

Performance Profile of Teachers at SMA Negeri 1 Lubai Ulu (Peer Assessment of Teachers' Performance at SMA Negeri 1 Lubai Ulu)

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Abstract: This research aims to determine the performance of teachers at SMA Negeri 1 Lubai Ulu, Lubai Ulu District, Muara Enim Regency based on peer assessment. This study uses qualitative research with a qualitative descriptive approach. The study was conducted at SMA Negeri 1 Lubai Ulu, Lubai Ulu District, Muara Enim Regency. The techniques used in collecting data are interviews, observations, and documentation. The data analysis in this study includes data reduction, data presentation, and drawing conclusions. The validity of the data is ensured through credibility, transferability, dependability, and confirmability. The assessment is based on the daily behavior of teachers, their relationships with peers, and their professional conduct. The assessment is not only based on peer assessment instruments but also supported by interviews, checking learning materials, and observing/supervising each teacher in the classroom. The results of the performance assessment of teachers by the researcher as peers show that, in general, the performance of teachers is good. However, with the changes in the curriculum, teachers need guidance and mentoring to be able to perform their duties in accordance with the process standards specified in the Minister of Education and Culture Regulation 65/2013, Minister of Education and Culture Ristek No.16/2022, and Minister of Education and Culture Regulation 57/2014, which mandate that teachers must implement scientific-based learning and authentic assessment for the 2013 curriculum and differentiated learning with a Technological Pedagogical Content Knowledge (TPACK) approach. Some aspects of the assessment are still lacking in some teachers and can be used as evaluation and self-reflection for the school and the teachers concerned.

Keywords: Colleagues, Performance Assessment, Teachers

A. Introduction

The teaching profession plays a crucial role in national development and the intellectual advancement of the nation. To improve the professionalism of teachers, a teacher performance assessment (PK Guru) is carried out, which aims to identify the abilities of teachers in carrying out their main duties and for planning the Continuous Professional Development (PKB) of teachers. The results of the PK Guru are used to fulfill the credit requirements for teachers in their promotion and appointment. The

results of the PK Guru are also expected to be useful in determining various policies related to improving the quality and performance of teachers as the spearhead of the educational process in creating intelligent individuals, comprehensive and highly competitive (Madyan et al., 2022). PK Guru is carried out to assess the ability of teachers in applying the competencies required in the process of learning and guidance, as well as to ensure that teachers perform their duties and responsibilities professionally (Yusup et al., 2023). Teacher performance assessment is also the basis for developing teacher professional development programs as learner teachers (Suwatri et al., 2022).

The success of a teacher must meet predetermined criteria, and factors that affect the performance of a teacher can come from within or outside the individual (Kartini & Kristiawan, 2019). Common problems in teacher performance include a lack of ability to determine appropriate teaching methods, a lack of mastery of the subject matter taught, a lack of ability to create good lesson plans, and a lack of ability to use learning media (Prasetya & Prasetiawan, 2022). The competencies that must be possessed by teachers are divided into four groups, namely pedagogical competence, personality competence, social competence, and professional competence, as regulated in Law Number 14 of 2005 (Pahrudin, Martono & Murtini, 2020). This shows that to achieve good performance, a teacher must have competencies that cover various aspects, not only limited to mastery of subject matter, but also pedagogical, social, personality, and professional skills (Prasetyo & Setiawan, 2021).

To improve the potential of teachers, the government has developed an evaluation system called Teacher Performance Assessment (PKG) which is used to measure the competence of teachers in carrying out their main duties. PKG is carried out at the lower levels such as by supervisors, school principals, teachers, students, and parents. This is done for career development, promotion and salary increases for teachers. The government strives to improve the quality of teachers through policies issued, including competencies, professionalism and teacher welfare through certification. This is important because teachers are at the forefront of improving the quality of education. Qualified, competent and highly dedicated teachers will produce students who have good academic abilities as well as good skills and emotional maturity. Therefore, an evaluation system such as PKG is needed to determine the quality of teachers in carrying out their duties (Yuniarti & Dwikurnaningsih, 2022). Furthermore, according to (Alamiah & Kartiwi, 2021), through assessment it is expected that teacher performance can be improved effectively.

