

Teacher's Performance at SD Negeri 1 Tania Makmur, Lempuing Jaya, Ogan Komering Ilir

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Abstract: The formulation of the research problem is the performance of teachers at SD Negeri 1 Tania Makmur, Lempuing Jaya District, Ogan Komering Ilir Regency. What factors influence the performance of teachers at SD Negeri 1 Tania Makmur, Lempuing Jaya District, Ogan Komering Ilir Regency? The aim of this research is to describe the performance of teachers at SD Negeri 1 Tania Makmur, Lempuing Jaya District, Ogan Komering Ilir Regency, and to describe the factors that influence the performance of SD Negeri 1 Tania Makmur teachers, Lempuing Jaya District, Ogan Komering Ilir Regency. This research is a field research method, while the type of research applied to interpret research data is descriptive-qualitative. Data collection techniques were carried out through observation, documentation studies, and interviews. The research data was then analyzed by means of triangulation through collecting, presenting, analyzing, and verifying the data. The results of this research show that the performance of SD Negeri 1 Tania Makmur teachers is good. Teachers who work at this school always try to improve their performance in carrying out their duties. Factors that influence the performance of SD Negeri 1 Tania Makmur teachers in Lempuing Jaya District, Ogan Komering Ilir Regency are the educational level of teachers at SD Negeri 1 Tania Makmur, Lempuing Jaya District, Ogan Komering Ilir Regency, and the leadership management of the principal of SD Negeri 1 Tania Makmur, Lempuing Jaya District, Ogan Komering Ilir Regency. as well as the motivation of teachers at SD Negeri 1 Tania Makmur, Lempuing Jaya District, Ogan Komering Ilir Regency.

Keywords: Education, Primary School, Teacher's Performance

A. Introduction

The world of education cannot be separated from the role of teachers as educators, because teachers are the driving force behind the implementation, progress, and development of the world of education. Therefore, as educators who have the role of educating the lives of the nation's children, teachers must have expertise and quality in carrying out learning activities. The quality produced or possessed by students is a reflection of the teacher's performance. Teachers are the spearheads that determine the overall education system, which must receive central, first and foremost

attention. Therefore, any improvement efforts made to improve the quality of education will not make a significant contribution without being supported by professional and qualified teachers. In other words, improving the quality of education must start with the teacher. Therefore, teachers are required to have good quality and performance in carrying out teaching activities (Lailatussaadah, 2013). According to Rusyan (2000), teacher's performance is a process carried out by teachers related to administrative activities in the field of education whose components include designing, implementing, and evaluating the results of the learning activities they carry out. Learning activities carried out by teachers can occur in the learning room (classroom) or outside the learning space (school environment or other environment), which is able to stimulate and motivate students to learn. The duties and work of teachers are not only organizing learning activities for students, but there are other duties that reflect their profession, namely guiding and providing educational services to students. Therefore, the task of a teacher is not as easy as many people imagine, namely the duties and responsibilities in carrying out educational administration are very heavy in order to create and realize a quality future generation for the nation.

Talking about teacher's performance, according to Malayu (2007) teacher's performance is the potential possessed by the teacher, both in the form of physical potential and psychological potential, which is used to provide educational services to students. Physical potential consists of perfect physical conditions so that they are able to work well, while psychological potential includes the content of knowledge and experience to teach students to achieve the desired educational goals. Of course, achieving teacher work results in carrying out the educational process requires good teaching experience and reliable abilities.

The performance of a teacher in carrying out his duties can be seen in two aspects. The first aspect is the teacher's ability to plan learning activities. To be able to create conducive and interesting learning, a teacher needs to make a teaching plan. Teaching planning consists of the ability to design learning activities by preparing oneself physically and mentally, preparing learning tools (syllabus, annual program, semester program, preparing learning media, and assessment tools) (Supardi, 2014). The second aspect is the ability to carry out independent learning process activities, namely how the ability is to carry out preliminary activities (apperception), core learning activities, apply learning strategies, choose the right learning model, motivate students to be active in learning activities, and carry out evaluation activities to assess learning outcomes (Fitriyani et al., 2014). Good teacher's performance does not happen by itself but is obtained through several stages of the process, starting from their learning experience before entering the world of education. According to A. Tabrani, (2000), quality teacher's performance can be obtained through the professional education they have taken, their love for the profession of being a teacher, as well as their physical and mental health. Teachers are the most important thing for the success of an education system. In the midst of

increasingly rapid advances and challenges, ideally, teachers must continue to learn, be creative in developing themselves, and continue to adapt their knowledge and teaching methods to contemporary discoveries. However, the reality is that it is generally difficult for teachers to always be enthusiastic about developing their personalities. Even just to take part in various courses, seminars, training, and similar activities (Oktradiksa, 2012).

