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# Teacher Performances in Implementation of Learning at State Elementary School in Kecamatan Gunung Toar Kabupaten Kuantan Singingi

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## ABSTRACT

The purpose of this study was to determine level of teacher performance in implementing learning activities at State Elementary School are, in planning learning activities, carry out learning activities, evaluate and follow-up of learning activities. This is a descriptive study with a quantitative approach. The population is 150 people. The samples in this study using simple random sampling, the samples are 108 teachers at State Elementary School in Gunung Toar Kabupaten Kuantan Singingi. The instrument used was a questionnaire containing 40 items statement. The performance of teachers in learning activities at State Elementary School in Gunung Toar kabupaten Kuantan Singingi to be assessed and measured by indicators of learning to plan, implement and evaluate learning and follow-up of learning activities. The results show that the performance of teachers in learning activities at State Elementary School in Gunung Toar Kabupaten Kuantan Singingi in medium category. Thus, the performance of teachers in the implementation of learning in the state Elementary School in planning, implementing and evaluating the learning is moderate which means it needs to be improved again.

*Keywords* : Teacher Performance, Implementation of learning, State Elementary School

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## Introduction

Nowadays, the efforts to improve the quality of learning have been heavily carried out by the Government and society in order to improve the quality of education in Indonesia, but in reality to obtain the quality of learning is still a dream and hope and has not become reality yet.

This can be seen from the competitiveness of the Indonesian nation in line with the index graph of human resource development (HR). Based on UNDP World Agency Report (in Media Indonesia, Cornelis Ekon Susanto on 4 November 2011; h.1), that the Human

Resources Development Index, tends to decline from 2005 to 2011.

In order to be able to answer such a problem then one of the important factors in improving human resources is the quality of education, by enhancing the quality of education, the human resources will also increase.

The achievement of the quality of education is the important factor that can not be ignored is the role of teachers, because the teacher plays the important role in improving the quality of learning, because the teacher is responsible for the process of learning activities in the class.

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The continuity of the learning process in the classroom is determined by many skills. Some skills are needed to be possessed by the teacher such as the understanding of the curriculum and the mastery of the material will be a top priority, besides being able and skilled in teaching methods and utilizing learning media and the most important thing is the understanding to the technique of evaluation, because the essential factor in determining the success of the learning process.

Before carrying out the learning activities in the classroom, a teacher is required to develop a lesson plan or known as a learning implementation plan which is equipped with a media or a tool that will be used, prepared test items or known as learning evaluation.

Many things that play a role in supporting the activities of teachers in learning activities such as teacher performance, the higher the level of teacher performance in the implementation of learning activities, the level of achievement of implementation will be better.

According to Robbins (1997), proper performance can be done only based on the results of the evaluation of the current performance, because the results of performance evaluation shows the level of achievement of a person perform tasks that are the responsibility, low performance indicates less good employees perform tasks resulting in inhibition The achievement of organizational goals. Conversely, high performance indicates factors that support the ability of teachers in the implementation of learning. The function and task of the teacher will certainly be a top priority, besides being a skillful in implementing teaching methods and skilled using learning media and have good knowledge of evaluation techniques is a decisive factor in determining the learning process.

Based on Undang-Undang Sistem Pendidikan Nasional Nomor 20 tahun 2003 Pasal 11 ayat 1 mandates to the Government and Local Government to ensure the implementation of quality education (quality) for every citizen. The efforts to improve the quality of education require the efforts to improve the quality of learning (instructional quality) because the goals of various educational programs is the implementation of quality learning programs (Hamdani, 2011). The learning program is the task of a teacher which is also called the performance of teachers. Teacher performance is an achievement that teachers can show. It is an achievable result in carrying out the tasks assigned to him based on his skills, experience and sincerity and the time available. The manifestation of teacher performance is realized by competence (Riduwan, 2009).

Based on UndangUndang No. 20 tahun 2003 pasal 39 ayat 2 that educators are professionals worker which have some duties in planning and implementing the learning process, assessing learning outcomes, conducting mentoring and training, and conducting research and community devotion (Riduwan, 2010).

