



Teacher Performance in the Learning Process in the New Normal Era at SMK Negeri 2 Empat Lawang, South Sumatra Province

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Abstract

This research is a qualitative descriptive study with the aim of knowing the teacher's performance in the learning process in the New Normal at school. This research was conducted at SMK Negeri 2 Empat Lawang, South Sumatra Province with several data sources, namely principals, teachers, and students who were directly involved with teacher performance in the learning process. Determination of data sources using snowball sampling and purposive sampling techniques. Data collection techniques in this study through interviews, observation and documentation. The data validity technique used is triangulation technique. The results of the study indicate that the performance of teachers in the learning process in the New Normal era has been going well, this performance can be seen from the learning planning process, learning implementation and learning evaluation, teachers are able to manage conducive learning for students and teachers to face situations in any situation in the school environment.

Keywords: Teacher performance; learning process



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1. Introduction

Education is a process that is intentionally designed to develop attitudes, abilities, and other forms of behavior through a learning process that is available on the path, level and type of education. According to Law No. 20 of 2003 concerning the national education system, that national education aims to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, and aims to develop the potential of students to become human beings who have faith and piety, noble, healthy, knowledgeable, creative, independent, and become a democratic and responsible citizen. Education is the spearhead in the development of a nation that aims to educate the nation's life. This goal is achieved by empowering all available resources in the school. The resources include teachers, facilities and infrastructure, students, curriculum and others.

Teachers are highly demanded to be able to improve the quality of learning for students into teaching and learning activities that can produce independent students. Teachers are one component that plays a role in improving human resources in an educational institution, therefore teachers must play an active role in carrying out their position as professionals. Teachers are obliged to plan learning, implement a quality and effective learning process, as well as learning outcomes. The main task of the teacher can be realized in learning activities which are one form of teacher performance. Teachers are highly demanded to be able to improve the quality of learning for students into teaching and learning activities that can produce independent students (Febriyanti, 2014).

Teacher performance is the ability of a teacher to carry out the learning process in schools (Supardi, 2013:39). Teacher performance which can be interpreted as a condition that shows the ability of a teacher in carrying out his duties at school and can describe the existence of an act that is displayed in carrying out his duties as a teacher during learning activities. The quality or not of the educational process, one of which depends on the creativity and innovation of the teacher, as stated in Law Number 14 of 2005 that teachers are professional educators whose main task is to educate, teach, guide, direct, train, assess and evaluate path students. formal education, primary education, secondary education.

The teacher's performance that is intended can be observed from the teacher's ability to carry out his duties and responsibilities, of course, it has reflected a work that can improve the quality of education towards a better. A person will work professionally if he has high work skills and the sincerity to carry it out

as well as possible. Teacher performance is very important in helping the achievement of every educational goal, because performance is the ability to carry out the duties and responsibilities that are carried out. (Saondi, 2012:23) suggests that teacher performance is very important to be considered and evaluated because teachers carry out professional duties, meaning that tasks can only be done with special competencies obtained through educational programs.

Since the outbreak of the COVID-19 pandemic entered Indonesia, all aspects of life were disrupted, including the education sector. To anticipate the many possible risks that will be caused by COVID-19 to the public health of the education unit, the steps taken are to close the education unit which cannot be avoided. The policy of studying at home is an alternative so that students still get their right to education. After the implementation of distance learning (PJJ), according to the Minister of Education and Culture, PJJ was less effective and had a negative impact. Seeing such conditions in the new normal era, the government issued a joint decree (SKB) of the Four Ministers challenging the implementation of learning during the Covid-19 period. This policy expects education units to be able to carry out face-to-face learning (PTM), especially for areas that are in the green zone. Where this PTM is carried out with several alternatives that have been provided by the government in accordance with the conditions of the school environment and continue to apply health protocols. Since the existence of the corona virus or pandemic since 2020 in accordance with government policy, learning in educational units located in the green and yellow zones has carried out face-to-face learning with strict health protocols by cultivating a clean lifestyle in the context of preventing and controlling covid-19. The implementation of face-to-face learning or PTM in the 2021/2022 school year which guides its implementation is the Permendiknas and to follow up on the decisions of the 4 ministers, the Empat Lawang Regency Education and Culture Office issued a standard procedure for implementing face-to-face learning for schools for the 2021/2022 school year. The implementation of government policies related to the implementation of face-to-face learning during the COVID-19 pandemic in 2021/2022 is a challenge for teachers and students in carrying out learning in schools, especially in the *new normal* (Ririn Humaera, 2020)

Based on the author's observations while carrying out the Education Field Practice at SMK Negeri 2 Empat Lawang, South Sumatra Province on August 10 to November 2, 2020, there are still teachers' performance that is still not optimal in carrying out their duties. From the initial observations made by the author above, there are several reasons that encourage the author to carry out this research, including progress in the field of education that really needs teachers who have good performance, especially in the new normal era to achieve educational goals. Based on the phenomena that have been stated above, it encourages the author to further research on "Teacher Performance in the Learning Process in the New Normal Era at SMK Negeri 2 Empat Lawang, South Sumatra Province".

