

B13. PERFORMANCE EVALUATION OF HISTORY TEACHER IN SPECIAL REGION OF YOGYAKARTA_PROSIDING SEMINAR INTERNASIONAL FIS

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PERFORMANCE EVALUATION OF HISTORY TEACHER IN SPECIAL REGION OF YOGYAKARTA

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ABSTRACT

The one of main problems in learning activity system in order to develop education program quality is teacher performance. Good teacher performance has impact on learning quality development, and vice versa. This research is aimed to know how is the history teacher at SMA in Special Region of Yogyakarta, and efforts done by school administrator to develop history teacher performance of SMA. This research utilized two research approaches, which were quantitative and qualitative. The quantitative research was utilized to answer the first question on the performance level of history teacher in Special Region of Yogyakarta, while qualitative approach was utilized to answer the second question on how those efforts were done by school to develop teacher's performance.

This research took samples proportionally toward 4 schools, 8 history teachers, 4 school principals, and 50 students. Based on the student valuation result towards the performance of SMA history teachers in Special Region of Yogyakarta in history learning, indicates that: the performance of history teacher in DIY was valued as well. The valuation of SMA history teacher in DIU indicates very good criteria with score average 4.76. Meanwhile towards the performance of historyteacher, SMA School Principals in DIY valued well with the score average 3.67. They valued that historyin DIY have implemented the historyduty teaching well. School principals gave the same score as students, which was good classification. Based on the interview with school principals, it has been explained that both historyteachers had experience, so that they had skill in teaching. Teachers had tried to perform good performance and educated through learning method optimalization. History teacher had good teaching planning proven with complete teaching facilities, from formulating learning objective to evaluation system.

Keywords: Performance, Teacher, History

A. Introduction

One factor that affect learning quality is teacher variable. Teacher have influence dominant enough towards learning quality. It because the teacher take responsibility towards learning process in the class, even they served as

educational executor in school. Study conducted by Heyneman & Loxley (Dedi Supriadi, 1999:178) in 1983 in 29 countries found that among some input which determines education quality (indicated by student's learning achievement), a third is determined by the teacher. The most dominant of teacher's factor affect learning quality is teacher's performance.

The research result by Nana Sudjana (2002:42) indicates that 76.6% of student's learning achievement is influenced by teacher's performance; teacher's skill in teaching is 32.43%, mastery of learning material is 32.38% and teacher's attitude towards lesson is 8.60%. In addition, study by Darling & Hammond (2000:1) from Stanford University indicates that teacher's quality have very strong correlation towards student's learning achievement. It is an analysis result quantitatively. The similar result also revealed from study by Schacter (2006:2) in *Milken Family Foundation* stated that teacher's performance is an important variable to improve student's learning achievement.

Based on result of some research mentioned above, it is revealed that teacher's performance is dominant factor to determine learning quality. It means that if the involved teachers on learning activities have good performance, they will improve learning quality and *vice versa*. The increased learning quality will able to improve student's learning achievement. It can be accepted because the teacher who have good performance will able to explain lesson in good ways, they will able improve student's learning motivation, they will able to utilize learning media better, can guide and direct students on learning activities. In such ways, the students will have enthusiasm on learning, feeling happy with followed learning activities and they will understand material presented by teacher easier.

The relatively dominant factor to determine learning program achievement is learning quality. According Cox (2006:8), "*the quality of an instructional program is comprised of three elements, materials (and equipment), activities, and people*". Based on that opinion, can be

understand that learning program quality is depend on learning facilities and infrastructure, teacher's and student's activities on learning activities and the involved individual on learning activities, both teacher and students.

Learning quality will be better if involves qualified teacher (have competence on their field), qualified students (clever, have high-motivation and positive attitude on learning) and supported with tools and infrastructure or learning facilities that good enough, either from aspect of availability or utilities. The qualified teacher will enable good performance as well as the qualified student will have positive behavior on learning activities. Interaction among them makes possible to create classroom climate that conducive enough in order to carry out student's learning process. While the objective of this research is to find out history teacher's performance of SMA in Yogyakarta Special Region as well as the efforts conducted by school in order to improve history teacher's performance of SMA.

B. Theoretical framework

1. Teacher's performance

According to *Kamus Besar Bahasa Indonesia* (Depdikbud, 1996:503), performance term can be defined as: a) achieved something; b) revealed achievement; or c) work showcase. While according to Asad on Anggraeni (2006:44), performance is an achieved result by someone based on accepted measurement for related job. And Nawawi (1998:128) interpret performance term as result of work realization, either physically or materially, or non-physically or non-materially.

