TEACHER PERFORMANCE AT STATE SENIOR HIGH SCHOOL (SMAN) 7 JAYAPURA CITY

KINERJA GURU SEKOLAH MENENGAH ATAS NEGERI (SMAN) 7 KOTA JAYAPURA

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Abstract

The general objective of this research is to analyze problems in performance-based management within organizations, specifically related to teacher performance management in schools. Specifically, this research aims to analyze: (1) To analyze and understand the performance of teachers in carrying out their duties and responsibilities in the teaching and learning process at schools. (2) To identify the factors influencing the performance of teachers in carrying out their duties and responsibilities in the teaching and learning process at State Senior High School (SMAN) 7 in Jayapura City. This research uses a qualitative approach with a case study research method that utilizes in-depth interviews as a data collection procedure. The research data includes primary and secondary data. Primary data were obtained through participant observation and interviews, while secondary data were obtained through documentation searches. The data analysis techniques used include data reduction, data presentation, and conclusion drawing. The results of the study indicate that in general the implementation of teacher performance at State Senior High School (SMAN) 7 Jayapura City consisting of assessment indicator instruments: (a) Learning Planning, (b) Learning Implementation, (c) Learning Outcome Assessment, and (d) Personality and Attitude Development shows good results in the sense that the teachers in carrying out their main tasks and functions have been in accordance with the expected expectations. In addition, this study also revealed that even so there are still several things that need to be improved further such as completing learning facilities and infrastructure. The recommendation that can be given through this study is that schools need to provide increased teacher competence and capacity through training, seminars, technical guidance to improve teacher professionalism in the application of educational technology.

Keywords : Teacher Performance, Learning Planning, Learning Implementation, Assessment, And Teacher Professional Development.

Abstrak

Tujuan penelitian ini secara umum adalah untuk menanalisis permasalahan dalam manajemen berbasis kinerja dalam organisasi, khususnya terkait manajemen kinerja guru di sekolah. Secara khusus penelitian ini bertujuan untuk menganalisis : (1). Untuk menganalisis dan mengetahui kinerja para guru

dalam melaksanakan tugas dan tanggung jawab dalam proses belajar mengajar di sekolah. (2). Untuk mengetahui faktor faktor yang mempengaruhi kinerja para guru dalam melaksanakan tugas dan tanggung jawab dalam proses belajar mengajar di sekolah menengah atas negeri (SMAN) 7 Kota Jayapura. Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian studi kasus yang menggunakan prosedur pengumpulan data melalui wawancara mendalam (indepth interview). Data penelitian ini meliputi data primer dan data sekunder. Data primer diperoleh melalui observasi partisipasi dan wawancara, sedangkan data sekunder diperoleh melalui penelusuran dokumentasi. Tehnik analisis data yang digunakan yaitu melalui prosedur reduksi data, penyajian data, dan pengambilan Kesimpulan. Hasil penelitian menunkukkan bahwa secara umum pelaksanaan kinerja guru pada Sekolah Menengah Atas Negeri (SMAN) 7 Kota Jayapura yang terdiri dari instrument indikator penilaian : (a) Perencanaan Pembelajaran, (b) Pelaksanaan Pembelajaran, (c) Penilaian Hasil Belajar, dan (d) Pengembangan Kepribadian dan Sikap menunjukkan hasil yang baik dalam arti bahwa para guru dalam melaksanakan tugas pokok dan fungsinya telah sesuai dengan ekspektasi yang diharapkan. Selain itu penelitian ini juga mengungkapkan bahwa meskipun demikian masih terdapat beberapa hal yang perlu dibenahi lebih lanjut seperti melengkapi sarana prasarana pembelajaran. Rekomendasi yang dapat diberikan melalui penelitian ini Adalah bahwa sekolah perlu memberikan peningkatan kompetensi dan kapasitas guru melalui pelatihan, seminar, bimtek untuk meningkatkan profesioanlisme guru dalam penerapan tekhnologi Pendidikan.

Kata Kunci : kinerja guru, perencanaan pembelajaran, pelaksanaan pembelajaran, penilaian, dan pengembangan profesi guru.

