
EVALUATION OF TEACHER PERFORMANCE IN STRENGTHENING THE PANCASILA STUDENT PROFILE PROJECT

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ABSTRACT

This research aims to obtain data regarding teacher performance in developing student character in learning activities and extracurricular activities in aspects of learning planning that integrates character development values, implementing learning that integrates character development values, and student learning outcomes. This research uses an evaluative research approach using Countenance evaluation stakes models . This research went through three stages, namely antecedent, transaction and outcome stages. Based on the results of research in the field, the following conclusions were obtained: 1) the teacher's performance in planning learning that integrated student character development values was in the good category, 2) the teacher's performance in implementing learning that integrated student character development values was in the good category, 3) and student learning outcomes are in the good category and meet the minimum completeness criteria. In the research, there is a contingency between planning, implementing learning that is integrated with character values, and student learning outcomes.

Keywords: Teacher performance, character development, achievement

INTRODUCTION

The National Education System is all elements of educational components that are interconnected in an integrated manner to achieve national education goals. National education is education that is based on Pancasila and the 1945 Constitution which is based on religious values, Indonesian national culture and is responsive to the demands of the times. National education functions to develop the abilities and character as well as a dignified national civilization in order to educate the life of the nation, aiming to develop the potential of students to become students who have faith, are devoted to Allah SWT, have noble character, are healthy, knowledgeable, creative, independent and become citizens. democratic and responsible country. The success of educational goals cannot be separated from the roles and responsibilities of a teacher. Tasks include educating teachers as a profession, teaching and training. Educating means passing on and developing life values. Teaching means continuing and developing science and technology. Meanwhile, training is developing skills in students. This means that teacher performance is a very determining factor for the quality of learning/education which will have implications for the quality of educational output after completing their education at school. Teacher performance is basically the performance or performance carried out by teachers in carrying out their duties as educators. The quality of teacher performance will greatly determine the quality of education in general and the quality of students in particular, because teachers are the people who have the most direct contact with students in the learning process in educational institutions (schools). To achieve these educational goals, the role of teachers is very important because teachers are the key to successful education. The success of education in Indonesia lies in the performance of professional teachers. Professional teachers must master four types of competence, namely: pedagogical competence, personality competence, professional competence and social competence. It is hoped that these four competencies can become a torch for education in our beloved country.

Schools are formal educational institutions that produce human resources which are expected to be able to drive the wheels of a dynamic national government in the future. The role of teachers is very important so teachers are required to improve their performance. With good performance from teachers, it is hoped that the quality of education will improve and produce people who are qualified, moral, knowledgeable, and have a spirit of independence and a sense of responsibility. Performance is also called performance, work achievement or results of work implementation (Karwati, 2013: 82). Performance is performance output derives from process, human otherwise, meaning that performance is the result of a process carried out by humans (Sedarmayanti, 2001: 50), this performance is influenced by ability, capacity, held, incentive, environment and validity (Atmojo, 1992).

The results of a person's work in a certain period are work performance, when compared with targets/goals, standards, criteria that have been determined in advance and have been mutually agreed upon or other possibilities in a particular plan (Suprihanto in Supardi, 2013: 45). The existence of teachers as educators and instructors is very important in efforts to achieve educational goals. Education in question is a process to develop all aspects of a student's personality which includes knowledge, values, attitudes and skills. According to Simanjuntak (2005: 105) states that performance evaluation is an assessment of the performance of a person or group of people or an organizational or company work unit. Meanwhile, according to Sedarmayanti (2011: 262) performance appraisal is a formal system for periodically checking/reviewing and evaluating a person's performance. Teacher performance can be seen and measured based on the specifications or competency criteria possessed by each teacher. In relation to teacher performance, the form of behavior referred to is Law of the Republic of Indonesia no. 20 of 2003 concerning the National Education System Article 39 paragraph (2) states that educators are professional staff who are tasked with planning and implementing the development of the integrative character of learning, assessing the results of development, providing guidance and training as well as conducting research and community service.

