year 2005 Article 10 Paragraph 1.

2. Discussion

Here are the competencies that teachers should possess:

a. Pedagogical Competence

Teachers should have a deep understanding of their students' characteristics and learning behaviors. They must ensure equal participation and engagement among all students, managing the classroom effectively to accommodate diverse learning needs. Moreover, teachers should identify and address students' weaknesses while nurturing their potentials. Mastery of learning theories and teaching principles is also crucial, enabling teachers to provide varied learning activities tailored to students' abilities and comprehension levels.

b. Curriculum Development

Teachers should be adept at developing syllabi aligned with the curriculum, designing learning plans that facilitate students' achievement of predetermined competencies. Additionally, they should select relevant and age-appropriate learning materials that cater to students' learning needs.

c. Educational Activities

Effective teaching involves detailed planning and execution of learning processes that actively engage students. Teachers should foster an environment conducive to learning, providing clear instructions and adapting activities to students' abilities. Furthermore, they should focus not only on assessment but also on assisting students throughout the learning process.

d. Enhancement of Students' Potential

Teachers play a crucial role in analyzing students' learning outcomes and designing learning processes to cater to individual needs. They should foster critical thinking and creativity while encouraging active participation from students.

e. Communication with Students

Establishing effective communication is essential for building rapport with students. Teachers should encourage participation, listen attentively to students' questions

and feedback, and respond respectfully. By maintaining open communication, teachers can create a positive learning environment.

f. **Assessment and Evaluation**

Teachers must develop appropriate assessment tools aligned with learning objectives and analyze assessment results to identify areas for improvement. Additionally, they should acknowledge students' feedback and use it to refine their teaching practices continually.

g. **Personality Competence**

Teachers should demonstrate professionalism by adhering to legal, ethical, and cultural norms. They should exhibit exemplary behavior, foster collaboration with colleagues, and maintain unity within the educational community.

h. **Work Ethics**

Teachers should uphold a strong sense of responsibility and pride in their profession, ensuring punctuality and professionalism in all their activities.

i. **Social Competence**

Building positive relationships with students, colleagues, parents, and the community is vital. Teachers should communicate effectively, share information transparently, and actively participate in school and community activities to contribute positively to society.

CONCLUSION

Teachers' performance is determined by specific specifications or criteria that can be measured and evaluated based on the competencies that every teacher should possess. As professionals in the field of education, teachers hold significant functions, duties, and roles in shaping an intelligent society. To achieve this goal, teachers need to continuously improve and develop their abilities in the teaching process. Performance assessment of teachers becomes a crucial aspect as a tool to assess the extent to which teachers adhere to applicable rules and standards. The purpose of teacher performance assessment is not only limited to shaping highly professional teachers but also to ensure that teacher services meet the quality standards set. The implementation of teacher performance assessment is a necessity in shaping professional and high-quality teachers. Teacher performance assessment serves as the basis for compiling teacher performance profiles, which can then be used as a source of information to plan teacher professional development. Furthermore, continuously improving and developing teachers' abilities through professional development plans based on performance assessment results is also crucial.

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