Based on the results of the researcher's interview with the principal of SD Negeri 1, Tania Makmur, regarding the performance of teachers in the school he leads, this can be seen from two aspects, namely, the level of education attained by teachers who teach at this school. All of the teachers who teach at SD Negeri 1 Tania Makmur have a teacher education background that they have received from universities in Indonesia. The performance of the two teachers at SD Negeri 1 Tania Makmur is said to be good, which can be seen from their attitude and love for the teaching profession they hold. Teachers who teach at SD Negeri 1 Tania Makmur have quite good enthusiasm in carrying out their duties, this can be seen from their presence at school every day to carry out their duties of educating and guiding students at school. The principal's statement is also supported by the results of observations made by researchers on Friday, March 12, 2022. Researchers saw that the teachers on duty at SD Negeri 1 Tania Makmur were all present at school, and they were enthusiastic about carrying out learning activities in class. However, to find out more deeply about the performance of teachers at SD Negeri 1 Tania Makmur, researchers intend to conduct further research.

B. Methods

In Iqbal (2018), research methods are techniques that can be used by a researcher to obtain research data obtained from various sources using various activity techniques such as observation, carrying out documentation activities, carrying out interviews, conducting literature studies, and from electronic media sources. This research method is a qualitative descriptive research method using field research. Sugiyono (2020) states that the qualitative research method is a research method that is based on post positivism or interpretivism in researching a situation that is the object. In qualitative research, the researcher himself plays a direct role as a collector and processor of research data, which he obtains through observation, interviews, and documentation. The data obtained is then processed by reducing and verifying it.

C. Results and Discussion

1. Teacher's Performance at SD Negeri 1 Tania Makmur, Lempuing Jaya District, Ogan Komering Ilir Regency

To determine the performance of a teacher in carrying out his duties at school, it can be seen from his ability to carry out teaching and learning process activities, starting

from the preparation stage, the implementation stage, and the evaluation or assessment stage. Apart from that, the teacher's performance output can be determined by the students' mastery and understanding of the learning activities they carry out, or what is better known as learning outcomes or student learning achievements.

The above statement is in accordance with the opinion of Supardi (2016), who says that the quality of a good and professional teacher's performance can be seen from his ability to:

- a. design plans for implementing activities and learning. To carry out learning in the classroom successfully, a teacher needs to plan the implementation of the learning activities that he will carry out. Learning carried out with good planning will also produce good learning achievements because at the teaching planning stage, the teacher has made arrangements for activities that will be carried out to carry out teaching in the classroom;
- b. carrying out learning; At this stage, the teacher's main concern is how to arouse students' interest in learning and motivate students to be active in learning activities. This step can be done by choosing the right learning model that suits the learning material being delivered, using learning media that can stimulate students to learn, and implementing learning strategies that provoke and arouse students' emotions to learn.
- c. assessing student learning outcomes; The teacher's ability to assess student learning outcomes is a reflection of his performance in carrying out his duties. Teachers can assess student learning outcomes in two ways, namely, teacher assessment of students when the teaching and learning process is in progress and assessment of students at the end of learning activities (retests) in the form of daily tests, mid-term exams, and exams at the end of the semester. Assessment should be carried out objectively, meaning that teachers provide assessments based on the actual learning outcomes obtained by students without any other elements that influence them (Noor, 2020).