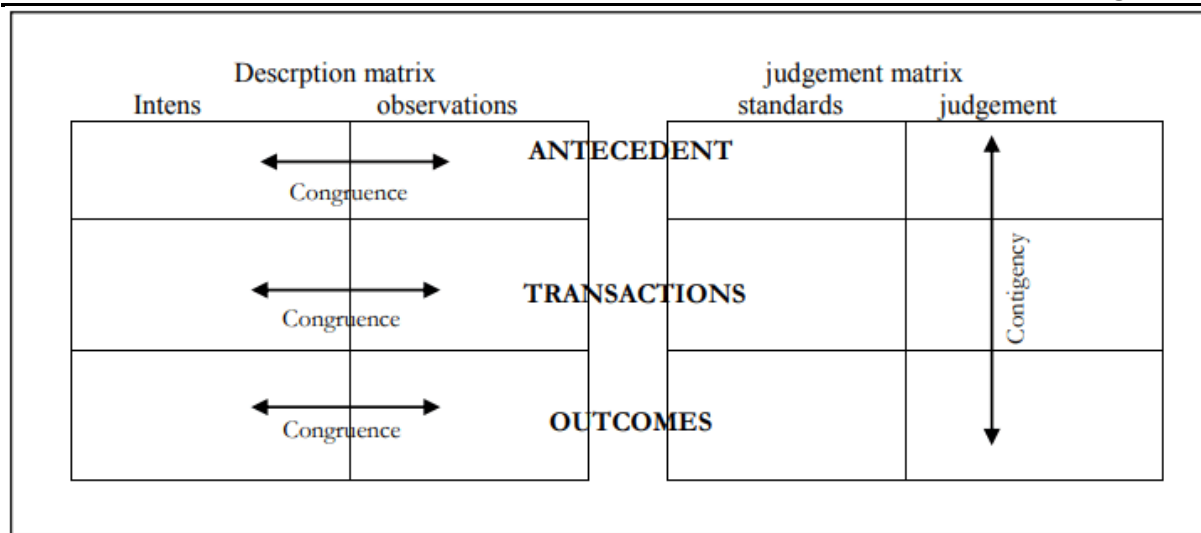
A teacher's performance can be seen when he carries out teaching and learning interactions in the classroom including his preparation in the form of semester programs and teaching preparation. With regard to the importance of teacher performance assessment. The Georgia Department of Education has developed an instrument which was later modified by the Ministry of National Education into a teacher ability assessment tool (APKG). Teacher ability assessment tools include: (1) learning plans (teaching plans and materials) or what is called RPP (learning implementation plan), (2) learning procedures (classroom procedures), and (3) interpersonal relationships (interpersonal skills).

The main task of teachers is basically to educate, teach, guide, direct, train, assess and evaluate students. In carrying out these tasks, teachers apply expertise and skills that meet quality standards and norms obtained through certain levels of education. Teachers who have good and professional performance in developing students' character in substance will design how to plan learning that is integrated with character values, how to implement learning that is integrated with character values, and what the student learning outcomes will be. Elements of performance evaluation/assessment according to the Ministry of Education National, (2004: 35), namely: (1) personal development with indicators of teaching application, teacher quality, (2) learning with indicators of planning and evaluation, (3) learning resources with indicators of the availability of teaching materials and utilization of learning resources, and (4) learning evaluation with indicators for preparing test questions, non-test questions and follow-up programs.

Research Methods and Techniques

The Stake evaluation model is an analysis of the evaluation process that emphasizes two types of operations, namely description and judgment and distinguishes three phases in program evaluation, namely: 1) preparation or (antecedent) in this research is learning planning, 2) transaction is the implementation of learning, 3) the outcome of this program is the learning outcomes of students and the results building student character. The description matrix relates to the intensity of the PK.n learning program and the results of observations from the program at school. The judgment matrix is related to standards or criteria, in this case Permendikbud No. 65 of 2013 concerning learning process standards and evaluator judgment. This research design uses the countenance evaluation model developed by Stake as in Figure 1.

The design used in this research is Countenance Stake Models.



Countenance Stake research design
source: Lukum A, 2015, (pg: 25:37)

The data analysis technique in this research was carried out descriptively qualitatively. Quantitative data was analyzed using thematic analysis, namely comparing data at three stages of Stake , namely antecedent, transaction and outcome in the description matrix with the standards in the consideration matrix and then concluded. In this thematic analysis, an analysis flow is followed which consists of data collection, data reduction and verification conclusions.