To ensure objectivity in assessing teacher performance, self-evaluation and peer evaluation are implemented. This is aimed at promoting interaction in terms of values and performance improvement expected. The results of performance evaluation should be used as a mediation tool in communication between evaluators and those being evaluated. Through the communication process of the evaluation results, information about things that need to be done and maintained in performance can be obtained. Therefore, the development of performance evaluation instruments with primary sources from peers and self-assessment is very important. Self-assessment

can be used as a self-evaluation tool. Meanwhile, peer evaluation will complement as a critical component of the assessed performance. According to (Taheri et al., 2020) there are several benefits of performance evaluation, including improving work motivation and job satisfaction. Through performance evaluation, the weaknesses and strengths of teacher performance can be identified (Hadi et al., 2019).

Performance evaluation by peers is often considered an effective evaluation method compared to evaluations conducted by supervisors or school principals. Peer evaluations tend to be stable over a certain period of time and have a higher predictive validity rate compared to evaluations by principals or supervisors. In addition, peer evaluations are more focused on a teacher's performance and work outcomes. According to (Sadtyadi & Kartowagiran, 2014), peer evaluations can also be used as a means of communication in the workplace. By understanding their personal values, peer evaluations can be used as a tool to discuss work-related issues and clarify the context of their work. Performance evaluations can also provide an opportunity to discuss and receive guidance in achieving their desired goals and improving harmonious relationships at work. Thus, performance evaluation of teachers by peers is important to be carried out (Sauma et al., 2017).

B. Methods

Performance evaluation by peers is often considered an effective evaluation method compared to evaluations conducted by supervisors or school principals. Peer evaluations tend to be stable over a certain period of time and have a higher predictive validity rate compared to evaluations by principals or supervisors. In addition, peer evaluations are more focused on a teacher's performance and work outcomes (Creswell, 2015). According to (Rivera et al., 2021), peer evaluations can also be used as a means of communication in the workplace. By understanding their personal values, peer evaluations can be used as a tool to discuss work-related issues and clarify the context of their work. Performance evaluations can also provide an opportunity to discuss and receive guidance in achieving their desired goals and improving harmonious relationships at work. Thus, performance evaluation of teachers by peers is important to be carried out.

C. Results and Discussion

Descriptive Statistics of Respondents

The Result of Peer Evaluation of Teacher Performance

a. The Result of Peer Evaluation of Teacher Performance

Table 1. Teacher's Daily Behavior

No	Statement	Percentage of Choices (%)		
		Never	Sometimes	Often
1.	The teacher complies with school	0	0	100
2.	The teacher works according to the established	0	0	100
3.	The teacher dresses neatly and/or appropriately	0	0	100
4.	The teacher diligently attends flag ceremony	0	0	100
5.	The teacher behaves well towards me and other teachers	0	0	100
6.	The teacher is willing to accept criticism and suggestions from me or other teachers	0	23,08	76.92
7.	The teacher can be a role model for me and my friends	0	30.77	69.23
8.	The teacher is good at self-control	0	0	100
9.	The teacher actively participates in maintaining a smoke-free school environment	0	0	100
10.	The teacher actively participates in extracurricular activities	53,85	30.77	15.38
11.	The teacher actively participates in activities to improve school achievement	23.08	69.23	7.69

Note: The scale used is a Likert scale that uses three options, namely: a. Never (N) b. Sometimes (S) c. Often (O) The criteria for scoring the instrument sheet are as follows: Instrument sheet score criteria

Table 2. Instrument sheet score criteria

Choices	Skor
Never	0
Sometimes	1
Often	2

The table above is a daily behavior assessment of teachers. From the table, we can see that most teachers obey the rules that apply in school (100% O), work according to schedule (100% O), dress neatly and politely (100% O), diligently participate in flag ceremonies (100% O), and are good at controlling themselves (100% O). For statement number 6, there is a difference in results where most respondents answered "often" (76.92%) and a small portion answered "sometimes" (23.08%) to the question about teachers who are willing to accept criticism and suggestions. Based on interviews and observations, this is because some teachers do not yet understand and realize that accepting criticism and suggestions is one of the behaviors that reflect a good teacher.

Statement number 7, the majority indicate their assessment as "often" (69.23%) and a small portion as "sometimes" (30.77%) for the question about teachers who can

be role models for them and other teachers. Based on interviews and observations with teachers who still have a “sometimes” assessment, this is due to their lack of experience as teachers, as their working period as teachers is only a few years. For statement number 10, the majority of teacher assessments are “never” (53.85%) and a small portion as “sometimes” (30.77%) and “often” (15.38%) for the question about teachers who actively participate in extracurricular activities. The low assessment results are due to some teachers who have never been assigned or no longer have the responsibility as extracurricular advisors. For statement number 11, the majority of teacher assessments are in the “sometimes” option (69.23%) and a small portion in the “never” (23.08%) and “often” (7.69%) options for the question about teachers who actively participate in school performance improvement activities. The low level of active participation of teachers in improving school performance is based on interviews conducted by the researchers, as some teachers have never been assigned or have not been involved in school performance improvement activities. Additionally, some teachers are still relatively new in their careers as educators.