1. INTRODUCTION

Improving the quality of human resources (HR) is one of Indonesia's efforts to enhance its global competitiveness on the international stage. The level of competition is so intense and fierce that systematic, strategic steps are necessary to address it. If we are slow and fail to respond to improving the quality of our human resources, these opportunities will be exploited by other nations, and we may end up as mere spectators. Therefore, education plays a crucial and strategic role in responding to these issues, both now and in the future. High schools, as educational institutions, are one of the efforts to improve the quality of human resources. As a learning facility, they should create and foster an atmosphere that serves as a learning space for all academics. To carry out this role, educational management requires strong collaboration from all involved parties, enabling changes to be made within the educational institution while simultaneously fostering creative and innovative adaptation in response to the surrounding environment.

The quality of education, including secondary education, is influenced by the quality of its educators (teachers). Therefore, teachers are a crucial parameter in the process of improving the quality of their students and play a highly significant and strategic role. The role, duties, and responsibilities of teachers are crucial in realizing the national education goals, as mandated by the Preamble to the 1945 Constitution: to enlighten the nation. Therefore, the vision of enlightening the nation's life is to improve the quality of Indonesians who are devout and pious, master science, technology, and the arts, and create an advanced, just, and prosperous society imbued with morals and ethics. The teaching profession is defined as a professional educator with the primary task of transforming, developing, and disseminating science and technology through education.

Therefore, teacher/educator performance is interesting to study for several reasons, including: (1) Teachers are the spearhead of the successful teaching and learning process. Efforts to

improve the quality of education are inevitable without the support of qualified teachers. (2) Teachers not only transfer knowledge to their students but also serve as role models in their attitudes, speech, and actions. (3) The quality of teacher performance is always dynamic and evolves in line with the development of science and the growing, changing, and dynamic times. (4) If teacher performance is not supported by professional competence, a conducive work climate, and a strong commitment to the teaching and learning process, the learning process will not be as desired. A teacher's success in carrying out their duties and responsibilities in the teaching and learning process is influenced by many aspects, including: competency, work motivation, sincerity and focus, and the extent to which teachers optimize their performance to ensure the growth and development of each teacher's work performance and productivity.

Idealism and expectations, in reality, some teachers still fail to fulfill their duties and responsibilities in accordance with established regulations and provisions. Some lecturers still perform less than optimally as teachers/educators. Fundamental problems persist, such as teachers' inability to explain the material to their students, despite their substantial mastery of the material, which students complain about. This may be due to inappropriate teaching methods and weak coordination between subject teachers. This has resulted in students not being able to properly absorb the material. Other problems that have emerged include the failure to meet the required number of class meetings, as well as a lack of discipline or punctuality, resulting in teaching not meeting the time and material completion targets.

The suboptimal teacher performance described above is assumed to be caused by several factors, including: low work motivation, a school climate that is less than conducive to developing a learning culture, and the low level of teacher welfare, which forces teachers to seek additional work unrelated to their teaching and learning duties to meet their living needs. While teachers are at the forefront of producing quality and intelligent students, in reality, they have not been able to deliver good performance in the education and teaching process for their students. The description and overview described above serve as a reference for a deeper examination of the problem under study, and this is also why researchers are interested in conducting research on this issue to determine the extent of teacher performance/productivity in implementing the teaching and learning process in schools.

2. RESEARCH METHOD

This research will describe, examine, and analyze the level of teacher productivity/performance in the teaching and learning process at State Senior High School 7, Jayapura City. To obtain a comprehensive, holistic, in-depth, integral, and objective picture, this research uses a qualitative approach. Qualitative research will attempt to examine in detail, specifically, objectively, and in-depth the level of teacher productivity/performance in the teaching and learning process at State Senior High School 7, Jayapura City. The use of a qualitative descriptive approach aims to describe and summarize various conditions, situations, or phenomena of social reality in the community that is the object of research and to bring that reality to the surface as a characteristic, character, trait, model, sign, or depiction of a particular situation or phenomenon (Burhan Bungin, 2019: 68). Meanwhile, Sugiono (2017: 21) explains that qualitative research can produce descriptive information, namely providing a comprehensive and clear picture of the social situation being studied, comparative events from the social situation being studied, comparative events from one social situation to another social situation or from a certain time to another time or can find patterns of relationships between certain aspects and other aspects and can find hypotheses or theories.