Data on syllabus assessment, lesson plans and implementation of integrated character development learning were analyzed descriptively statistically using the following percentage formula.

$$\text{Earned Value} = \frac{\text{Skor Mentah}}{\text{Skor Maksimum}} \times 100$$

The percentage calculation value (%) is then converted into qualitative form to determine actual achievement.

With the following table range:

Table 1. Conversion of Program Achievement Calculation Results

| Percentage Scale | Value Category | Predicate of Achievement Results |
|------------------|----------------|----------------------------------|
| 85 > NA ≤ 100% | A | Very good |
| 70 > NA ≤ 85% | B | Good |
| 56 > NA ≤ 70% | C | Enough |
| 0 ≥ NA ≤ 56% | D | Not enough |

Source: Arikunto in Lukum. A (2015, p. 31)

The percentage of achievements for each evaluation stage is presented in the Countenance Stake matrix in a table which includes intensity, observation, standard and judgment for each of the three program components which are grouped in the table according to antecedent, transaction and outcome . Next, congruence and contingency were analyzed.

Research Results and Discussion

Antecedent Components

The components evaluated in this antecedent are the syllabus, lesson plans and character development programs created by the teacher. The following shows the countenance matrix of the antecedent components in table 4.1. Syllabus, lesson plans and coaching programs created by PK.n teachers are the targets of the 2013 curriculum in the good category (70%). Conformity of intent with observation, in the description matrix it was found that there was no conformity between the availability of the syllabus, the lesson plans made by the teacher and the learning process standards, especially in adding character columns, analyzing time allocation, conducting assessments, and selecting sources and teaching materials. Likewise, in the RPP there is no conformity between intent and observation, which can be seen in the formulation of indicators, identification of learning materials, namely in indicators considering scientific structure, conformity with scientific approaches, using varied methods, in method components and learning scenarios designed to make students actively learn. Likewise, in assessments there is still no correspondence between intent and observation, especially in indicators that allow assessment results to be analyzed.

Table 1. Counting Matrix of Antecedent Components

| No | Description Matrix | | Judgment Matrix | |
|----|---|--|--|---|
| | Intense | Observation | Standard | Judgment |
| 1. | Syllabus Syllabus components: syllabus identity, formulation of core competencies (SK, KI), formulation of basic competencies, themes, main material Lesson Plan Components: Subject identity, formulation of indicators, formulation of learning objectives, learning material indicators, adding one character column to be developed, selection of learning resources, selection of learning media, learning scenarios, assessment. | The actual achievement of the syllabus and RPP integration of character values madeteacher is 70% in the good category. Not all PK.n teachers have prepared a syllabus based on Permendiknas No. 41 of 2007 concerning process standards. Of the 4 PK.n teachers, there are still some teachers who have not prepared it according to the material discussed, some teachers who have not . | A. Syllabus Based on Minister of Education and Culture Regulation No.65 Years 2013, includes: 1. writing eye identity lesson, 2. formulation of SK 3. KD formulation, 4. determine subject matter Which embed values character who developed, 5. addition one column character for developed, 6. determination Time Allocation, 7. determination of sources and materials. includes RPP | Not all PK.n teachers prepare syllabus and lesson plans based on Minister of Education and Culture Regulation No. 65 of 2013, the syllabus and RRP were developed based on content standard references regarding the preparation of syllabi and RPPs that are integrated with character values. Some teachers plan Building student character in extracurricular activities, namely Islamic boarding school activities and scouting |
| 2. | | | | |

| | | | | |
|----|--|---|---|---|
| | Syllabus and RPP, prepared by the teacher. | | | |
| 3. | Based on Minister of Education and Culture Regulation no. 65 of 2013, and a character development program for extracurricular activities in accordance with National Education Minister Regulation No. 39 of 2008 (character values integrated in student development). The student character development program is express Islamic boarding school and scouting activities based on Minister of National Education Regulation No. 39 of 2008 concerning character development in student activities. | added a character column analyzing time allocation, and has not yet made an assessment for follow-up. Likewise, in the RPPs that are made, there are still some teachers in formulating indicators. | includes RPP that was made by teacher PK.n based on Minister of Education and Culture Regulation includes: 1. Eye identity lesson, 2. formulate SK 3. formulate K.D., 4. Formulate indicator 5. addition one column character who developed, 6. formulate objective, 7. use models learning Which grow character, 8. expand it's an activity learning , 9. Allocation analysis time, 10. assessment. 11. cover. C. Coaching student character namely: coaching lightning boarding school And scouting. | Some teachers plan Building student character in extracurricular activities, namely Islamic boarding school activities and scouting |

