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Evaluation of the Teacher Performance Program in Improving the Quality of Education at MTsN Binjai

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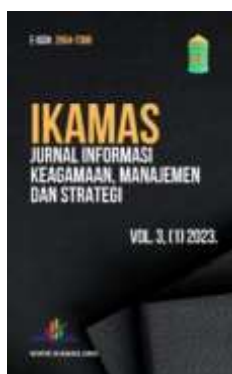
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ABSTRACT

The purpose of this research is to provide input to schools in terms of evaluating teacher performance in improving the quality of education, evaluation materials for MTsN Binjai to provide better educational evaluations. Data collection uses observation sheets, questionnaires, interviews and documentation. Based on the data obtained, it can be concluded that: teacher performance evaluation concerns planning and learning, teacher performance in implementing learning, teacher performance in assessing learning outcomes, also teacher discipline in carrying out their duties has good performance. So that the quality of education at MTsN Binjai is of good value.

ABSTRACT

Tujuan dari penelitian ini diharapkan memberikan masukan kepada sekolah dalam hal evaluasi kinerja guru dalam meningkatkan mutu pendidikan, bahan evaluasi bagi MTsN Binjai untuk memberikan evaluasi pendidikan yang lebih baik. Pengumpulan data menggunakan lembar observasi, angket, wawancara dan dokumentasi. Berdasarkan data yang diperoleh dapat disimpulkan yaitu: evaluasi kinerja guru menyangkut dalam perencanaan dan pembelajaran, kinerja guru dalam pelaksanaan pembelajaran, kinerja guru dalam penilaian hasil belajar, juga disiplin guru dalam melaksanakan tugasnya mempunyai kinerja baik. Sehingga mutu pendidikan yang ada di MTsN Binjai bernilai baik.

INTRODUCTION

Education in the era of regional autonomy faces big and complex challenges that must be responded positively in an effort to improve the quality of education and national productivity. One of the most decisive factors in improving the quality of education is the availability of professional teachers who are able to carry out learning tasks with full responsibility. This is due to the teacher occupying a very strategic position and as the spearhead in the success of the learning process. In fact, the teaching staff plays a very important role in the success of learning which has implications for improving the quality of education. This is because the teaching staff is a human element that is very close and has direct contact with students in their daily educational efforts.

The teacher has a position as a designer, implementer and evaluator of learning so that it is not excessive if the teacher is said to be one of the people who is responsible for the success of the learning process. Education will work well if it is carried out by teachers who are professional and responsible in the learning process. Although teachers and instructors are not the only determining factor for the success of education, teaching is the central point of education and qualifications. As a reflection of quality, teaching staff make a very large contribution to the quality of education for which they are responsible.

The low quality of teachers and instructors is also influenced by the low level of teacher welfare. Based on the description above, the duties and responsibilities of teachers need to get more attention in order to increase their productivity. This is intended so that educational institutions have good quality education in terms of human resources. The definition of quality education is a static concept that can develop in tune with the demands of educational outcomes related to the progress of science and technology that is inherent in the form of developing the quality of human resources. Teachers must be able to show constructive and effective performance in teaching, because it will have a positive impact on student achievement. One of the main factors that determine the quality of education is the effectiveness of the teacher's work. As part of efforts to improve the quality of education, it is necessary to evaluate teacher performance

Evaluation of teacher performance tends not to be routinely carried out. Evaluation of teacher performance is intended to formulate criteria and references for teacher performance, carry out assessments, match performance assessment results and criteria, and compile recommendations.

In this case the solution to the problem of teacher performance is a way out or problem solving that is done to overcome problems that occur in teacher performance. It is not enough just to know the problem, but every problem must be found a solution or a way out. This process occurs when an organism or artificial intelligence system does not know how to move from an initial state to the intended state. The teacher's task in realizing educational goals is not an easy thing and there are bound to be obstacles, even so a teacher must not give up. If the teacher is successful then most likely his students will be successful .

RESEARCH METHODS

This study uses a descriptive method, namely telling and explaining data about facts, situations, and phenomena that occurred at the time the research was conducted and presenting it as it is. Descriptive method is a way to solve the problem being researched by providing pictures based on the facts that appear as they should at the time of research. The reason for using this descriptive method is because the researcher wants to describe this research as it is about evaluating teacher performance programs in improving the quality of education at MTSN BINjai schools

RESULTS AND DISCUSSION

Teacher Evaluation M T sN Binjai

Evaluation relates to educational institutions, especially in madrasas. This can be seen from the student learning situation if the evaluation of student learning can be programmed and can be seen and even observed. Each subject is taught or taught by teachers who are competent in that field. Assessing students by the teacher for the final results of the evaluation results, there will be a final grade. The assessment is divided into cognitive assessment, knowledge assessment, then trait or attitude assessment. Teacher evaluation is carried out annually or at the end of each year. To support this, a meeting was held to discuss performance results. The

results of the evaluation were conveyed by the head of the madrasa and all the teachers present.