2. Research methods

This research is a descriptive research with qualitative method. The research at SMK Negeri 2 Empat Lawang is located in Nanjungan Village, Pendopo District, Empat Lawang Regency, South Sumatra Province. In this research, the key instruments are the researchers themselves. Primary data in the field by interviewing teachers, principals and students. Secondary data sources such as documentation, physical objects such as literature books and previous research.

Observational data collection techniques were carried out through observation by directly observing the teacher in carrying out the learning process. Then, interviews were conducted to find out and complete accurate data and appropriate data sources. Furthermore, documentation uses media such as cellphone or canon cameras, pens, books and so on which can make it easier to collect the data. The sampling technique used was purposive sampling and snowball sampling. The reason is because with this technique the researcher feels that the sample taken knows the most about the problem to be studied by the researcher.

In the process of analyzing this data, the researcher uses technical analysis and qualitative, with an interactive model. This technique was put forward by (Hurbeman, 2009:86) suggesting that there are several steps used, namely: 1) collecting data, 2) reducing data, 3) presenting data, 4) drawing conclusions. The data validation technique was taken by the following steps: extending participation, increasing persistence/consistency of observation, increasing observation, triangulation, peer discussion, using reference materials, conducting joint audits with supervisors.

3. Results

The initial activity carried out by the researcher was that the researcher met the administrative staff and then the researcher was directed to face the principal. In the process of meeting with the principal, the researcher showed a research letter to the principal. After the principal reads the letter from the researcher, the researcher is directed to meet the teachers who will be the source of the research. This study only

discusses the performance of teachers in the learning process, namely planning learning programs, implementing learning and evaluating or learning.

Teacher performance in learning planning Making lesson plans is one of the tasks that must be carried out by a teacher before the learning process is carried out so that the implementation of learning can be carried out properly. In each subject the lesson plan is made by the teacher in other words a lesson plan that must be mastered by the teacher before planning begins or is implemented. Without good planning, a teacher will not be able to give good lessons. On the other hand, teachers will be overwhelmed and the learning process will not be effective, especially in learning now, of course, teachers are required to plan good learning by utilizing the available time because learning is now limited, unlike before the pandemic. According to (Rachmawati and Daryanto, 2013:121)

The ability of teachers from the process of preparing learning activity programs can be seen from how teachers prepare and complete learning tools. Based on the informant's statement, it is known that all teachers have made lesson plans well because they are in accordance with the specified directions and guidelines and do not experience difficulties because they are given direction by the principal and the head of the curriculum.

Based on the results of observations and interviews conducted by the author, although not perfect but it can be said that teachers at SMK Negeri 2 Empat Lawang have implemented the steps for implementing learning in accordance with the demands of the applicable curriculum and teachers have been able to apply them when learning in class. This can also be seen from 1) the teacher is able to complete the task according to the time allocated for the subject; 2) the teacher has compliance with the allotted time; 3) the teacher starts and ends learning in accordance with the time allocation of the subjects being taught; 4) have complete learning tools including questions, evaluation questions, answer keys to evaluation questions, and assessment guidelines; 5) the teacher has mastery of learning material and is able to show it in the learning process.

Teacher performance in learning evaluation according to (Rachmawati and Daryanto, 2013) to assess teacher performance and evaluation of learning components seen are: preparation of evaluation tools, processing of evaluation results, use of evaluation results and follow-up evaluations. Based on the results of interviews and observations made by researchers, it can be concluded that teachers at SMK Negeri 2 Empat Lawang although not perfect, it can be said that teachers at SMK Negeri 2 Empat Lawang carry out learning evaluations for students starting from preparing evaluation tools, using evaluation tools, and implementing remedial and follow-up actions that have been carried out by the teachers and from being able to find out how the condition of the teacher's performance in the teaching and learning process face-to-face meetings in the new normal era of covid-19.

4. Discussion

Teacher performance can be seen and measured based on the specifications/criteria of the competencies that each teacher must possess. In relation to teacher performance, the purpose of the form of behavior is teacher activities in the learning process, namely how a teacher plans learning, carrying out learning activities, and learning evaluation activities (Permendiknas of the Republic of Indonesia No. 32, 2008). In this section, a discussion of research findings will be presented which include: 1) teacher performance in lesson planning, 2) teacher performance in learning implementation, 3) teacher performance in learning evaluation. Here's a description of each:

The results of the research on teacher performance in the learning process in the new normal era at SMK Negeri 2 Empat Lawang in learning planning have been implemented. This is shown by almost all teachers at SMK Negeri 2 Empat Lawang have learning tools. The availability of this learning device can be said to be complete. The device is already owned by each teacher and has been used in the learning process in the classroom. Learning tools compiled by teachers include Semester Programs, Annual Programs, syllabus, lesson plans, Assessment Instruments, portfolio bundles for evaluation materials, and Question Banks.