Based on the table above, it is explained that the syllabus and lesson plans, and the character development program created by the teacher, actualize their achievements in the good category or 70%. Intense conformity with observations, namely that there is no conformity between the syllabus and the RPP made by the teacher. Based on the results of observations and observations and assessment results from supervisors, it can be seen that there are still syllabuses and lesson plans that are copy paste results made by teachers. It is proven that in the syllabus there are still teachers who have not added 1 column for character development and determining sources and teaching materials.

The author's assumption is that if learning is carried out by unprofessional teachers, the results will be less than optimal. A teacher who is professional and has a good work culture is sure to get good results. According to Megawangi, (2007: 7) that professional people in carrying out their duties are a form of responsibility to advance their nation. A developed nation is characterized by the nation's education being of good quality. The character of a nation will greatly influence the achievements achieved by that nation.

2. Transaction Component

The components evaluated in this transaction are learning implementation activities and student character development activities. The following shows the countenance matrix of the following transaction components :

Table . 2 Transaction Component Matrix Count

| No | Description Matrix | | Judgment Matrix | |
|----|--|---|--|--|
| | Intense | Observation | Standard | Judgment |
| 1. | The implementation of integrated learning fosters character values based on PP No. 65 of 2013 that teachers are expected to develop RPP that can develop student creativity so that teachers can integrate character values into their learning. | Good . Based on observations and observation results, all teachers can develop the integrative character of learning, this is in accordance with PP No. 19 of 2005 that teachers are expected to develop lesson plans that can develop students' creativity, so that they can integrate character values in their learning. Likewise, extracurricular coaching activities are in the good category. Based on observations and observation results, all teachers can develop the integrative character of learning, this is in accordance with PP No. 19 of 2005 that teachers are expected to develop lesson plans that can develop students' creativity, so that they can integrate character | Implementation of character values integration learning activities based on PP No. 19 of 2005, that teachers are expected to develop learning activities that can develop character values in their learning, namely based on learning process standards including 1) activities introduction: a) prepare participants educate spiritually and physical for follow the process learning. mark which is implanted is discipline. b) provide contextual learning motivation according to the benefits in everyday life. The values that are instilled are cooperation and responsibility. c) ask questions that link previous knowledge with the material to be studied. | Not all PK.n teachers can implement integrated learning with character values based on learning process standards and carry out character development in Islamic boarding schools and scouting activities that run well in accordance with Minister of National Education Regulation No. 39 of 2008. |

| | | | | |
|--|--|---|---|--|
| | | values in their learning. Likewise, extracurricular coaching activities are in the good category. | <p>d) explain the learning objectives or KD that will be achieved.</p> <p>e) conveying material coverage and explanations of syllabus activity descriptions.</p> <p>2) core activities: using learning models, learning media and learning resources that are adapted to the characteristics of students and subjects.</p> <p>3) closing activities: Reflect or draw conclusions by involving students. The values instilled are having the courage to express opinions, giving oral or written tests. The values instilled are responsibility and hard work.</p> | |
|--|--|---|---|--|

Based on the data in table 2, we get a picture that overall there are 4 teachers at the transaction stage showing the actual achievement of the good category or 80%. Implementation stage (transaction) in core activities: 1) apperception and motivation on indicators of checking students' initial behavior, 2) delivery of competencies and activity plans, 3) mastery of subject matter, 4) application of educational learning strategies on indicators of carrying out learning in accordance with specified competencies achieved, 5) application of educational learning strategies on indicators of carrying out learning in accordance with the competencies to be achieved, learning that allows the growth of positive habits as an accompanying impact (nurturant effect) and/or a conducive atmosphere that creates itself (hidden curriculum), 6) application of learning scientific (science-based approach), 7) application of thematic learning on indicators of presenting learning according to the theme, 8) use of sources and teaching materials, 9) involvement of students, 10) use of clear and correct language, this shows that there is conformity with the intent and observation. Several things that do not show that there is a match between the intent and observations in the description matrix with the learning process standards are: indicators: 1) asking challenging questions, conveying the benefits of learning material, demonstrating something related to the theme of apperception and motivation, 2) delivering the material in a clear manner. systematic, 3) facilitating activities that contain exploration, elaboration and confirmation components, implementing learning in a coherent manner, implementing contextual learning, 4) provoking students to ask questions, 5) presenting learning by combining various curriculum content according to the characteristics of students, demonstrating skills in using learning media, cultivating a positive attitude towards students' positive responses, demonstrating conducive interpersonal