This research will be conducted at State Senior High School 7 in Jayapura City, Papua Province. The research design utilizes a qualitative approach and case studies as its research strategy. Research design is a logical structure that connects empirical data with research statements, thus reaching conclusions that align with the facts (Yin, 2000). The research subjects are employees holding structural positions and service users, namely those processing population documents in the form of electronic ID cards (e-KTP). Informants were selected based on the consideration that they are considered competent, knowledgeable, and have mastered the issues or problems being studied, which concern the accountability process in issuing electronic ID cards to those who need them.

The informants in this study include:
- ✓ The Principal of State Senior High School 7 in Jayapura City
- ✓ The Teachers of State Senior High School 7 in Jayapura City
- ✓ The Students of State Senior High School 7 in Jayapura City

Researchers used four types of data collection techniques to obtain the required data, namely:

a. In-Depth Interviews
An interview is a meeting between two people to exchange information and ideas through a series of questions and answers, allowing for the construction of meaning on a particular topic. Therefore, the interviews in this study were conducted between the researcher and competent parties, namely the informants.

b. Participant Observation
Using this participatory observation technique, the researcher characterized the social interaction between the researcher and the subjects within the research environment. Direct or indirect observations were conducted to obtain more complete data or information and to understand the meaning of each observed behavior.

c. Documentation Study
Documents are records of past events. Documents can be in the form of decrees, writings, drawings, or works of a person. Written documents include diaries, histories, biographies, regulations, city or regional regulations, and other documents related to this research.

d. Triangulation
According to Sugiono (2017: 82), in data collection techniques, triangulation is defined as a data collection technique that combines various data collection techniques and existing data sources. Data Processing and Analysis Techniques. In research using a qualitative approach, data processing and analysis are inseparable activities. This can be seen in the stages of qualitative data analysis proposed by Miles and Huberman (1992): data reduction, data presentation, and conclusion drawing and verification. Data reduction is defined as the process of selecting, sorting, focusing on simplifying, abstracting, and transforming "raw" data emerging from written field notes.

e. Data Analysis
In qualitative research, data analysis is conducted from the beginning, based on preliminary studies or secondary data, and is then continued upon entering the field and after completion. While in the field and after completion in the field, data is obtained from various sources using various data collection techniques and is carried out continuously until the data is saturated.

3. RESULT AND DISCUSSION

Based on the phenomena occurring at the research site and the analysis conducted using a qualitative approach, the research findings are explained in the following section. The purpose of this study was to explain and describe the extent of teacher performance at State Senior High School 7, Jayapura City. After analyzing this research, several findings have provided a comprehensive and complete picture of teacher performance at State Senior High School 7, Jayapura City. Based on the phenomena occurring at the research site, the findings of the teacher performance research conducted at the research site can be summarized as follows:

a. Teacher Performance at State Senior High School 7, Jayapura City

The primary objective of this study was to determine the extent of teacher performance implementation at State Senior High School 7, Jayapura City. Understanding and understanding this is urgently needed because several regions are currently intensively striving to improve the performance of civil servants in various ministries and institutions, including the Ministry of Education. New systems, models, and mechanisms for improving teacher performance in efforts to improve public services in the education sector represent an interesting innovation, supported by several arguments that lead to achieving public satisfaction with education services.

Based on the descriptive analysis of the research results in the context of teacher performance in the learning process, it appears that there is a general alignment between the 22 aspects of teacher performance implementation in carrying out learning activities for students. It can be stated that, in general, the implementation of teacher performance in several teacher performance assessment instruments is in accordance with the established teacher performance standards. This is as can be seen from the results of the researcher's investigation using research instruments consisting of: (a) Learning Planning, (b) Learning Implementation, (c) Learning Outcome Assessment, (d) Professional and Attitude Development through structured interviews with several informants in this study, consisting of teachers and students at State Senior High School 7, Jayapura City. Based on the aforementioned instruments, after conducting investigations and observations (interviews and document searches) with both teachers and students as informants in this study at the school, this study can be said to have met expectations. However, it cannot be denied that the implementation of the teacher performance program is without weaknesses. This is as stated by one of the informants, namely Mr. (P) Principal of State Senior High School 7, Jayapura City, stated that: "First, we are building awareness, both teacher awareness and student awareness, 90% of the awareness is extraordinary, indeed there are still some who are lacking, we cannot deny that, we urge them to be aware of their duties and responsibilities, there are mental health disorders, beyond my capabilities, cannot build communication, but as long as communication is still possible, we are still invited, let's work and create together."

