

## Professional Teacher Performance Review

Wiwik Kusmawati<sup>1</sup>, Choirul Kurniawa<sup>2</sup>, Moh. Zaini<sup>3</sup>, Sudarsono<sup>4</sup>,  
Yusvidha Ernata<sup>5</sup>, Dedy Irawan<sup>6</sup>

Health and Recreation Physical Education Study Program, Faculty of Science Education  
Universitas Insan Budi Utomo

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### Abstract

*Aspects Tested in the Teaching Profession, according to Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers Chapter IV Article 8 article 13 (in Komara, 2007) that in the teaching profession will test several aspects, including academic qualifications, competencies, physical and spiritual health and have the ability to realize national education goals. competence is knowledge, skill, and the abilities or capabilities possessed by someone who has become part of himself so that it colors his cognitive, affective, and psychomotor behavior. This study aims to determine the professional performance of teachers. The method used in this study is study literature review. It can be concluded that teacher performance has not been fully supported by an adequate degree of mastery of competence.*

### Abstrak

Aspek-aspek yang Diujikan pada Profesi Guru, menurut Undang-Undang Republik Indonesia Nomor 14 Tahun 2005 Tentang Guru dan Dosen Bab IV Pasal 8 pasal 13 (dalam Komara, 2007) bahwa dalam profesi guru akan mengujikan beberapa aspek, diantaranya kualifikasi akademik, kompetensi, sehat jasmani dan rohani serta memiliki kemampuan untuk mewujudkan tujuan pendidikan nasional. kompetensi itu adalah suatu pengetahuan, keterampilan, dan kemampuan atau kapabilitas yang dimiliki oleh seseorang yang telah menjadi bagian dari dirinya sehingga mewarnai perilaku kognitif, afektif, dan psikomotoriknya. Penelitian ini bertujuan untuk mengetahui kinerja profesionalisme guru. Metode yang digunakan dalam penelitian ini adalah study literature review. Dapat disimpulkan bahwa kinerja guru belum sepenuhnya ditopang oleh derajat penguasaan kompetensi yang memadai.

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### Corresponding Author:

Wiwik Kusmawati

Insan Budi Utomo University

Email: [wiwikusmawati@gmail.com](mailto:wiwikusmawati@gmail.com)

## 1. INTRODUCTION

The profession for in-service teachers as an effort to improve teacher professionalism and improve the quality of educational services and outcomes in Indonesia, is organized based on the following legal foundations (Samani, 2007):

1. Law Number 20 of 2003 concerning the National Education System.
2. Law Number 14 of 2005 concerning Teachers and Lecturers.
3. Government Regulation Number 19 of 2005 concerning National Education Standards.
4. Regulation of the Minister of National Education Number 16 of 2005 concerning Standards of Qualifications and Competencies of Educators.
5. Fatwa/Legal Opinion of the Minister of Law and Human Rights Number I.UM.01.0253.
6. Regulation of the Minister of National Education Number 18 of 2007 concerning the Profession for In-Service Teachers.

Aspects Tested in the Teaching Profession, according to Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers Chapter IV Article 8 article 13 (in Komara, 2007) that in the teaching profession will test several aspects, including academic qualifications,

competencies, physical and spiritual health and have the ability to realize the goals of national education.

According to McAshan (in Komara, 2007), competence is a knowledge, skills, and abilities or capabilities possessed by someone who has become part of himself so that it colors his cognitive, affective, and psychomotor behavior. Furthermore, it was explained by Mulyasa (2007) that the Teacher Professional Program will test four types of competencies, namely pedagogic, personality, professional, and social competencies.

#### 1. Pedagogic competence

In the National Education Standard, the explanation of Article 28 paragraph (3) point a is stated that pedagogic competence is the ability to manage student learning which includes understanding of students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize their various potentials, Added Sanaky (2007), aspects of this competence are related to self-actualization and pursuing the profession, honest, faithful, moral, sensitive, flexible, humanist, broad-minded, creative thinking, critical, refritive, willing to learn throughout life.

#### 2. Personality Competencies

In the National Education Standard, the explanation of Article 28 paragraph (3) point b is stated that personality competence is the ability of a steady, stable, mature, wise, and authoritative personality, being an example for students, and having noble character.

#### 3. Professional Competence

In the National Education Standard, the explanation of Article 28 paragraph (3) point c is stated that professional competence is the ability to master learning materials broadly and deeply which allows guiding students to meet the competency standards set in the National Education Standard. Added Sanaky (2007), aspects of this competence are related to teaching skills, including the ability to plan, implement, and evaluate learning, the ability to analyze, prepare improvement and enrichment programs, the ability to guide and counsel. Ability in the scientific field, related to the breadth and depth of science and technology that will be transformed to students, understanding of educational insights, and the ability to understand educational policies.

#### 4. Social Competence

In the National Education Standard, the explanation of Article 28 paragraph (3) point d is stated that social competence is the ability of teachers as part of the community to communicate and get along effectively with students, fellow educators, education staff, parents / guardians of students, and the surrounding community.