relationships, giving oral and written tests, collecting work results as portfolio material, this shows that the teacher's performance is partially or not in accordance with the learning process standards. character development of students, extracurricular activities are carried out in their entirety, that is, they are routinely carried out every time new students are admitted, as well as scouting activities, which are extracurricular activities that must be participated in by students, whose development is programmed and scheduled, namely that they are carried out once a week on Saturdays. The implementation of extracurricular development activities and integrative learning character development activities is due to the school principal providing a character development budget.

Component Outcomes

Student learning outcomes are a measuring tool for the success of students in carrying out their learning, in the form of daily test scores, assignment scores, mid-semester test scores and final school exams. Student learning outcomes are essentially changes in behavior as a result of learning in a broad sense including the cognitive, affective and psychomotor fields, or are the result of interactions in the learning process. Student learning results or outcomes in this research can be seen in table 3 below:

Table 3. Outcome Component Stake Count

| No. | Description Matrix | | Judgment Matrix | |
|-----|---|---|--|--|
| | Intense | Observation | Standard | Judgments |
| 1. | PK.n students' learning outcomes are in the form of scores, namely meeting the of 75%. The result of developing student character is a change in student behavior for the better. | The actualization of the achievement of student learning outcomes in the good category (75%) and the development of student character in extracurricular activities based on the results of the teacher's assessment through the attitude scale are in the good category. | Student scores on daily tests, mid-semester tests and final exams, and complete report cards meet the based on Minister of National Education Regulation No. 81 A of 2013, and developing student character in extracurricular activities based on Minister of National Education Regulation No. 39 of 2008 is in the good category. | Student learning outcomes meet the, namely the average score for PK.n subjects reaches 75%, reflecting that student learning outcomes are good. Likewise, character development produces students with noble character |

Student learning outcomes in the form of daily test scores, assignment scores, test scores meet the minimum completeness criteria. In table 4.3 above, the actual achievement of student learning outcomes is 75% in the good category. This means the teacher's performance in developing student character in accordance with Minister of National Education Regulation no. 39 of 2008. Teacher performance assessment includes: 1) assessment of student learning outcomes, 2) assessment of student character development in extracurricular activities, in accordance with PP No. 19 of 2005, namely that teachers are expected to be able to develop students' creativity in integrating character values in their learning and teachers convert attitude values, using attitude scale assessments based on observation and observations.

Contingency Analysis

Contingency consists of logical contingency and empirical contingency. Logical contingency is the result of the evaluator's consideration of the logical connection/alignment between antecedent,

transaction and outcome, while empirical contingency the evaluator provides considerations based on data obtained in the field between antecedent, transaction and outcome. The data from the contingency analysis in this research is that there is a logical contingency and empirical contingency between the antecedent components (learning planning), implementation of learning (transaction), and outcomes (student learning outcomes) carried out by teachers in developing the character of students in the antecedent components, transactions and outcomes are good.

Conclusion

Teacher performance in planning the implementation of learning that integrates character development values is in the good category (70%). Conformity of intent with observation. In the description matrix, it was found that there was no compatibility between the syllabus and lesson plans which integrated character development values in learning with Minister of Education and Culture Regulation No. 65 of 2013 concerning learning process standards and National Education Minister Regulation no. 39 of 2008, namely character values that are integrated in student development. Teacher performance in implementing integrated learning with character development values is included in the good category (80%). It was found that there was no conformity between the standard implementation of the learning process at school and the standard learning implementation process (between intent and observation).

Suggestion

Based on the conclusions of this research, it is recommended that the implementation of integrated learning with character development values programmed by the school requires support and participation from all components in the school, starting from the principal, stakeholders, teachers and TU staff as well as committees and the local community .

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