A good teacher will make good effort to make the teaching process successful, one of the factors that can lead to success is that the teacher always makes previous teaching planning (Oemar, 2008). In carrying out the learning, teachers must actively create and foster learning activities in accordance with the plans that have been prepared, in addition knowledge of learning and teaching theories of student knowledge is also required skills and learning techniques, such as the principles of teaching, the use of teaching aids, the use of teaching methods and skills Assess student learning outcomes (Hamdani, 2011).

Furthermore Colcuitt (2009) states that performance is a set of behavior that can

contribute a person positive or negative to the achievement of organizational goals.

However, in fact the learning activities carried out by the elementary school teachers of Sekolah Dasar Negeri Kecamatan Gunung Toar Kabupaten Kuantan Singingi showed that it is not maximally yet as expected. This is based on the results of initial observations that have been done by researchers which are included: (1) teachers are weak in organizing the design of learning activities, (2) teachers are weak in determining the materials that will be given to students, (3) the teacher still feel hesitancy in preparing the test material that will be given to the students, (4) the student's learning method is still classical in which the students are still listening and seeing the teacher in teaching, (5) the teachers have lack ability in applying the material by using method and learning media (7) teachers have lack of knowledge in using of methods and learning media on the allocation of a learning material, (8) the weak source of teaching materials because the literature materials used are very limited.

Based on the background of problems above, it can be formulated research problem "how high is the performance of teachers in carrying out learning activities at the State Elementary School of Kecamatan Gunung Toar Kabupaten Kuantan Singingi?"

This study aims to determine the level of performance of teachers in carrying out learning activities at the State Elementary School of Kecamatan Gunung Toar Kabupaten Kuantan Singingi in planning the learning activities, carrying out learning activities, evaluate and follow-up learning activities.

This research is expected to contribute to educational institutions within the scope of local government Kuantan Singingi regency in order to improve the quality of education in

this area, by providing input materials as follows:

1. Providing input to teachers about the importance of improving teacher performance in learning activities.
2. Provide feedback to teachers on how to develop and organize learning with learning resources.
3. Provide input to teachers, plan procedures, type of assessment conducted in learning activities.
4. Provide inputs to the local Education Office on the importance of evaluating teacher performance, especially with regard to learning activities.
5. Providing inputs to the local Education Office to continuously evaluate the learning documents, methods and instructional techniques that teachers undertake in the implementation of classroom learning activities.
6. Provide inputs to the local Education Office to continue to continuously pay attention to the means of learning in order to support the learning activities by teachers.
7. Provide input to all interested parties, especially the colleagues of teachers to build good performance, in order to improve the quality of learning.

## Literature Review

Performance is not a characteristic of an individual such as talent or ability, but a manifestation of the talent or ability itself. This opinion indicates that performance is a manifestation of ability in the form of real work. The performance of its relation to a job position is defined as the result achieved in the relation to the function of a job within a certain period of time (Kane, 1986). In this context, the performance of teachers in terms of a job position interpreted the performance

of teachers in carrying out functional tasks, while the functional task itself is the performance of teachers in learning activities in the classroom.

Mangkunegara (in Wikipedia, 2008) said that "Performance (work performance) is the result of work in quality and quantity achieved by an employee in performing his/her duties in accordance with the responsibilities given to him/her. Lindsay and Patrick (in Hasan, 2004) put more emphasis on the behavior of the person doing the work, then he said "performance is the behavior associated with the completion of work that is expected to be specific or formal by each member of the organization." Furthermore, Mitriani (in Hasan, 2004) stated performance is a process tool for creating a shared understanding of what to achieve, how it should be achieved and how to manage people by increasing the likelihood of achieving goals.

According to Kane (1986) performance is not a characteristic of a person like talent or ability, but it's a manifestation of the talent or ability itself. This opinion indicates that performance is a manifestation of ability in the form of real work. The performance of its relation to a position is defined as the result achieved in relation to the function of a job within a certain period of time (Kane, 1986). Furthermore, Ivancevich, Konopaske and Matteson pointed out that job performance includes a number of outcomes in this section we will discuss performance outcome that have value on the organizational and to the individual.

Suryadi, Prawirosentono (1999) defined performance as the work that can be achieved by a person or a group of people within an organization in order to reach the goal legally. Performance depends on the ability, setting, effort, and skill.