Furthermore, Seeker and Wilson (Sulaeman Zen, 2008:3) also give description about performance management process with thing called as performance management cycle. It consists of three phases, which are planning, development, and evaluation. Planning is definition phase and discussion of role, responsibility, and measurable expectation. Development phase is next phase of planning phase; in this phase, the teacher is guided and developed, be encouraged or be directed related to

their efforts through support, feedback and reward. And the final phase is evaluation; in this phase, the teacher's performance is evaluated and compared with determined expectation on performance planning. In such ways, planning is developed continuously, the cycle is repeated many times, and the teacher, headmaster and administration staff as well as organization is also growing and developing.

Teacher's performance is be related to competence or capability of teacher on learning activities. Therefore, in order to gain good performance, the teacher must be supported by good competence as well. Thus, teacher's performance is competence actualization includes capability and motivation to conduct profession task better. As stated on (Depdiknas, 2004:11), teacher's performance is teacher's capability to demonstrate various skill and competence owned by them. So, the essence of teacher's performance is teacher's capability to point out skill or competence owned by them on educational world.

2. Learning quality of history

To find out learning quality level on learning activities, indicators of learning quality is necessary to be found out and formulated. Morrison, Mokashi & Cotter (2006:4-21) on their research have been formulate 44 indicators of learning quality which in the next be selected as 10 indicators. These indicators including: 1) *Rich and stimulating physical environment*; 2) *Classroom climate conducive to learning*; 3) *Clear and high expectation for all student*; 4) *Coherent, focused instruction*; 5) *Thoughtful discourse*; 6) *Authentic learning*; 7) *Regular diagnostic assessment for learning*; 8) *Reading and writing as essential activities*; 9) *Mathematical reasoning*; 10) *Effective use of technology*.

Learning quality based on opinion above can be stated in good category if : 1) physical environmental capable to improve student's spirit to learn; 2) classroom climate in conducive atmosphere to learn; 3) teacher deliver lesson clearly and all students have desire to achieve success; 4) teacher give lesson systematically and focused on; 5) teacher

presents material wisely; 6) the learning is real (authentic with problems faced by society and students; 7) there is diagnostic assessment periodically; 8) reading and writing is essential activities on learning; 9) use rational consideration in problem solving; 10) use learning technology, either to teach or related to student's learning activities.

3. Conception and evaluation essence

There are three concepts often used to conduct evaluation, which are test, measurement and assessment. Test is a method to measure capability level of someone indirectly through someone's response towards stimulus or question (Djemari Mardapi, 2011:2). Test served as tools to conduct measurement, for example, to measure capability level of students such as attitude, interest, motivation, perception and so on. Response of test participant on a number of question items indicates someone's capability on certain field. Therefore, test is a part of evaluation.

Measurement is defined by Allen & Yen as number determination systematically in order to states individual condition (Djemari Mardapi, 2011:1). Measurement is quantification about individual condition, either capability of cognitive, affective or psychomotor. Measurement concept is broader than test concept. To measure an individual characteristic, it can be carried out by test, such as by observation, *rating scale*, or other method to obtain information quantitatively. While the assessment is formal effort to determine student's status related to some educational data. Assessment is a process to provide information about student's individual curriculum, institution or anything related to institutional system. "*Processes that provide information about individual students, about curricula or programs, about institutions, or about entire systems of institutions*" (Stark & Thomas, 1994: 46). Therefore, it can be concluded that assessment is activities to interpret data of measurement result.

Evaluation has different meaning with term of assessment, measurement or test. Hopkins & Stanley stated that *“evaluations is a process of summing up the results of measurements or tests, giving them some meaning based on value judgment”* (Oriondo,1998: 3). In this concept, evaluation is defined as value judgment towards something including information collection used to determine success value of potential program, product, procedure, objective or benefit on approach alternative design in order to maintenance special approach. And Cizek (2000:16) stated that evaluation is *“the process of ascribing merit or worth to the results of on observation or data collection”*.

C. Research method

Methodology is theoretical concept discuss about some method or method science used on research. While method is part of methodology and be interpreted as technique and method on research, such as observation technique, source collection method (heuristic), interview technique, content analysis etc. Various things related to research methodology used in this research is research evaluation with two approach; quantitative and qualitative. This research subject is history teacher in Yogyakarta Special Region with the focus is teacher's performance on history learning. Data source used includes data from teacher, headmaster and students. Data collection technique used is questionnaire and interview. And the data analysis use quantitative and qualitative approach.

D. Research result and discussion

1. General description of teacher's performance

On history learning, Wariatmadja (1992:66) stated that teacher variable is an important factor for successful of history learning. History teacher who have not good performance which they cannot activate their students result in history learning will lack of success related to full and total comprehension of values deeply. Such condition also presented by Taufik Abdullah on Supardan (2001:67), in general, history teacher is not point out good performance, it proved by there are many history teacher of SMA

in the learning process is still prefer deliver information “stack” about names, figures, event date, and agreement content as much as possible, it is not how all of it be interpreted for the students. Of course, in this conception, the actual learning quality of history is as stated by Helius Sjamsuddin (2005:33) which one of it must be supported by teacher’s performance that demand much thought, energy, and time for teacher in planning, implementation to evaluation phase.

