



TEACHER PERFORMANCE MANAGEMENT IN IMPROVING TEACHING PROFESSIONALITY

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Abstract:

The conclusions of the research results are; 80% of senior high schools in Bogor City have met a good quality of education , but in reality they are still found 2 0% of teaching teachers who have not been certified due to their tenure that has not met the requirements of being certified. Meanwhile, it was found that only 75% of teachers could provide the best role in the learning process, and it was found that only 25 % of teachers could use learning technology media. Because of that the students hope that the teachers can use interesting media so that it arouses the spirit of learning in Civics subjects. Therefore, 80% of the schools expect the implementation of special training for teachers, procurement of KKG and conduct MGMP workshops for certified teachers in order to improve their professionalism in the future , especially in making complete learning teaching materials in the form of lesson plans, syllabus and so on . However, on average, the school received the same answer as to a lack of funds , so it was found that 75% of teachers certified as teachers acknowledged the need for an effort to be made to increase the value of the profession in carrying out their duties and increase knowledge insight in making the completeness of learning teaching materials in the form of lesson plans, syllabus and so on, for the sake of creating professional teachers in carrying out their teaching and educating duties properly .

Keywords: Learning, Professionalism, Teacher

INTRODUCTION

An effort to prepare quality human resources as contained in the national education goals above, then the quality of education in Indonesia must continue to be improved. Improving the quality of education must of course be followed by improving the quality of education personnel. Educational staff is one of the important components in the implementation of education in charge of organizing teaching, training, researching, developing, managing and providing technical services in the field of education (Hamalik 2006: 9). Therefore , Teachers are educational staff who have the main task of educating, teaching, training, and directing students to have readiness in facing global competition . Therefore the position of the teacher as a professional is very important in the realization of the implementation of the learning of an educational unit where he carries out his duties as a professional teacher .

Professional teachers are the determining factor in the quality education process. To be able to become a professional teacher, the teacher must be able to find his identity and actualize himself in accordance with the abilities and rules of a professional teacher. In the Law on teachers and lecturers no. 14 of 2005 article 1 paragraph 4 defines a professional as a job or activity carried out by a person and becomes a source of income for life that requires expertise, proficiency, or skills that meet certain quality standards or norms and require professional education.

The hope to be achieved from the professionalism of the teacher is how to have the task of serving the community in the field of education , where the demands of this professionalism are to provide optimal services in the field of education . In particular, teachers are required to provide professional services to students so that learning objectives are achieved properly. However, the reality on the ground found in schools in terms of teaching and learning activities and other social activities has not shown the responsibility of having expertise and knowledge in accordance with applicable regulations.

THEORETICAL STUDY

Professional Teacher

The term professionalism comes from profession. In the Indonesian English Dictionary, "profession means work" John M. Echols and Hassan Shadili, (1996:449). Arifin in the book *Kapita Selekta Pendidikan* argues that profession has the same meaning as the word occupation or work that requires expertise obtained through special education or training (Arifin, 2007: 105). Teacher professionalism will not exist or run smoothly without the efforts made by the principal, because one of the ways teachers can become professional teachers is through the efforts made by the principal in order to improve the quality of teachers. This is very suitable, because the principal is the person who will make the school progress, in addition he must also pay attention to matters of teachers, especially in terms of the professionalism of the teacher (Mulyasa, 2008:12).

Then in PP No. 19 of 2005 (Article 28) confirms the Standards of Educators and Education Personnel as follows:

- Educators must have academic qualifications and competence as agents of learning, be physically and mentally healthy, and have the ability to realize national education goals.
- The academic qualification as referred to in paragraph (1) is the minimum level of education that must be met by an educator as evidenced by a relevant diploma and/certificate of expertise in accordance with the provisions of the applicable legislation.
- Competencies as learning agents at the primary and secondary education levels as well as early childhood education include: 1) pedagogic competence; 2) Personal competence; 3) Professional competence; and 4) Social competence.
- A person who does not have a diploma and/certificate of expertise as referred to in paragraph (2) but has a recognized and required special skill can be considered as an educator after passing the feasibility and equality test.
- The academic qualifications and competencies as learning agents as referred to in paragraphs (1) to (4) are developed by BNSP and stipulated by a Ministerial Regulation.

To be able to become professional, efforts need to be made to make teachers able to find their identity and actualize themselves. Giving very low priority to the development of education over the last few decades has had a very broad negative impact on the life of the nation and state, Shah (2007:230).

RESEARCH METHODS

This study uses a qualitative research approach, namely on the condition of natural objects, and relates it to existing methods and uses this type of research descriptive qualitative which tries to describe the characteristics of individuals, circumstances, symptoms in certain groups, determines the existence of a certain relationship between one symptom and other symptoms in society.

Data collection procedures are needed to achieve research objectives through several data collection instruments in the form of observation, interviews and documentation. The three data collection procedures are combined to find the truth of the data so that it requires data triangulation. Triangulation is an attempt to find the truth of the data by comparing or combining one data with other data.