b. Teacher Relationship with Colleagues

The assessment results of teacher relationships with colleagues can be seen in the following table:

Table 3. Assessment Results of Teacher Relationships with Colleagues

No	Statement	Percentage of Choices (%)		
		Never	Sometimes	Often
1.	Teachers are friendly to me or others	0	0	100
2.	Teachers use polite language towards me or others	0	0	100
3.	Teachers provide motivation to me or other teacher colleagues	0	15.38	84.62
4.	Teachers are skilled in oral or written communication	0	0	100
5.	Teachers actively and creatively motivate themselves and fellow teachers in carrying out the education process	0	53.85	46.15
6.	Teachers create a family atmosphere within and outside the school	0	0	100
7.	Teachers are easy to collaborate with, whether with me or other teachers	0	0	100
8.	Teachers are willing to discuss anything related to the interests of students and the school	0	0	100
9.	Teachers are willing to help solve my problems and those of other teachers	0	30,77	69.23
10.	Teachers appreciate the abilities of me and other teachers	0	0	100

Based on the data above, the assessment of colleagues towards teachers shows positive results. Out of 10 statements, all statements show 100% results in the “Often” category. This indicates that teachers are friendly, courteous, and skilled in communicating both orally and in writing. Teachers are also often known as people who create a family atmosphere and are easy to collaborate with colleagues.

In statement number 3, teachers provide motivation to students, only 15.38% of colleagues assess the teacher as “Sometimes” in this regard. Meanwhile, 84.62% of

colleagues assess that teachers often provide motivation to students. In statement number 5, teachers motivate themselves and colleagues actively and creatively in carrying out the education process. 46.15% of colleagues assess that teachers often do this, while 53.85% assess that teachers sometimes do it.

In statement number 9, teachers are willing to help solve the problems of their colleagues, 69.23% of colleagues assess that teachers often help solve their problems, while 30.77% assess that teachers sometimes help solve their problems. Overall, the assessment of colleagues shows that teachers have good performance and are well accepted by colleagues.

c. Teacher Professional Behavior

The results of the assessment of teacher professional behavior can be seen in the following table:

Table 4. Results of Teacher Professional Behavior Assessment

No	STATEMENT	Percentage of Choices (%)		
		Never	Sometimes	Often
1.	The teacher has creativity in teaching and learning	0	69.23	30.77
2.	The teacher has adequate knowledge and skills in Information Technology	0	61.54	38.46
3.	The teacher has complete teaching aids	0	0	100
4.	The teacher is present at school even though not teaching in class	0	84.62	15.38
5.	The teacher starts teaching and learning on time	0	61,54	38.46
6.	The teacher ends teaching and learning on time	0	0	100
7.	The teacher gives assignments to students when unable to teach	0	0	100
8.	The teacher informs me or other teachers when unable to teach	0	7.69	92.31
9.	The teacher treats students with love and care	0	0	100

Based on the assessment of professional behavior of 13 teachers by colleagues, most of the teachers have positive behavior in carrying out their duties. Some notable points from the assessment results are: The teacher has creativity in teaching and learning, as 30.77% assess that the teacher often has creativity in teaching and learning, while 69.23% assess that the teacher sometimes has creativity. The teacher has adequate knowledge and skills in Information Technology (IT), as 38.46% assess that the teacher often has adequate knowledge and skills in IT, while 61.54% assess that the teacher sometimes has adequate knowledge and skills in IT. The teacher has complete teaching aids, all colleagues assess that the teacher has complete teaching aids. The teacher is present at school even though not teaching in class, as 84.62% assess that the teacher often is present at school even though not teaching, while 15.38% assess that the teacher sometimes is present at school even though not teaching.