## 2. RESEARCH METHODS

The method used in this study is a literature review study, the data used are secondary data obtained not from direct observation. The data used in this study comes from the results of research that has been conducted and published in journals or articles made in the last 6 years (2018-2023), and is related to the keyword performance, professional teachers. Data analysis methods by reviewing abstracts, compiling summaries of research articles then analyzing the contents contained in the research objectives and research results / findings. This literature review is synthesized using a narrative method by grouping similar extracted data according to the measured results to answer the goal. The data that has been collected is then searched for similarities and differences are then discussed to draw conclusions.

## 3. RESULTS OF RESEARCH AND DISCUSSION

The articles obtained explain the performance aspects of professional teachers are as follows:

### 3.1. Research Results

#### Table 1 Research Analysis Results

No	Researcher Name, Year, Title	Research Objectives	Design, Instruments, Analytical Methods	Number of Samples, Sampling Techniques	Results / Findings
1.	Badrun Kartowagiran, 2011, Professional Teacher Performance (Post-Certification Teacher)	To investigate the performance of post-certified professional teachers.	Evaluation research studies use a goal-free evaluation model by Scriven. Data analysis using quantitative and qualitative descriptive techniques.	Data are collected through questionnaires, interviews, focus group discussions, documents, and assessment sheets, and more. The sample is 548 teachers who have received Sleman District professional incentives, consisting of 55 teachers (5 from kindergarten, 28 from elementary school, 13 from junior high school, 7 from high school schools, and 7 from vocational schools), principals, and Dinas staff Sleman District Education Office.	Post-certification performance of the majority of professionals Teachers have not been satisfactory, indicated from 17 indicators, 7 The indicators are good and the other 10 indicators are quite good.
2.	Munawir, Yuyun Fitrianti, and Eka Nur Anisa, 2022, Elementary School Professional Teacher Performance	To find out an overview of professional teacher performance, elementary school teacher performance, and also about the factors that influence	Literature review method.	Materials related to the theme of the writing are collected by the author from literature review.	Teacher performance is the ability shown by teachers in carrying out their duties or work. The performance of professional teachers can be seen from how a teacher carries out his duties, such as designing planning, implementing,

		professional teacher performance.			and evaluating learning well. There are internal factors as well as external factors that affect the performance of professional teachers in Primary School.
3.	Kasih Idawati, 2022, Improving Teacher Performance through Professional Competencies and Teacher Working Groups (KKG) of State Elementary Schools Cluster III, Gunung Agung Tulang Bawang Barat District	Describe professional competence in teacher performance. And the Teacher Working Group (KKG) on teacher performance.	Qualitative approach with descriptive method. Data collection techniques using interview and observation methods, data collection techniques Its validity uses triangulation (methods and sources). Data analysis is obtained using Data analysis procedure as follows: (1) Collection of research data, (2) Research data reduction, (3) Display of research data, (4) Data verification and conclusions.	The sample of this study amounted to 9 informants	<ol style="list-style-type: none"> <li>1. Teacher performance has not been fully supported by the degree of mastery Adequate competence, as a professional position of teachers requires further education and training as an effort and ability of teachers to improve their competence.</li> <li>2. The existence of a Teacher Working Group (KKG) is expected to facilitate efforts to improve the performance of teachers' professional abilities to improve the quality of education.</li> <li>3. The competence of</li> </ol>

					teachers will have a considerable influence on teacher performance, this is because competent teachers are able to carry out duties and responsibilities effectively.
4.	Nadia Iqmalia, Istiqomah Istiqomah, Sri Hartono, 2022, Teacher Performance in terms of Professionalism, Work Motivation and Organizational Climate	To know and explain the influence of professionalism, work motivation and the influence of organizational climate on teacher performance at SMP Islam Diponegoro Surakarta	This research is based on quantitative methods. The population in this study was all teachers of Diponegoro Islamic Junior High School Surakarta. This study used saturated sampling (census method), the entire population was sampled, with 56 teachers. The data collection technique used is a questionnaire. The data analysis technique in this study is in the form of multiple linear regression analysis with SPSS program version 25.	This study used <i>saturated sampling</i> (census method), The entire population was sampled, with a total of 56 teachers. Data collection techniques used is a questionnaire. The data analysis technique in this study is in the form of <i>multiple linear regression analysis</i> with SPSS program version 25	Professionalism, work motivation and organizational climate simultaneously have a positive and significant effect on teacher performance at SMP Islam Diponegoro Surakarta with F test results greater than F table (18.892 > 2.783) and obtained significance value (0.000 < 0.05). Based on the test results of the coefficient of determination ( $R^2$ ) of 0.722 or 72.2% that teacher performance can be explained by professionalism, work motivation and organizational climate for the remaining 27.8% explained by other variables