RESEARCH RESULTS AND DISCUSSION

Civics Teacher Professionalism

Based on the research findings that 80 % of senior high schools in Bogor City have met good quality education by having good teacher conditions. However, in reality, there are still 40% of teaching teachers who have not been certified due to the tenure of service that has not met the certified requirements. So the researchers found that only 80% of the teachers really understood how to be a professional teacher in carrying out their duties properly. In addition, in the city of Bogor, 45% of teachers who have been certified passed the portfolio requirements containing various types of charters and other data.

However, the teachers who pass the 40% portfolio requirement are the teachers whose average tenure is counted as longer as a teacher. Meanwhile, the remaining 55% of teachers who do not meet the portfolio requirements must take PPG according to the time set by the teacher certification organizing committee. In addition, teachers who are certified as Civics teachers feel that the burden they feel as professional teachers is too heavy by teaching the demands of 24 hours of lessons, deepening their insight into the lessons being taught, must be able to complete all special assessment files, so that certified teachers sometimes feel tired.

Efforts made by Civics Teachers in Improving Teacher Professionalism

Based on the research findings that In high schools in Bogor City, the school including the principal 80% expects special training for teachers, procurement of KKG and conducting MGMP workshops for certified teachers in order to improve their professionalism in the future, especially in making the completeness of learning teaching materials in the form of lesson plans, lesson plans, syllabus and so on.

However, on average, the school received the same answer as to the lack of funds for the implementation of these efforts. It was found that 75% of certified teachers and certified teachers as Civics teachers recognized the need for an effort to be made to increase the value of their profession by carrying out their teaching duties as well as possible through increasing knowledge insight carried out in various seminar activities, both KKG and MGMP Civics workshops for the sake of improving the insights possessed, especially in making the completeness of learning teaching materials in the form of lesson plans, syllabus and so on.

As a certified teacher, you are required to be able to implement a minimum of seven indicators that you must have as a professional teacher. Therefore, special efforts are needed in it. Not only for teachers but especially for Civics teachers as primary teachers who are able to provide good character education to students. Therefore, Civics teachers must be able to make various efforts to improve their professionalism.

- a. **Have Good Teaching Skills** : Teachers who have high pedagogical competence are teachers who always have excellent teaching skills, namely in various ways in choosing the right learning models, strategies and methods according to the characteristics of the Basic Competencies and the characteristics of their students.
- b. **Having Broad Insights** : A teacher should continuously develop himself by increasing his mastery of knowledge continuously so that his knowledge continues to evolve with the times.
- c. **Mastering the Curriculum** : The curriculum can change according to the needs of graduate users and input from experts. Currently in all units of education level implementing KTSP, so that in the implementation of teachers positioned as facilitators in the learning process. However, now several schools have implemented the latest curriculum, namely the 2013 curriculum, which focuses on assessing character building attitudes.
- d. **Mastering Learning Media** : Professional teachers must be able to master learning media. Development of learning tools/media can be based on local or modern competencies and based on ICT. Currently the Education Office has required certified teachers to have laptops for quality learning.
- e. **Mastery of Technology** : Mastery of technology is absolutely necessary for teachers. Teachers should master the material as well as research methods in accordance with the depth of the material being taught. network with Universities, Research Institutes and other related agencies.
- f. **Having a Good Personality** : If an educator has a character like the one above, the students will be liked, automatically the knowledge he teaches will also be liked. Many students hate a science or learning material because the teacher's character is harsh, rude and the teacher's way of teaching is difficult. On the other hand, students also like and are interested in learning a science or subject, because of the good treatment, gentleness, and beautiful example of the teacher.
- g. **Be a Good Example**: Teachers should be good role models for their students. To get answers about the ideal characteristics of a teacher who can be used as an example by students, at least you have to approach the students.

Efforts made by Civics Teachers in Improving Professionalism

In improving the professionalism of Civics teachers , Civics teachers must be able to provide good character education to students, as well as become professional teachers expected by the government. Because the success of education is always associated with how professional each teacher is so that they are able to carry out a fun and interesting learning process for students so that it will produce students who have better values and personalities.

To be able to form professional teachers, the five requirements are skills , expertise in their field , adequate level of education , social impact , and development in line with With the dynamics of life , it needs to be improved and improved as an effort to improve the professionalism of teachers. So that it can be analyzed that the profession is the application of science to do, complete or make something, so that teachers and principals learn, improve and use knowledge, and skills appropriately.

CONCLUSION

80% of senior high schools in Bogor City have met a good quality of education , but in reality they are still found 2 0% of teaching teachers who have not been certified due to their tenure that has not met the requirements of being certified. On the other hand, it was found that only 75% of teachers could provide the best role in the learning process, and it was found that only 25 % of teachers could use learning technology media. Because of that the students hope that the teachers can use interesting media so that it raises the spirit of learning in Civics subjects. In improving the professionalism of Civics teachers, a special effort is needed in its implementation. So that 80% of the schools expect the implementation of special training for teachers, procuring KKG and conducting MGMP workshops for certified teachers in order to improve their professionalism in the future , especially in making complete learning teaching materials in the form of lesson plans, syllabus and so on . Therefore, it is necessary to make an effort to increase the professional value of Civics teachers in carrying out their duties , for the sake of creating 100% good professional teachers .

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