The statement made by the principal above seems to align with the opinion of one of the teachers (Y), who was also an informant in this study: "As civil servants, it is our obligation,

with the competencies mentioned by the principal earlier. During activities, sometimes some teachers don't participate. In general, 90% of teachers have demonstrated good participation/performance. Interventions are needed, such as assigning specific tasks. Second, the responsibility for education doesn't lie with the school; it's actually the individual responsibility of each teacher. This perception needs to be corrected. Furthermore, parental concern is still minimal. Many students don't live with their parents, live with relatives, live in dormitories, or even live in shacks."

In line with this, one student (CW) shared the view:

"Teachers arrive on time, provide lessons so students understand the material better, and provide enrichment programs to help students understand more, especially in difficult subjects." This was reinforced by another student (AY), who expressed his opinion as follows: "Teachers need to be active in class so that students can better understand the lessons taught. Because students' abilities vary; some are still low, while others are already at a high level." From the views and opinions of the informants mentioned above, it is clear that students desire and hope to continuously improve their performance through discipline in teaching, a form of extra hard work to improve student achievement. Such hopes and desires are certainly normal and natural. However, these efforts must be carried out collaboratively between students, teachers, and parents.

The principal must provide the assessment for all matters related to teacher performance assessments at school. In addition to the principal, students must also be involved as an integral part of the learning process and the assessment of teacher performance. This is because they are the object or target of the learning process itself. Performance assessments are a benchmark for teacher achievement in carrying out their educational and teaching duties. This assessment is carried out to see to what extent the quality of teaching produced by teachers is in accordance with the objectives set by the educational organization, where this quality describes the measurement of the extent to which students can understand and comprehend the explanation of the teaching material given by the teachers.

b. Learning Planning

Based on research and interviews with relevant stakeholders, both teachers and students, regarding the "learning planning" indicator, it can be concluded that: Teachers at SMAN 7 Jayapura City have implemented their duties by developing Lesson Plans (RPPs), as stated by the principal and teachers. Almost all teachers have developed lesson plans related to the subjects they teach. Furthermore, teachers have employed active or interactive learning models in the learning process, enabling students to actively participate in class. These efforts are intended to maximize student learning outcomes, enabling students to understand the material taught by the teachers.

However, it must be acknowledged that some teachers have not yet maximized their efforts in designing learning media, as noted by one student informant (CW).

Learning Implementation

Learning implementation here includes several indicators, including:

Teachers convey learning objectives and provide motivation to students.

Based on the results of an interview with the Principal (P), he stated the following:

"In implementing this learning, the first thing teachers do is motivate students to learn. Motivation is not only done in class but also outside of class. For example, during roll call or ceremonies, or when calling students individually, if individual attention is needed, teachers provide motivation. After motivation is achieved, then knowledge is provided. If knowledge is provided directly without motivation, students will not fully understand the knowledge. So, the point is to provide motivation first, then provide knowledge." He continued, stating that the learning process requires first creating a pleasant atmosphere so that the transfer of learning is easily understood by students.

Regarding teaching strategies, according to the Principal, they must be implemented interactively. It cannot be done one-way, as this will bore students. Therefore, teachers must be competent and prepare something, not just material, but also understanding student development. We must adjust our intonation, and pay attention to all students to ensure an interactive process. Providing ample opportunities for all students to interact. Once motivated, the children also enjoy learning, and they are happy to ask questions, and the teachers answer accordingly. Regarding the use of ICT, the elementary school provides Wi-Fi/Indihome for learning. However, due to data package restrictions, Wi-Fi cannot reach all classes. However, there is another solution, namely orbit assistance from Telkom. Sometimes teachers sacrifice their own data, which is appreciated by the principal. All teachers can now use infocus, with infocus available in five out of nine classes.