Learning activities should have been programmed and designed to provide learning experiences that involve mental and physical processes through interactions between students, students and teachers, the environment and other learning resources in order to achieve basic competencies (Depdiknas, 2006:14). Thus the learning planning carried out by the teacher will determine the success of students in the learning process. The existence of learning devices that are prepared at the beginning and arranged by the teacher themselves are important in a learning activity. This is of course very reasonable because it is the teacher who is closest to the students, the environment and learning resources in the school. From the description above, it can be understood that the teacher's performance in learning planning is seen from the teacher having made the preparation of learning tools, the learning tools that have been prepared are complete and have been used in the learning process at SMK Negeri 2 Empat Lawang.

Based on the results of research on teacher performance at SMK Negeri 2 Empat Lawang in the implementation of learning, it shows that teachers have been able to carry out performance in the

implementation of learning. This can be seen from aspects 1) The teacher is able to complete the task in accordance with the allocation of lesson time. 2) teachers have compliance with the time allocation of their subjects. 3) the teacher starts and ends learning in accordance with the time allocation of the subjects being taught. 4) teachers have complete assessment tools and guidelines. 5) the teacher has mastery of learning material and is able to show it in the learning process.

Then in the learning process the teacher has mastery of the material and is able to show it in the learning process. From this aspect the teacher is already good in learning. Likewise, in choosing teaching materials, teachers at SMK Negeri 2 Empat Lawang also understand that determining the teaching materials given to students, needs to be chosen properly so that they can assist students in achieving learning objectives and must be conveyed clearly. So it can be concluded that in the implementation learning that teachers at SMK Negeri 2 Empat Lawang have implemented the steps for implementing learning in accordance with the demands of the applicable curriculum and teachers have been able to apply them when learning in class.

Based on the results of research on the performance of teachers at SMK Negeri 2 Empat Lawang in the evaluation of learning shows that the performance of teachers in carrying out the evaluation of learning is quite good. For the evaluation tool for assessing student learning outcomes, it can be seen from the teachers of SMK Negeri 2 Empat Lawang that they have attempted to create and prepare evaluation tools for the assessment of student learning outcomes, the purpose of which is to assess the success of the level of assignment shown by students in the learning process and it is done in the form of as well as various assessment techniques, and according to the material and competencies to be achieved. For learning outcomes assessment documents, the forms of student learning outcomes assessment documents owned by teachers at SMK Negeri 2 Empat Lawang are books that list students' daily test scores and student portfolio reports. And for the results of the learning outcomes assessment document that has been rated by the teacher, it is returned to the students.

Based on the results of research for remedial and follow-up activities, it is known that teachers at SMK Negeri 2 Empat Lawang have not intensely carried out remedial activities for students who have not achieved mastery in learning. But for follow-up or enrichment it is very rarely done. From the description above, it can be understood that the performance of teachers at SMK Negeri 2 Empat Lawang in learning evaluation is indicated by the existence of an evaluation tool in assessing student learning outcomes, the availability of learning outcomes assessment documents, as well as the carrying out of remedial activities and follow-up learning by the teacher. This shows that teachers at SMK Negeri 2 Empat Lawang have quite good performance in evaluating learning.

4. Conclusion

Based on the findings and discussion in Chapter IV regarding teacher performance in the learning process in the new normal era at SMK Negeri 2 Empat Lawang, it can be concluded. The performance of teachers at SMK Negeri 2 Empat Lawang in planning learning in the new normal era is quite good, judging from the learning tools that have been fully prepared and have been used in the learning process in the classroom. The performance of teachers at SMK Negeri 2 Empat Lawang in implementing learning in the new normal era is quite good, seen from the teacher's understanding of completing tasks with the time allocation given, starting and ending learning in accordance with the time allocation of the subjects being taught, teachers have mastery of learning materials and able to show it in the learning process, and the teacher has also taken steps in the implementation of learning in accordance with the demands of the applicable face-to-face learning and the teacher has been able to apply it when learning in class. The performance of teachers at SMK Negeri 2 Empat Lawang in evaluating learning in the New Normal Era is quite good in carrying out learning evaluation activities as indicated by the existence of an evaluation tool for assessing student learning outcomes, the availability of learning outcomes assessment documents, as well as conducting remedial activities and follow-up learning by teachers.

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