Teacher Performance Evaluation System M T sN Binjai

At the implementation stage, teaching and learning activities are guided by the teaching preparations made. The provision of learning materials is adjusted to the order that has been systematically programmed in the preparatory stage. The steps of implementing learning include initial activities, core activities, and final activities. The initial activity is a face-to-face activity between the teacher and students. In this activity the teacher gives instructions, directions and apperceptions, or you can also convey the goals to be achieved and give some questions (pretest). In the core activities, the teacher explains the material using predetermined approaches, methods and techniques. While in the final activity can be in the form of feedback and assessment.

This is in accordance with the components in the Director General of the Ministry of Education and Culture (1998: 1), namely: 1) learning activities, 2) use of methods, media and training materials, 3) interaction with students, 4) teaching methods, 5) the attitude of encouraging and creating order students in class, 6) subject mastery, 7) organizing time, space, equipment and 8) evaluation of learning outcomes. However, the implementation of learning has deficiencies that were found by researchers during observations, namely the teacher's performance in applying learning methods. Students are demanded to be active and the teacher is required to provide a stimulus so that students can develop their thinking power. The method used by the teacher in general is the lecture method, the teacher becomes central in learning while students only listen and do not participate in learning activities, such as finding other sources about subject matter. The learning approach must create a teaching-learning atmosphere that can foster a sense of not knowing to knowing and the teacher positions himself as a coach or facilitator.

The habit of learning methods that are currently carried out by students receive information passively, such as taking notes, listening which should be changed to productive patterns. And this is where the teacher's role as a class facilitator must have the method desired by the curriculum with varied methods, namely opening the widest possible opportunities for children to develop creative

ideas so that children are always active. In general, the results of evaluating teacher performance in the implementation of learning are well qualified, supported by teacher interviews, namely before starting learning in class: the teacher conducts preliminary activities, asks news, apperception, gives examples of an action in advance related to the learning material to be taught. learn that day.

Teacher Performance Indicators at MtsN Binjai

Evaluation of learning does not only deal with the value that will be measured based on the ability of students to solve the questions that have been given by the teacher, but program evaluation will also examine many factors. Therefore, program evaluation is very important to be introduced to all teachers, because evaluation has a very important role in developing the quality of education in Indonesia.

There are several indicators of teachers in improving the ability of the teaching-learning process. Teacher professional competence is needed to develop the quality and activities of educational staff. In this case the teacher is a determining factor in the quality of education and the success of education in schools. Therefore the level of professional competence of teachers in a school can be used as a barometer for the quality and success of education in schools. Indicators of professional teacher ability include the ability to master teaching materials, the ability to implement teaching programs, and the ability to assess results and teaching and learning processes that have been implemented.

Performance evaluation is a means to correct those who are not doing their job well in the organization. Many organizations try to achieve the goal of a position that is the best and trusted in their field. For this reason, it really depends on the implementation, namely the teachers in order to achieve the goals set by the organization. The second component, teacher performance evaluation is the implementation of the learning process. Based on the results of the analysis above, the requirements for the implementation of the learning process and the implementation of the learning process are generally good, but there are several aspects that have not been fulfilled. In terms of learning there is no study group that exceeds 28 students. Efforts in managing the class are carried out by the teacher so that the classroom atmosphere can be conducive to carrying out teaching and learning activities.

The learning approach must create a teaching-learning atmosphere that can foster a sense of not knowing to knowing and the teacher positions himself as a coach or facilitator. The habit of learning methods that are currently carried out by students receive information passively such as taking notes listening which should be changed to productive patterns. In general, the results of evaluating teacher performance in the implementation of well-qualified learning are supported by teacher interviews, that is, before starting learning in class, the teacher carries out preliminary activities asking for apperception news, giving examples of an action first related to the learning material to be studied.

CONCLUSION

The impact of a teacher not implementing program evaluation will lead to lower quality of an educational institution. Because the teacher is the main factor in determining the nation's children, through the teaching and learning process that has been implemented.

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