Based on the results of the researcher's interview with the principal of SD Negeri 1 Tania Makmur, Lempuing Jaya District, Ogan Komering Ilir Regency, the performance of teachers at this school was good. According to the principal, to find out the performance of SD Negeri 1 Tania Makmur teachers, he carried out academic supervision activities. From the results of academic supervision activities carried out on teachers, 90 percent of SD Negeri 1 Tania Makmur teachers were able to plan, implement, and evaluate the implementation of learning activities for students. In implementing learning activities, the teacher is able to realize the learning plan he made with the actions he carries out in implementing the learning. Teachers already have the ability to create lesson plans as well as carry out assessments of learning outcomes (Sitaasih, 2020).

2. Factors that Influence Teacher's Performance at SD Negeri 1 Tania Makmur, Lempuing Jaya District, Ogan Komering Ilir Regency

Every teacher wants to have good quality or performance as an educator, but sometimes realizing their dream is hampered by several factors, so it is not easy for teachers to realize their dream of becoming a dedicated and quality teacher. Several factors that influence teacher's performance include:

- a. mental attitude; mental attitude is the attitude and behavior that teachers have in carrying out teaching in the classroom; mental attitude is related to the teacher's courage and skills in conveying lesson material and dealing with students with various characters;
- b. work motivation; work motivation is related to the teacher's interest and desire to carry out their duties; teachers who have good performance will always be motivated to carry out their duties well, always try to innovate in their students' teaching activities; always try to dig up various information regarding teaching and learning strategies (Jasmani, 2013);
- c. education; the level of education of a teacher will influence his performance; the higher the level of education of a teacher, the higher the quality of his educational knowledge; d) skills; teachers can obtain skills in teaching through the educational paths they take and the educational and training activities they participate in. The more frequently teachers participate in educational and training activities, the more knowledge and skills they will gain (Pratiwi, 2017).
- d. leadership management; school principals have an important role in improving teacher's performance. It is thought that the guidance and direction provided by the school principal can contribute to improving teacher's performance. Guidance and direction that can be provided by school principals for improving teacher's performance can be carried out when supervision activities are carried out.
- e. income level; The income generated by teachers affects the quality of teacher's performance because teachers who have sufficient income will focus more on improving their performance without thinking about how they will try to find additional income outside their profession as a teacher (Rusyan, 2000).
- f. infrastructure; The facilities and infrastructure available in schools will influence teacher's performance. Schools that have complete and suitable facilities and infrastructure will motivate teachers to use them when teaching, but if the facilities and infrastructure are inadequate, even though the teacher has a lot of knowledge, it cannot be realized by students. Therefore, to support teacher's performance in teaching, schools need to provide adequate facilities and infrastructure (Ikramullah et al., 2023);
- g. technology; Technological advances affect teacher's performance; technological advances both directly and indirectly encourage teachers to continue to strive to study and learn so as not to be left behind in utilizing technology in carrying out teaching (Chodzirin, 2016).

Based on the results of the researcher's interview with the head of SD Negeri 1 Tania Makmur regarding the performance of the factors that influence the performance of SD Negeri 1 Tania Makmur teachers, the educational level of teachers who teach at SD Negeri 1 Tania Makmur. The teachers who teach at this school apparently have a professional teaching background with a first-class education level (S-1). The level of education that teachers have completed at this school will certainly influence their performance in carrying out their duties. Apart from educational level, another factor that influences the performance of teachers at SD Negeri 1 Tania Makmur is the interest of teachers who work at this school to carry out their obligations in carrying out their profession as teachers. As a result of the researcher's interview with Mr. Wayan Budiana, who was the informant for this research, information was obtained that the leadership of the principal of SD Negeri 1, Tania Makmur, also made a very good contribution through the academic supervision activities he carried out for teachers at this school. The principal always carries out supervision activities according to the schedule he has made to find out the teacher's teaching performance. Of course, this activity is intended not to find teacher mistakes in teaching but to improve the teaching activities in the classroom, provide input on teacher weaknesses in teaching, and motivate teachers. to continue to improve their performance.

D. Conclusions

From the results of the research and the data source that the researcher obtained from observation activities and interviews with research informants, it can be concluded that the teacher's performance of SD Negeri 1 Tania Makmur teachers is good. There are three factors that influence the performance of SD Negeri 1 Tania Makmur teachers, including level of education, interest in SD Negeri 1 Tania Makmur, and leadership management of the principal of SD Negeri 1 Tania Makmur.

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