

STUDENT PERCEPTIONS, PRINCIPAL ASSESMENT, AND OBSERVATIONS OF TEACHER PERFORMANCE

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Abstract

It's important to know the teacher's performance, because the teacher is implementing cutting edge of education. This research aims to describe the performance of mathematics teacher at junior high school in Pekanbaru. Total population was approximately 500 teachers and samples taken was 10 % of the population is 50 people. The results of the research show the followings performance of the teacher, (1) from observation, learning process was categorized good (76,35%), (2) From principal assesment was categorized good (84,82%), (3) From perception of student, was categorized good (80,48%). The conclusions show that the performance of teacher mathematics at junior high school in Pekanbaru was categorized good (80,55%).

Kata kunci : Performance, Teacher Mathematics, Pekanbaru .

INTRODUCTION

Education occupies a central position in construction, where the quality of education will be orientated in human resource development. Improving the quality of education is determined by the readiness of human resource in process. One of the human resources in education is the teacher.

Teacher is a dominant and very crucial factor in education. This is due to the teacher often used as a role model even figure of identification for students. Besides students and the facilities of school, the teacher is also an instrument who influenced in reaching the purpose of education.

The success of education is determined readiness of teachers in preparing learners through teaching and learning activities. However, the strategis position of teachers to improve the quality of education is strongly influenced by the professional ability of teachers and the quality of its performance. So far, teachers are required to have performance that is able to deliver and realize the hopes and desires of all parties.

Teacher's ability in teaching is very crucial because it's very influence in education achievement. Generally, a good quality of education determine the teacher's ability in teaching.

Teachers in principle have a high enough potential to be creative in order to improve its performance. But the potential of teachers to be creative in an effort to improve its performance is not always develop naturally and smoothly. This is due to the influence of various factors that appear in beyond personal teacher.

On the other hand the performance of teachers was an issue when discussing the problem of improving the quality of education. Controversy between the ideal conditions that must be lived up to expectations teachers (Government Law No. 20 of 2003 on National Education System) with the reality that happens is something that needs to be examined in depth. A teacher must have a good performance in carrying out its duties, it must be reflected in its competence that are professional competence, pedagogical, and social personality. Thus education in Indonesia is expected to have a good quality (Government regulation. No 19 of 2007 on standart managemen of education).

Performance can be seen in aspects of quality activities and duties in carrying out the task. The main task of a teacher is to teach, then the teacher's performance can be seen in the activities of the teacher while teaching in the learning process (Martinis Yamin, 2010).

Furthermore, according to Nana Sudjana (2004) teacher performance seen from the ability or competence in the learning task. Skills related to tasks teachers teaching ability can be classified into four they are 1) Planning for teaching and learning, 2) Implement and manage the learning process, 3) Assess the progress of the learning process, and 4) Mastering the lesson material. In line with Nana Sudjana, Mulyasa (2008) describes the tasks teachers teaching into three activities that contain the ability to teach, that are 1) Planning learning, 2) Implement educational learning, 3) Assess the learning process and outcomes.

Based on some opinions above it can be concluded, teacher performance is the result achieved by the teacher in carrying out the tasks assigned to him based on his ability as a teacher in three activities that contain the ability to teach; 1) Planning learning, 2) Implement educational learning, 3) Assess the learning process and outcomes. Teacher performance can be said to be related to the competence of teachers: a) professional competence, b) pedagogical, c) social competence, and d) personal competence (Government Law No 14 of 2005 about Teacher and lecturer). Professionalism in carrying out the task, the teacher is obliged to plan learning, implementing a quality learning process, as well as assess and evaluate learning outcomes.

It's important to know the teacher's performance, for the purpose of research is to describe or illustrate the performance of the teacher in this case especially those math teachers of public and private junior high schools in Pekanbaru. The results of this study are expected to be useful to teachers, in order to improve its performance, and also provide input related teacher performance. Besides other benefits also give an idea of how big a percentage of the performance of teachers so that they can be shown to relevant institutions in particular to the general education department and local and central government to follow up on the results of this study in order to generate the resources educators better in the future.

DISCUSSION

This study uses quantitative and qualitative descriptive statistics which will describe the actual state of the phenomenon of teacher performance. While statistical methods are quantitative and qualitative calculate the percentage and the category of the object under study (Suharsimi Arikunto, 2002).