The teacher starts teaching and learning on time, as 38.46% assess that the teacher often starts teaching and learning on time, while 61.54% assess that the teacher

sometimes starts teaching and learning on time. The teacher ends teaching and learning on time, all colleagues assess that the teacher ends teaching and learning on time. The teacher gives assignments to students when unable to teach, all colleagues assess that the teacher gives assignments to students when unable to teach. The teacher informs me or other teachers when unable to teach, as 92.31% assess that the teacher often informs when unable to teach, while 7.69% assess that the teacher sometimes informs when unable to teach. The teacher treats students with love and care, all colleagues assess that the teacher treats students with love and care.

d. Performance Assessment Result by Peers

From the three components assessment, the result of the teacher’s performance assessment by peers is obtained based on the calculation formula of teacher’s performance assessment by peers according to the National Education Minister Regulation 16/2007 on Academic Qualification and Competence Standards, BSNP version 6.0. 11/2008 Indicator Framework for Reporting National Education Standard Achievement; Academic Qualification and Competence Standards for Teachers as well as based on Minister of State for Administrative Reform and Bureaucratic Reform Regulation 16/2009 concerning Functional Positions of Teachers and their Credit Points. To obtain the result of teacher’s performance assessment by peers based on the following calculation (Kemdikbud, 2019): $\text{Performance Score} = (\text{Total score} / \text{maximum score}) \times 100$ Note. The result of teacher’s performance assessment by researchers as peers can be seen in the following table 5.

Table 5. Teacher’s Performance Assessment Result by Peers

NO	Teacher’s Name	Value	Category
1.	Denti Handis, S.Pd	86.67	Good
2.	Nur Aima, S.Pd	90	Good
3.	Diah Puspita F, ST	91.67	Good
4.	Beni Susanto, S.Pd, M.H	96.67	Good
5.	Sri Susanti, S.Pd	93.33	Good
6.	Meilinasari, SP	91.67	Good
7.	Helmaria, S.Pd	95	Good
8.	Media Fitri, S.Pd	85	Good
9.	Yuli Puspita Sari, S.Sos	81.67	Good
10.	M. Alexander, S.Pd	85	Good
	Amanda Utari, M.Pd	83.33	Good
12.	Sri Rejeki Wulandari, S.Pd	78.8	Good
13.	Kadek Setat, M.Pd	81.67	Good

The table above shows the result of teacher’s performance assessment conducted by the researchers. From the table, it can be seen that most teachers scored above 85, indicating that they have done a good job overall. However, some teachers have lower scores, indicating that they may need to improve in some areas.

Discussion

Based on the results of the assessment of teacher performance in terms of daily teacher behavior, it can be said that most teachers have good behavior and comply with the rules in the school. However, there are several aspects that need to be improved, such as accepting criticism and suggestions, having behavior that can be a role model for other teachers, and active participation in extracurricular activities and school performance improvement. This may be due to a lack of experience or tasks that have not yet been obtained by some teachers. Therefore, it is important for the school to provide guidance and competency improvement to teachers so that they can have better behavior and help improve school performance. According to (Reddy & Andrade, 2010), teachers should have good teaching attitudes to improve student learning achievement. Teachers must strive to improve the quality of their teaching attitudes and provide sufficient attention to students during the learning process. There is a significant correlation between teacher teaching attitudes and student learning achievement, so teachers must pay attention to these factors to improve student learning achievement. Success in carrying out tasks is determined by the increasing professionalism of teachers and the improvement of their personality attitudes. Through awareness of having an attractive personality and a personality to improve their professionalism, teachers can carry out tasks better (Ibrahim Bafadal et al., 2019).

The second peer assessment aspect is the teacher's relationship with colleagues, which resulted in the teacher having good performance and being well-accepted by colleagues. The teacher was evaluated to have a friendly attitude, polite language, good communication skills, creating a family atmosphere, and easy to collaborate with colleagues. In addition, the teacher often motivates students and is willing to help solve colleagues' problems (Brewer & Picus, 2016). Although there are some things that the teacher sometimes does, such as actively and creatively motivating oneself and colleagues in carrying out the education process, most colleagues believe that the teacher often does these things. Therefore, it can be concluded that the teacher has good performance and is able to maintain good working relationships with colleagues. This is in line with the research by (Lu'Lu'ul et al., 2017) which states that teaching in front of the class is part of the interaction in the communication process. The social skills possessed by a teacher are considered as an ability or strength that enables them to equip students with the skills and values needed for them to become good members of society in the future. As an educator, a teacher is also able to facilitate and guide the community in the future. Additionally, a teacher is able to create a pleasant learning environment for students. According to (Kurnia et al., 2020), a good learning environment and work climate will increase the enthusiasm of teachers, thus improving their work productivity, better performance quality, and enhancing the school's reputation.