Teacher performance is an achievement that teachers can show. It is an achievable thing in carrying out the tasks assigned to him/her based on his/her skills, experiences, sincerity and the time available. The manifestation of teacher performance is realized by the competence (Riduwan, 2009).

Based on Law no. 20 year 2003 article 39 paragraph 2 that educators are professionals in charge of planning and implementing the learning process, assessing learning outcomes, mentoring and training, conducting researches and doing community devotion (Riduwan, 2010).

From some opinions above, the conclusion can be drawn, that performance is an achievement or result of learning activities conducted by teachers who are educators. In order to the implementation of learning activities to run properly, the ability of teachers in learning activities should be improved, without having good skills it's difficult for teachers to improve their performances. So in this context, the performance of teachers is the ability of teachers in demonstrating the skills or competencies they have, and the workforce of teachers is to give a study for students in learning activities. Furthermore, the teacher's performance that the author means in this study are:

1. Formulate the design of learning

It is the teacher's projection of activities to be done during the learning. According to T Raka Joni, the ability to plan the learning program includes (1) the ability to plan the organizing of teaching materials, (2) planning the management of teaching and learning activities, (3) planning the classroom management, (4) planning the use of media and teaching resources and (5) Planning student achievement assessment for teaching purposes (Hamdani, 2011).

## 2. Implement the learning activities

Is the creation and the growth of teaching and learning activities in accordance with the plan prepared. Sri Yutmini stated that the requirements of the ability that the teachers must possess in carrying out the teaching learning process includes the abilities: (1) to use learning method, learning media and training materials according to the lesson objectives, (2) to demonstrate the mastery of subjects and teaching equipments, (3) to communicate with students, (4) to demonstrate various teaching methods and (5) to conduct evaluation of teaching and learning process (Hamdani, 2011).

## 3. Evaluate and follow up learning activities

It is the things that are done in the final activity and the follow-up learning is the final assessment, final assessment analysis, follow-up, give topics to be discussed in the future and close the learning activities. Thus, carrying out the assessment of the teaching and learning process is a part of the task for teachers implemented after the learning activities in order to determine the success rate so that teachers can seek follow-up student learning outcomes (Mulyasa, 2003)

From the above explanations, the three points are used as indicators in this research.

## Methodology

This research consists of one variable, the type of research is quantitative descriptive research conducted by survey. The place of this research was conducted at Kecamatan Gunung Toar Kabupaten Kuantan Singingi and the public elementary school teachers in the region became the subject of this research is. The point of discussion in this research is directed to the performance of teachers in carrying out the main tasks in learning activities at the State Elementary School

Kecamatan Gunung Toar Kabupaten Kuantan Singingi.

The population in this study is all teachers at the State Elementary School Kecamatan Gunung Toar, 150 teachers spread in the State Elementary Schools of Kecamatan Gunung Toar.

Based on the data obtained, not all of them used as research samples. Therefore, the researcher conducted a simple random sampling technique to obtain a sample that is representative. While the sample of this research is determined with a 5% error rate and 95% confidence level (adopted from Table Krejcie in Sugiyono, 1997), so the samples of this research are 108 primary school teachers of Kecamatan Gunung Toar Kabupaten Kuantan Singingi.

Sampling in this study is using simple random sampling technique that is taking sample members from the population randomly without considering the strata that exist within the population (Sugiyono, 2013). Then put into the sample (Donald ary). Samples for trials test are 30 teachers of State Elementary School at Kecamatan Gunung Toar Kabupaten Kuantan Singingi.

The data collection techniques used in this study are observation, interview and questionnaire. The data analysis used in this research is SPSS (Statistical Product and Service Solutions) version 19. The reliability and the total statistics based on crosstab in statistical program SPSS 19 can be seen. So the researcher can describe the data and the information obtained in this research.

The type of data in this study is quantitative data in the form of intervals. Source of data is obtained directly from teachers of the State Elementary School at Kecamatan Gunung Toar Kabupaten Kuantan Singingi. Data were collected through research instruments used in the form of a questionnaire prepared in

accordance with Likert scale model, which is addressed to the respondents who are teachers of the State Elementary School at Kecamatan Gunung Toar Kabupaten Kuantan Singingi. Questionnaire is arranged based on the indicators and at first were created a research questionnaire gratitude, which is the variables and indicators were developed. The respondents' choices of the questionnaire was prepared i.e. Very Often (SS), Often (S), Sometimes (KD), Never (TP), then the answer of very often given a score of 4, often given a score of 3, And Never scored 1.