The population in this study were Mathematics teachers of Junior High School in Pekanbaru. Data of population obtained from the data of information about Junior High teachers in Department of Education in Pekanbaru especially Mathematics teacher. From the data obtained that the number of mathematics teachers in Pekanbaru are 450 people (maximum of yet unidentified, population predictions over the data obtained). In consideration of the large number of samples, available time, energy and funds the samples in this study were taken 10% of the total population of the 50 teachers (Suharsimi Arikunto, 2002).

As stated above, that the main purpose of this study is to reveal about teacher performance. To capture more accurate data, the assessment is taken from the three aspects of teacher observations, perceptions of principals, and student perceptions. Therefore the instrument in this study that there are three pieces of observation, questionnaires for principals and questionnaires for students. The instrument uses a Likert scale assessment.

Statistical analysis that used is descriptive statistical analysis with the percentage (Anas Sudijono, 2011). To analyze the data that has been obtained by the authors to change the data in the form of a percentage to classify the results with the following criteria:

Table 1

Interval Values and Criteria in Research

No	Interval Value	Criteria
1	$85\% < N \leq 100\%$	Very Good
2	$68\% < N \leq 85\%$	Good
3	$52\% < N \leq 68\%$	Enough
4	$36\% < N \leq 52\%$	Bad
5	$20\% < N \leq 35\%$	Very Bad

(Riduwan dan Sunarto, 2009)

1. Performance data from the Teacher Observation Results in Learning Process

Data on the performance of teachers of the observations described based lesson planning, implementation and assessment of learning of learning can be seen in Table 2 below:

Table 2

Performance data from the Teacher Observation Results in Learning Process

No	Indicator Observed	Score	Maximum Score	%	Criteria
1.	Lesson Planning	2684	3500	76,69	Good
2.	Learning Implementation	4590	6000	76,50	Good
3	Learning Evaluation	1506	2000	75,30	Good
Total Score and the average percentage		8780	11500	76,35	Good

Generally, teacher performance in direct observation has a good category. But need more attention on learning assessment in indicator because it gets the lowest percentage. From the observations in the learning process show the results that need to be improved in some teachers' performance, namely: (1) the present of competency to be achieved very rarely done by teachers in each lesson, (2) use of sources / media, (3) the ability of teachers in linking material with other knowledge appropriate to the development of science and technology, and real life, activities that involve students in the creation and utilization of learning resources/learning media and, (4) apply the portfolio assessment.

Unfamiliarity about the things that are wanted make a learning destination that does not motivate the students, for the delivery of competence is needed. Joyce and Weil (2004) say that the learning experience is not only about the content that they can learn, but also improve their ability to complete the task and make learning to program themselves. For the present of competency will increase student's awareness achievement to be achieved and this will increase the awareness of students to learn. Because the most important thing is that the awareness will help to survival (Hergenhann and Olson, 2008).

The application portfolio assessment is rarely performed by teachers due to teacher trouble because the large number of students. Schools that do the portfolio assessment have very small amounts. The portfolio is a collection of documents and works of students in some parts which are organized to determine the interests, developmental achievement, and creativity of learners (Popham, 1999). Though this kind of assessment is suitable to determine the development of performance by assessing learners with the works or doing tasks. The development of the ability of learners can be seen in the results of portfolio assessment.

2. Data of the Teacher Performance from Principal Assessment

The data of teacher performance from principal assessment by using aspects of pedagogic, personal, social, and professional, it can be seen in Table 3 below :

Table 3
Data of Teacher Performance from the Results of Principal Assessment

No	Aspects Assessed	Score	Maximum Score	%	Criteria
1	Pedagogic Competence	1857	2250	82,53	Good
2	Professional Competence	1206	1500	80,40	Good
3	Personal Competence	1313	1500	87,53	Very Good
4	Social Competence	1137	1250	90,96	Very Good
Total and Average Percentage		5513	6500	84,82	Good

From Table 3 above it can be seen that the performance appraisal of teachers from the school principal to be in good category, by the highest competence exist on indicators of social competence. Two indicators supporting the pedagogical competence and professional competence have a good category, while the personal competence and social competence has a very good category. This suggests that for social competence and personality of the teacher's performance has been as expected, while in the professional competence and pedagogical need to be increased again.