In the evaluation of peer behavior, it was found that most teachers have positive and good behavior in carrying out their duties. However, some areas that need improvement are creativity in teaching, knowledge and skills in IT, and punctuality

in starting and ending classes. Some good practices that should be continued are having complete teaching aids, always being present at school even when not teaching, giving assignments to students if unable to attend, providing information if unable to attend, and treating students with love and care. The results of this evaluation indicate that teachers already have a generally good level of professional behavior. According to (Muhtarom et al., 2016), the professional ability of a teacher is crucial in achieving good learning outcomes. A professional teacher can provide optimal teaching and knowledge so that students feel motivated and interested in the teaching-learning process at school. On the other hand, if a teacher does not have adequate professional abilities, it can have a negative impact on student learning outcomes. In addition, according to (Muslim & Wekke, 2018), a professional teacher not only has mastery of subject matter and teaching materials, but also has the ability to motivate students, high skills, and broad insights into the world of education.

Based on the evaluation of teacher performance conducted by the researcher as a peer, it shows that overall, the teacher's performance has met the good criteria. However, with the changes in the curriculum, teachers need to be guided and mentored to ensure that they meet the process standards in Permendikbud 65 of 2013, Permendikbudristek No.16/2022 and Permendikbud 57 of 2014, which mandate teachers to implement scientific-based learning and authentic assessment, general, the performance of teachers is good. This assessment is based on the components of daily teacher behavior, the relationship between teachers and their colleagues, as well as the professional behavior of teachers. This assessment is not only based on the peer assessment instrument for teacher performance, but also on interviews and checking of teaching materials as well as observations/supervision of each teacher in the classroom to support the assessment.

However, there are still some aspects of assessment that are lacking in the sub-components of statements in the assessment instrument of some teachers, such as:

- 1) Active participation of teachers in extracurricular activities, as not all teachers become extracurricular supervisors.
- 2) Active participation of teachers in improving school achievements, as not all teachers have tasks in the field of improving school achievements.
- 3) Teachers being present in school even when they are not teaching in the classroom, as the allocation of teaching time varies for each teacher.
- 4) Teachers actively and creatively motivating themselves and their colleagues in implementing the education process, as some teachers still do not understand the importance of self-motivation and motivating their colleagues.

From the several aspects of assessment that are still lacking in the sub-components of statements in the teacher assessment instrument, it can be concluded that teacher performance assessment still has weaknesses in measuring some important aspects that cannot always be universally applied to all teachers. Some aspects, such as active participation in extracurricular activities or improving school achievements, may not always be the main task or priority for all teachers, while the allocation of teaching time can also affect the presence of teachers in school. In

addition, self-motivation and motivating colleagues are also important in implementing the education process but have not yet become a focus in teacher performance assessment. Therefore, in developing a teacher assessment instrument, it is necessary to consider the context and specific needs of the school or region and provide opportunities for teachers to demonstrate their contributions and expertise in various aspects relevant to their duties as educators.

The results of the teacher performance assessment conducted by the researcher as a colleague are in line with the research conducted by (Novauli, 2015) that the assessment of teachers in SMPN in Banda Aceh City shows that teachers are able to become role models who are honest, firm, wise, and able to maintain a good reputation. In addition, teachers are also able to communicate verbally and in writing, able to socialize effectively with students, fellow educators, education personnel, parents/guardians of students, and able to interact politely with the surrounding community.

The results of the researcher's study are also consistent with the research conducted by (Lodder et al., 2016) for peer assessment of social competencies at 91.7% and for peer assessment of professional competencies at 94.4%, which falls into the high category. This indicates that the performance of teachers at SD Negeri Randuacir 02 Salatiga in their social and professional competencies is in accordance with Law No. 14 of 2015 concerning teachers and lecturers, and teacher performance can be demonstrated by how much the required competencies are fulfilled.

D. Conclusion

This assessment looked at the daily behavior of teachers, their relationships with peers, and their professional behavior. The assessment was not only based on peer assessment instruments, but also supported by interviews, checking learning materials, and observing/supervising each teacher in the classroom. Results of the teacher performance assessment conducted by the researcher as a peer indicate that overall, teacher performance is good. However, with the curriculum changes, teachers need to be guided and supported to fulfill the process standards set in Regulation of the Minister of Education and Culture No. 65 of 2013, Regulation of the Minister of Education and Culture Ristek No.16/2022, and Regulation of the Minister of Education and Culture No. 57 of 2014 which mandate that teachers should implement scientific-based learning and authentic assessment for the 2013 curriculum, as well as learning with a Technological Pedagogical Content Knowledge (TPACK) approach with differentiated learning. There are some aspects of assessment that are still lacking for some teachers and can be used as evaluation and self-reflection for schools and the teachers concerned.

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