The research questionnaire testing was conducted before the real research. This Questionnaire testing is for the teachers of the elementary school in Kecamatan Gunung Toar with choices of answers: Often (SS), Frequent (S), Sometimes (KD), Never (TP). The answers of often given a score of 4, Frequent given a score of 3, Sometimes given a score of 2, and Never given a score of 1.

The purpose of this questionnaire test is to obtain valid and reliable items in order to reveal the problem in this research. In addition, the instrument testing is also important to know the things that need to be prepared in conducting further research.

The trial was conducted from August 3, 2015 to August 30, 2015 by distributing questionnaires to 30 respondents who are teachers of the State Elementary School Kecamatan Gunung Toar Kabupaten Kuantan Singingi. Questionnaire consists of 49 statements, each item is prepared by 4 (four) alternative answers, namely: Often (SS), Often (S), Sometimes (KD), Never (TP), then the answer is often given a score 4, often given a score of 3, sometimes given a score of 2, and never given a score of 1.

Questionnaires in the trial test sought the validity of each item by measuring instruments in this study used the standard

Masrum, as a minimum requirement is considered to meet the requirement is  $r = 0.361$ . So if the correlation between total items with total score less than 0.361 then the item in the instrument is invalid (Sugiyono: 2013).

According to the opinion, it is understood that the minimum validity of an item is 0.361. After the calculation obtained from 49 items distributed the lowest known results of the performance of teachers of State Elementary School Kecamatan Gunung Toar are 9 items that are not valid (item number 5, 19, 22, 25, 28, 32, 35, 43 and 45). Then 40 valid items are used in the actual research instrument.

From the calculation of the reliability coefficient of the performance instrument of the elementary school teachers at Kecamatan Gunung Toar Kabupaten Kuantan Singingi, 40 valid statements obtained with r value of 0.960. Reliability test results based on Cronbach's Alpha obtained an average yield of 0.959 with the lowest item 0.366, it means that because the number of reliability close to the number 1 then this instrument item is reliable or reliable enough to be used in actual research.

The research about the performance of teachers in the implementation of learning activities at State Elementary School Kecamatan Gunung Toar in learning activities presented percentage by using Table Frequency Distribution with the formula:

$$P = \frac{f}{N} \times 100\%$$

Information :

P = Percentage

F = frequency

N = Number of respondents

100% = Fixed numbers

Deciding the high/low level of the performance of teachers at State Elementary

School of Kecamatan Gunung Toar in learning activities can use the following criterias:

- 81% - 100% : very high
  - 61% - 80% : high
  - 41% - 60% : medium
  - 21% - 40% : low
  - 0 - 20% : very low
- (Tuckman, 1978 in Arikunto, 1999)

Meanwhile, to see the high performance of the elementary school teacher of Kecamatan Gunung Toar Kabupaten Kuantan Singingi the learning activity, the mean score interpretation model is used as in the following table.

Tabel 1. The Performance of the elementary school teachers on Kecamatan Gunung Toar Kabupaten Kuantan Singingi.

Skala	Tingkat Interpretasi
1.0 - 2.00	Rendah
2.01 - 3.00	Sedang
3.01 - 4.00	Tinggi

Source: Adapted from Norasmah (2002) in Daeng Job, Cs. (2013)

### Result and Discussion

Based on the results of the overall data processing indicators, it can be summarized in Table2.

Tabel 2. Interpretation Percentage of Teachers Performance in Implementation of Learning process at Elementary School of Kecamatan Gunung Toar Kabupaten Kuantan Singingi.