					that are not in this study.
5.	Rasiman, Ngasbun Egar, Achmad Buchori, Fine Reffiane, 2017, Performance Analysis of Professional Teachers in Central Java	The purpose of this study is to find out: the impact of certification , performance ability, motivation, and commitment of elementary, junior high and high school / vocational teachers after obtaining certification allowances	This research is a descriptive-qualitative research, namely research conducted using quantitative and qualitative approaches. The subjects of the study were elementary school teachers, junior high schools, high schools / vocational schools from the Kedungsepur region of Central Java.	The samples in this study were elementary, junior high, high school teachers in Central Java spread across 5 regencies/cities. This research begins with a quantitative assessment with observation methods related to teacher performance on the Professional and pedagogic Competencies of Elementary, Junior High and High School Teachers in Kedungsapur, then equipped with product documentation methods from the results of learning tools and evaluation processing results.	From the results of this study obtained: (1) the impact of teacher certification on aspects of pride, professionalism and welfare, information was obtained by 34% including the very good category, 58% good, 6% sufficient and 2% less, (2) teacher work ability seen from the aspects of pedagogical, professional, personality and social competence, information was obtained by 32% in the very good category, 60% good, 6% sufficient and 2% less, (3) teacher work motivation seen from the aspects of achievement needs, existence and power, affiliation, actualization and independence, obtained by 24% very good, 60% good, and 16% sufficient, (4) teacher work commitment developed from affective, continuity and

					normative aspects, obtained 26% very good, 64% good, and 10% sufficient, and (5) continuous professional development developed from the aspect of carrying out basic duties, The implementation of tasks outside the main duties and professional development obtained information of 20% very good, 64% good, and 16% sufficient categories.
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**Discussion**

From the articles obtained, Badrun Kartowagiran (2015) investigated the performance of post-certification professional teachers. The sample was 548 teachers who had received professional incentives from Sleman District, consisting of 55 teachers (5 from kindergarten, 28 from elementary school, 13 from junior high school, 7 from high school school, and 7 from vocational school), school principals, and staff from the Sleman District Education Office.. The post-certification performance of the majority of teacher professionals has not been satisfactory, shown from 17 indicators, 7 indicators are good and 10 other indicators are quite good.

Munawir, et al (2022) examined the description of professional teacher performance, elementary school teacher performance, and also about the factors that influence professional teacher performance. The performance of professional teachers can be seen from how a teacher carries out his duties, such as designing planning, implementing, and evaluating learning well. There are internal factors as well as external factors that affect the performance of professional teachers in Primary School.

Kasih Idawati (2022) describes professional competence in teacher performance. And the Teacher Working Group (KKG) on teacher performance. Qualitative approach with descriptive method. Data collection techniques use interview and observation methods, data collection techniques. The sample of this study amounted to 9 informants. The results of the study are as follows:

1. Teacher performance has not been fully supported by the degree of mastery of competencies adequately, as a professional position of teachers requires education advanced and exercises as the teacher's efforts and ability to improve his competence.
2. The existence of a Teacher Working Group (KKG) is expected to expedite efforts Improving the performance of teachers' professional abilities to improve the quality of education.
3. The competence of teachers will have a considerable influence on teacher performance, this is because competent teachers are able to carry out duties and responsibilities effectively.

Nadia Iqmalia, et al (2022), want to know and explain the influence of professionalism, work motivation and the influence of organizational climate on teacher performance at SMP Islam Diponegoro Surakarta. Professionalism, work motivation and organizational climate simultaneously have a positive and significant effect on teacher performance at SMP Islam Diponegoro Surakarta with F test results greater than F table ( $18.892 > 2.783$ ) and obtained significance value ( $0.000 < 0.05$ ). Based on the test results of the coefficient of determination ( $R^2$ ) of 0.722 or 72.2% that teacher performance can be explained by professionalism, work motivation and organizational climate for the remaining 27.8% explained by other variables that are not in this study.

Rasiman, et al (2017) want to know: the impact of certification, performance ability, motivation, and commitment of elementary, junior high and high school / vocational teachers after getting certification allowances. From the results of this study obtained: (1) the impact of teacher certification on aspects of pride, professionalism and welfare, information was obtained by 34% including the category of very good, 58% good, 6% sufficient and 2% less, (2) teacher work ability seen from aspects of pedagogical, professional, personality and social competence, obtained information of 32% in the category of very good, 60% good, 6% sufficient and 2% less, (3) teacher work motivation seen from the aspects of achievement needs, existence and power, affiliation, actualization and independence, obtained by 24% very good, 60% good, and 16% sufficient, (4) teacher work commitment developed from affective, continuity and normative aspects, obtained 26% very good, 64% good, and 10% sufficient, and (5) continuous professional development developed from the aspect of carrying out basic duties, The implementation of tasks outside the main duties and professional development obtained information of 20% very good, 64% good, and 16% sufficient categories.

#### 4. CONCLUSION

It can be concluded that teacher performance has not been fully supported by an adequate degree of mastery of competence.

#### 5. ACKNOWLEDGMENTS

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