

IMPROVING QUALITY OF EDUCATION THROUGH ASSESSMENT TEACHER CLASS PERFORMANCE

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Abstract : Improving the Quality of Educators Through Classroom Teacher Performance Assessment. Implementation of teacher performance appraisal is intended not only to realize professional teachers, as it can show appropriately about the activities of teachers in the classroom, and help them to improve their knowledge and skills. So as to contribute directly to improving the quality of learning undertaken, while assisting teacher career development as a professional. To ensure that every teacher is a professional in his field, teacher performance appraisal should be conducted for teachers in all formal education units organized by government, local government and community. Teacher performance assessment results can be utilized to develop teacher performance profiles as inputs in the preparation of the Sustainable Food Development program.

Keywords: Improvement, Teacher Competency, Master Performance Performance.

Abstrak : Peningkatan Mutu Pendidik Melalui Penilaian Kinerja Guru Kelas. Pelaksanaan penilaian kinerja guru dimaksudkan bukan hanya untuk mewujudkan guru yang profesional, karena dapat menunjukkan secara tepat tentang kegiatan guru di dalam kelas, dan membantu mereka untuk meningkatkan pengetahuan dan keterampilannya. Sehingga berkontribusi secara langsung pada peningkatan kualitas pembelajaran yang dilakukan, sekaligus membantu pengembangan karir guru sebagai tenaga profesional. Untuk meyakinkan bahwa setiap guru adalah seorang profesional di bidangnya, maka penilaian kinerja guru harus dilakukan terhadap guru di semua satuan pendidikan formal yang diselenggarakan oleh pemerintah, pemerintah daerah, dan masyarakat. Hasil penilaian kinerja guru dapat dimanfaatkan untuk menyusun profil kinerja guru sebagai input dalam penyusunan program Pengembangan Keprofesional Berkelanjutan.

Kata Kunci : Peningkatan, Kompetensi Guru, Penilaian Kinerja Guru

INTRODUCTION

Implementation of teacher performance appraisal is not intended to complicate the teacher, or just to look for errors / weakness of the teacher and then given sanction or verdict penalty, but on the contrary the teacher performance appraisal is implemented to realize the professional teacher, because the dignity and dignity of a profession is determined by the quality of professional service quality. In addition to this, teacher performance appraisal also has the intention to demonstrate appropriately the

activities of teachers in the classroom, and help them to improve their knowledge and skills by improving their shortcomings and weaknesses through the development of sustainable profession. It is therefore expected to contribute directly to the improvement of quality learning done, as well as assisting career development of teachers as professionals.

To ensure that every teacher is a professional in his field, teacher performance assessments should be made to teachers in all formal education units

organized by the government, local government and the community. The teacher is not limited to teachers who work in educational units under the authority of the Ministry of Education and Culture, but also includes teachers working in educational units within the Ministry of Religious Affairs, both public and private teachers.

The results of the teacher performance appraisal are utilized as self-evaluation materials for teachers and to develop teacher performance profiles as inputs in the preparation of the Sustainable Development of Teacher Development program for teachers themselves and education providers both at the Education Unit as well as Local / Central level levels. The results of teacher performance appraisal are also the basis of rewarding teacher achievement in developing learning by being used as a determination of teacher credit score in the framework of teacher career development as mandated in the Regulation of State Minister of Administrative Reform and Bureaucratic Reform Number 16 Year 2009 on Teacher Functional Position and Figures Credit. If all this is well executed and objective, then the government's goal to produce "intelligent, comprehensive and highly competitive man" is more quickly realized.

Improving Teacher Competence.
The word 'boost' in Big Indonesian Dictionary is a verb with the meaning of raising (degrees, stages, etc.). Raised, boasted. While According to Moeliono as quoted Sawitati, improvement is a way or effort that is done to gain skills or ability to be better.

Teacher competence is related to professionalism, that is professional teacher is competent teacher (competence). Therefore, competence of teacher professionalism can be interpreted as ability and authority of teacher in running profession teacher with high ability. Professionalism of a teacher is a necessity in realizing a knowledge-based school, which is an understanding of learning, curriculum, and human development including learning styles. Generally in schools with teachers with professional competence will apply "learning by doing" to replace the teaching methods where the teacher only talks and the participants listening. In such an atmosphere, learners are actively involved in solving problems, seeking sources of information, evaluation data, as well as presenting and maintaining the views and results of their work to colleagues and others.

Teachers Performance Evaluation (PKG). In Indonesian language dictionary, performance is defined as a person's way, behavior, and ability (Poerwadarminta, 2005: 598) While (Hariyadi: 34) defines performance as a person's achievement in a particular field or skill, tasks or work delegated from superiors effectively and efficiently.

Anwar Prabu Mangkunegara, (2004: 67) reveals that the term performance comes from the word job performance or actual performance (work performance or achievement actually achieved by someone). So it can be defined that performance is the result of work in quality and quantity achieved by an employee in performing his duties in accordance with the responsibilities given

to him. According to Kane (1986: 237), performance is not a person's characteristic, such as talent or ability, but is the embodiment of the talent or ability itself. This opinion indicates that performance is a manifestation of the ability in the form of real work. Performance in relation to the position is defined as the results achieved related to the function of the position within a certain period of time.