Refer to some conception above, can be stated that teacher’s performance is an important factor to realize learning quality. It means that if the teacher has good performance, they will able to improve learning quality, and vice versa. In consequence, while learning quality is increase, the student’s learning also increase. Teachers with good performance will capable to deliver lesson better and full of meaning, can motivate their student’s, skillful to utilize media, can guide and direct students on learning so they will full of spirit on learning, feeling happy on learning process and can understand lesson material presented by teacher easily.

2. Discussion and analysis

The result of descriptive analysis towards questionnaire of students, teachers and head master entirely as respondent’s assessment result towards performance component implementation of SMA history teacher in DIY is exhibited on the following tables.

1. The result of student’s assessment

Table 2

The result of student’s assessment towards history teacher’s performance in DIY*)

No	Component	Average Score	Classification
1	Teacher’s performance	3.51	Good

*) N = 50

Based on table above, it is indicated that performance of SMA history teacher in DIY belonging to good category

2. The result of teacher's assessment

Table 2

The result of teacher's assessment towards history teacher's performance in DIY*)

No	Component	Average Score	Classification
1	Teacher's performance	4.74	Very good

*) N = 8

Based on table above which is the result of SMA history teacher's assessment in DIY towards history learning implementation as their performance actualization, it is indicated that performance of SMA history teacher in DIY belonging to very good category. It means that they assess their performance as history teacher is very good or have maximum on carry out history learning.

3. The result of headmaster's assessment towards history teacher performance

Table 3

The result of headmaster's assessment towards history teacher performance in DIY*)

Hasil Penilaian Kepala Sekolah terhadap kinerja guru sejarah di DIY *)

No	Component	Average Score	Classification
1	Teacher's performance	3.67	Good

*) N = 4

Based on table above, it is indicated that performance of SMA history teacher in DIY belonging to good category with average score is 3.67. It means that headmaster assess history teacher have been carry out their tasks better. Score from headmaster placed on middle position which is the teacher assess very good while the student assess well enough.

4. Analysis of SMA history teacher performance in DIY

The research concerning SMA history teacher in DIY is implemented on the research subject which is students, teachers and headmaster. Total of history teacher is 8 people and headmaster is 4 people. And total students are 50 which are selected in random way from class XI and XII. Class selection is conducted in random way considering the student's characteristic on class XI and XII is class that have been understand about teacher's performance, so whichever class is selected will not affect on this research test result. Then, respondent is asked to give assessment via questionnaire and score is given on question items of questionnaire. For experimental subject who are headmaster and teachers, they are asked to give their opinion due to history teacher's performance as well.

The result of student's assessment towards performance of SMA history teacher in DIY concerning history learning indicates that performance of SMA history teacher in DIY belonging to good category with average score is 3.51. It means that most students feel satisfied with teacher's performance on history learning. Teacher's assessment on performance of SMA history teachers in DIY also belonging to very good criteria with average score is 4.76. And then, headmaster assess performance of SMA history teacher belonging to good category as well with average score is 3.67

The result of interview and observation indicates that students assess history teacher's performance is good and have professional responsibility. The teachers are on time and have high-discipline. They also spend much time to utilize learning media map, picture, or other replication can be used (S-1, interview, 11th October 2014). The school also have classroom in relax mode and be equipped with various replication related to learning activities. In addition, the school have multimedia and internet laboratory in sufficient way as well.

E. Conclusion

Performance of SMA history teacher in DIY based on result of assessment, observation and interview indicates that it belonging to good category, even on some history material have implement *team teaching*. Good teacher's performance can result in good achievement. And due to history lesson material, the interview and observation result indicates that history teacher have take efforts to develop learning material and on their learning activities, they have utilizing various book standardized by BSNP. In addition, the implemented learning method is belonging to good enough.

The assessment of SMA history teacher in DIY indicates very good criteria. It means that teacher's performance is assessed very well with average score is 4.76. Related to performance of history teacher, SMA's headmaster in DIY give good category with average score is 3.67. According them, history teacher in DIY have carry out learning process of history in good manner. They give similar score with student's assessment which is belonging to good classification. Based on interview result with headmaster, it is explained that both history teacher is have many experience, so their teaching skill is belonging to good category. The history teacher have carry out history learning activities better and educated their student by optimum learning method. They have good learning planning, it is proved by they have complete learning means, starting from formulation of learning objectives to evaluation system.

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