No	Indikator	Perolehan (%)	Interpretasi
1	Merencanakan Pembelajaran	62,59	Tinggi
		28,15	Sedang
		9,26	Rendah
2	Melaksanakan Pembelajaran	61,59	Tinggi
		31,05	Sedang
		7,36	Rendah
3	Mengevaluasi tindakan lanjut kegiatan pembelajaran	39,21	Tinggi
		43,78	Sedang
		17,01	Rendah

ran		
Rata-rata	54,46	Tinggi
	34,33	Sedang
	11,21	Rendah

Source: the Results of Processing Research questionnaire (Tuckman, 1978 in Arikunto, 1999)

From the Table2, it can be seen that the highest performance of teachers in the implementation of learning process at the State Elementary School of Gunung Toar District Kuantan Singingi is 54.46%, the moderate is 34.33% and the lowest is 11.21%. Then, it can be explained that the performance of teachers in planning the learning process based on the results of data analysis with the highest percentage and mean 62.59%, while the moderate percentage has mean 28.15% and the lowest percentage has mean 9.26%. Furthermore, the indicators of implementing the learning process has 61.59% as the highest interpretation, 31.05% as the moderate interpretation, and 7.36% as for the lowest interpretation. Then, indicators of evaluating and following-up learning activities has 39.21% as the highest interpretation, 43.78% as the moderate interpretation, and 17.01% as the lowest interpretation.

Tabel 3. Recapitulation Interpretation Mean and Stardar Deviation (SD) of the teachers' Performance In the Implementation of Learning At SDN GunungToar

No	Indikator	N	Mean	SD	Interpretasi
1	Merencanakan Pembelajaran	108	2,76	0,89	Sedang
2	Melaksanakan Pembelajaran	108	2,75	0,85	Sedang
3	menevaluasi tindakan lanjut kegiatan pembelajaran	108	2,35	0,84	Sedang
Jumlah		324	7,86	2,58	
Rata-rata		108	2,62	0,86	Sedang

Source: the Results of Processing Research questionnaire (Tuckman, 1978 dalam Arikunto, 1999)

Based on the Table 3, it shows that the performance of teachers in the implementation of learning process at the State Elementary School of Kecamatan Gunung Toar Kabupaten Kuantan Singingi is in the moderate level based on the interpretation table adapted from Norasmah (2002) which has mean 2.62 and SD 0, 86, which is mean is in the moderate level. The interpretation on the indicators of learning plan has mean 2.76 and SD 0.89, followed by the indicators of implementing learning process, it has mean 2.75 and SD 0.85 and indicators of evaluating and following-up learning activities is in moderate level and it has mean 2.35 and SD 0.84.

Overall, the indicators of learning implementation in planning the learning process, implementing learning process, evaluating and following-up learning activities to assess the performance of teachers at the State Elementary School Kecamatan Gunung Toar Kabupaten Kuantan Singingi are still quite moderate.

### Conclusion

Based on the discussion of this research, it can be concluded that:

1. The teachers performance level in learning implementation at the State Elementary School of Kecamatan Gunung Toar Kabupaten Kuantan Singingi is classified into moderate level. It means that the performance of teachers in the implementation of learning process including planning, implementing and evaluating the learning process is classified into moderate level so it needs to be improved more.
2. From the indicators of learning plans, the teachers performance level in learning implementation at the State Elementary School of Kecamatan Gunung Toar

Kabupaten Kuantan Singingi is interpreted into high level but it's classified into moderate level.

3. From the indicators of learning process, the level of the teachers performance in the implementation of learning process at the state Elementary School of Kecamatan Gunung Toar Kabupaten Kuantan Singingi is interpreted into high level but the fact is in moderate level.
4. From the indicators of evaluating and following-up learning activities, the teachers performance level in learning implementation at the State Elementary School of Kecamatan Gunung Toar Kabupaten Kuantan Singingi is interpreted into moderate level and the fact is in moderate level too.

### Suggestions

Based on the conclusions, it can be suggested to the Department of Education to improve the performance of teachers continuously in the implementation of learning process at the State Elementary School on Kecamatan Gunung Toar Kabupaten Kuantan Singingi in planning, implementing and evaluating the learning process because not all the teachers did it although the planning and implementing learning process is already in high level. Moreover, in evaluating the learning process that is classified into moderate level, this performance should be improved by teachers seriously. Thus, it is necessary for the Government especially the Department of Education to monitor and evaluate the performance of the teachers in elementary school on Kecamatan Gunung Toar Kabupaten Kuantan Singingi.

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