According to the Regulation of State Minister of Administrative Reform and Bureaucratic Reform No. 16 of 2009, Teacher Performance Assessment is the assessment of each item of main task of the teacher in the framework of career development, rank and position. Implementation of the main tasks of teachers can not be separated from the ability of a teacher in the mastery of knowledge, the application of knowledge and skills, as the competence that dibuuhkan according to the mandate of the Minister of National Education Regulation No. 16 of 2007 on Academic Qualification Standards and Teacher Competencies.

METHOD

The method used is descriptive method. The place of execution of this article is SMP NEGERI 17 Medan, which is located on the road During Ketaran, Medan. Implementation of the making of this article is done at 10:00 s / d 12:30 pm on March 25, 2014.

DISCUSSION

Teacher Performance Appraisal (PKG). According to the Regulation of the State Minister of Administrative Reform and Bureaucracy Reform No. 16 of 2009,

Teacher Performance Assessment is the assessment of each item of main tasks of teachers in the framework of career development, rank, and position. Implementation of the main tasks of teachers can not be separated from the ability of a teacher in the mastery of knowledge, application of knowledge and skills, as required competence as mandated Regulation of the Minister of National Education No. 16 of 2007 on Standart Academic Qualification and Teacher Competence.

Benefits of Teacher Performance Assessment

Mastery of competence and application of teacher's knowledge and skills determines the achievement of the quality of the learning process or the guidance of the students, and the implementation of additional tasks relevant to the school, especially for teachers with the task of identifying the ability of teachers in performing their duties through measurement of competency controls shown in the performance.

In general, PKG has 2 main functions as follows

1. To assess the ability of teachers to apply all the competencies and skills required in the learning process, coaching, or execution of additional tasks relevant to the functioning of the school. Thus, the teacher performance profile as a description of teacher strengths and weaknesses will be identified and interpreted as needs analysis or skill audit for each teacher, which can be used as a basis for planning PKG.

2. To calculate the credit score obtained by the teacher for the performance of the instruction, guidance, or execution of additional tasks relevant to the school function performed in the year, the performance appraisal activities are conducted annually as from the career development process and the promotion of teachers for promotion and functional positions.

The results of PKG are expected to be useful to formulate various policies related to quality improvement and performance as the spearhead of the implementation of the educational process in creating intelligent, comprehensive, and highly competitive human beings. PKG is a reference for schools to establish career development and assessed performance and is a means to know the strengths and weaknesses of individuals in order to improve the quality of their performance.

Assessment has many benefits because it can be used as a tool in decision making. The detailed benefits of performance appraisal are as:

1. Compensation adjustments
2. Performance improvements
3. Exercise and development needs
4. Decision-making in terms of placement of promotions, mutations, dismissals, dismissals and employment planners.
5. For the purposes of employment research.
6. Assisting diagnosis of employee design mistakes.

Such performance appraisal information by the head, in this case the head of the madrasah can be used in

managing the performance of employees / teachers, and can reveal the weakness of employee / teacher performance, so the head of madrasah can determine the goals and targets to be improved.

Teacher Performance Assessment as the basis for teacher self-evaluation. The results of self-evaluation of teachers equipped with supporting documents such as learning tools that have been prepared by the teachers in question will then be used to determine the teacher's performance profile in determining whether the teacher will follow the performance improvement program to achieve the standard of professional competence or further competence development activities. Ind indicators performance indicators assessed to be the basis of competencies that need to be improved or improved for teachers.

By conducting self-evaluation based on the performance appraisal result, the teacher can map the condition. The self-competence of the teacher by knowing the strength and weakness of the teacher to the competence in the pedagogical and professional shutter.

The results of self-evaluation that has been made teachers become the basis for teachers to make efforts to improve competence by conducting sustainable professional development activities (PKB) as needed.

CONCLUSION

Assessment of teacher's performance is done to see the performance of teachers in carrying out its main task, which is implementing learning, mentoring and / or other tasks relevant to the function of school /

madrasah. The results of teacher performance appraisal are used to assist teachers in improving their knowledge and skills on specific competencies as needed. Thus, teachers are expected to be able to contribute optimally in improving the quality of learners' learning and also assisting teachers in the development of their career as a professional.

Thus, teacher performance appraisal is part of the process to convince all parties that every teacher is a professional, and learners can have the best opportunity to grow in their own capacity.

As for suggestions that can be given:

1. Based on the results of the leadership of classroom teachers and subject teachers, working atmosphere, and incentive payments are included in either category. Therefore, it is suggested to the related parties (City Education Office) that aims to improve the performance of teachers, the first steps that need to be improved is the leadership of the Principal, then create a conducive and conducive working atmosphere and incentives based on the burden of duties and responsibilities of each teacher can be improved in the hope of being very good, so that teacher performance can reach the maximum level.

2. For other researchers who wish to examine the performance of teachers, can make the results of this study as a reference to develop a wider problem in the wider population.

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