However there are a few items of teacher's performance that need attention, namely: (1) mastery of the issues advanced in the field being taught, (2) involvement in scientific activities of professional organizations, (3) ability to demonstrate a link between areas of expertise that are taught in the context of life, (4) mastery of technology and instructional media .

3. Data of Teacher Performance from Students' Perceptions

Data of Teacher Performance from Students' Perceptions can be seen in table 8 below:

Table 4
Data of Teacher Performance from Students' Perceptions

No	Indicator	Score	Maximum Score	%	Criteria
1	Discipline application in task implementation	6063	8250	73,49	Good
2	Ability Managing Learning Activities	6514	7500	86,85	Very Good
3	Ability in Mastering the Materials	4947	6000	82,45	Good
4	Ability in Develop Creativity	1188	1500	79,20	Good
Total Score and Average Percentage		18712	23250	80,48	Good

From Table 4 above, it can be seen that the teacher performance from students' perceptions can already be said to be good. The highest category has the ability to manage the learning activities. However, there still needs improvement, especially on indicators of discipline in carrying out this task because obtaining the lowest percentage ie 73.49%.

However, there are items that need to be improved teacher performance, namely: (1) utilization of the media in the learning process (2) the application of discipline in carrying out the task and (3) the ability of the item Teachers give awards (4) The use of a method or different learning strategies in the learning process. (5) Linking the material with other knowledge of science and technology development.

4. Data of Teacher Performance from Direct Observation in Each Subdistrict in Pekanbaru

To see the teacher performance in each subdistrict in Pekanbaru by using direct observation

can be seen in Table 5 below:

Table 5
Data of Teacher Performance in Each Subdistrict

No	Subdistrict	Observation		Principal Assesment		Student Percepcion	
		%	Criteria	%	Criteria	%	Criteria
1	Tampan	75,94	Good	83,39	Good	79,80	Good
2	Bukitraya	63,61	Enough	84,19	Good	83,28	Good
3	Limapuluh	78,39	Good	86,61	Very Good	81,41	Good
4	Sail	81,63	Good	80,36	Good	87,27	Very Good
5	Sukajadi	78,81	Good	87,73	Very Good	80,44	Good
6	Senapelan	73,20	Good	82,09	Good	85,15	Very Good
7	Rumbai	68,90	Good	85,58	Very Good	85,99	Very Good
8	Tenayan Raya	76,92	Good	76,64	Good	82,56	Good
9	Marpoyan Damai	77,35	Good	84,00	Good	83,14	Good
10	Rumbai Pesisir	80,94	Good	74,49	Good	81,58	Good
11	Payung Sekaki	78,01	Good	79,03	Good	81,04	Good

From Table 5 it can be seen on each districts that there were no centralization of teacher performance on one particular district. This is in keeping with the spirit of regional autonomy in the areas of education, that the districts are far from the city center (periphery) get the same facilities with the central districts of the city. Sagala (2008: 66) says regional autonomy provincial governments have the duty facilitate district / city, and school to foster and develop the curriculum , fostering and developing school management, fostering the growth of workforce in positions teachers and staff to be more professional, to supervise standards related to institutional , and arrange standardization of educational facilities.

5. Data of Teacher Performance For Individual.

To see the teacher performance for individual, data on the performance of teachers for each individual can be seen in Table 6 below:

Table 6
Data of Teacher Performance For Individual

No	Category	Observation		Principal Assesment		Student Percepcion	
		Sum	%	Sum	%	Sum	%
1.	Very Good	10	20	22	44	16	32
2.	Good	36	72	27	54	33	66
3.	Enough	4	8	1	2	1	2
4.	Bad	0	0	0	0	0	0
5	Very Bad	0	0	0	0	0	0

From Table 6 it can be seen that the majority of teachers in the category of good performance and no teacher who has a performance at bad and very bad categories.

CONCLUSION

From the result of observation, principal's assessment and students' perceptions show that

there are two teacher's performance that need attention, namely : (1) utilization of instructional media, and (2) the ability to master and increase between expertise which are taught in the context of life with other knowledge corresponding with the development of science and technology.

From the presentation of results and analysis data above, it can be said in general the performance of the teacher has to be said good, although there is still no improvement in certain indicators, both of the observations in the learning process, assessment of the principal or student perception, so the results of the study can be provide meaningful information for decision-makers such as city or provincial education department, department of Education, education and general observer for the sake of improving the quality of education in Indonesia.

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