Based on the information and statements from informants, it can be concluded that the learning process has been carried out well, indicated by indicators such as teachers providing motivation in the learning process. Learning has also been conducted interactively, with active student involvement in the teaching and learning process. Students are not merely passive listeners but actively participate, for example by asking questions and/or providing their own perspectives/thoughts. Motivation to learn is crucial because it is a key driver of successful learning. Motivation can increase enthusiasm for learning, encourage independence, improve concentration and positive attitudes of students in learning.

c. Learning Implementation

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d. Assessment of Learning Outcomes

Assessment of learning outcomes is a systematic process for collecting, analyzing, and interpreting data regarding student competency achievement after participating in learning activities. The goal is to determine the extent to which learning objectives have been achieved. The key point is that this assessment process must be conducted fairly, objectively, and transparently. Based on an interview with an informant (P), the following explanation was given: To my knowledge, these teachers conducted objective assessments, not just cognitive assessments; there were also process assessments. They were objective and open. There were no complaints from anyone. My advice to fellow teachers is to avoid being objective in assessments. Don't give high marks based on family influence. It's not the family who is being assessed, but the students themselves."

One student informant (AY) expressed his views as follows: "There may be some other people besides me, but if it's my ability, it's based on my work. I also added that if my score is low, for example, 50, I have to work harder to improve and increase my learning so I can get a better score. In essence, the teacher's assessment is objective and transparent." Based on the interview results above, it's clear that all informants stated that the principles of objectivity, fairness, and transparency in student assessments were implemented in accordance with assessment rules and regulations. However, in implementing quality education and teaching, teachers are also required to foster student interest and enthusiasm in learning.

Professional Development and Attitude Teacher professional development is a

continuous effort to improve the competence, skills, and personal qualities of teachers so they can carry out their duties professionally. The goal is for teachers to not only teach but also become educators, mentors, and role models relevant to current developments. Based on the results of an interview with an informant (P), regarding the aforementioned indicators, he explained the following: "Teachers are generally in the mentoring category. Therefore, they are expected to disseminate knowledge to the community. Please participate in community activities to develop your professionalism, but the primary focus is on teaching. Therefore, teaching should be prioritized as your primary duty. Some teachers are actively involved in organizations as a means of self-development. If there is teacher training, teachers will participate according to their respective fields. The principal does not favor members of their families, for example. This way, fellow teachers' knowledge will increase and develop, making learning more meaningful.

Regarding discipline, teachers are generally very disciplined except in certain circumstances, such as illness, and even then, there is communication with the school."

Referring to the interview results, it's clear that the school has provided ample opportunities for teachers to develop their competency. This competency development will have a broad impact on both the teacher and the school, the institution where the teacher works.

e. Professional Development and Attitude

Teacher professional development is a continuous effort to improve the competence, skills, and personal qualities of teachers so they can carry out their duties professionally. The goal is for teachers to not only teach but also become educators, mentors, and role models relevant to current developments. Based on the results of an interview with an informant (P), regarding the aforementioned indicators, he explained the following: "Teachers are generally in the mentoring category. Therefore, they are expected to disseminate knowledge to the community. Please participate in community activities to develop your professionalism, but the primary focus is on teaching. Therefore, teaching should be prioritized as your primary duty. Some teachers are actively involved in organizations as a means of self-development. If there is teacher training, teachers will participate according to their respective fields. The principal does not favor members of their families, for example. This way, fellow teachers' knowledge will increase and develop, making learning more meaningful. Regarding discipline, teachers are generally very disciplined except in certain circumstances, such as illness, and even then, there is communication with the school." Referring to the interview results, it's clear that the school has provided ample opportunities for teachers to develop their competency. This competency development will have a broad impact on both the teacher and the school, the institution where the teacher works.

4. CONCLUSION

Based on the discussion in the theory chapter and the discussion of research findings, the following conclusions can be drawn from the analysis of the data findings in the previous chapter, it can be generally concluded that teacher performance achievements, including the

performance assessment instruments: (a) Learning Planning, (b) Learning Implementation, (c) Learning Outcome Assessment, and (d) Professional Development and Attitudes, have shown good results. In other words, teacher performance in these indicator instruments has been implemented well. The main supporting factors for teacher performance are motivation and support from management/the principal. However, there are still constraining factors that influence teacher performance in carrying out their main duties and functions in the learning process, including teacher attitudes in carrying out teaching and learning tasks, teachers' ability to transform learning materials to students, and the availability of learning infrastructure.

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Peraturan Direktur Jenderal Guru dan Tenaga Kependidikan (GTK) Nomor 7607/B.B1/HK.03/2023, Tentang Petunjuk Tehnis Pengelolaan Kinerja Guru dan Kepala Sekolah