

Implementation Of Teacher Performance Innovations In Improving The Quality Of Education At Sma Negeri 1 Donggo

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Abstract

This research is a qualitative research using a narrative descriptive approach to analyze data. To obtain data or information, the researcher directly visited the respondents using data collection techniques; observation, interviews and documentation. Data analysis is carried out by reducing data, presenting data and verifying/drawing conclusions. Based on the exposure of data and research findings, the results of the research were obtained, namely: (1) There are 5 innovations in teacher performance in improving the quality of education at SMA Negeri 1 Donggo, including: improving teacher competence, teachers' religious spiritual activities, forming work teams, implementing work discipline and awarding. Keywords: Implementation, Innovation, Teacher Performance. (2) The implementation of teacher performance innovations in improving the quality of education at SMA Negeri 1 Donggo includes: a) improving teacher competence, b) teachers' religious spiritual activities c) the formation of work teams, namely curriculum teams, d) the implementation of work discipline through the implementation of teachers' attendance and daily journals and e) the provision of rewards in the form of allowances and positions. (3) The results of teacher performance innovations in improving the quality of education at SMA Negeri 1 Donggo include: a) the competence and performance of teachers in carrying out their duties are getting better, b) the formation of high student character c) high academic and non-academic achievement of students d) high quality exam results and graduates, and e) increasing the support of parents and the community.

Keywords: Implementation, Innovation, Teacher Performance

INTRODUCTION

Actually, Indonesian education is still seen as having poor quality. According to data from the Worldtop 20 ranking, Indonesia is ranked 67th out of 203 countries around the world. In addition, Indonesia ranks seventh out of ten ASEAN countries in the Human Development Report index conducted in 2017. Singapore has the best score at 0.832, while Indonesia has the lowest score at 0.622 (Scholasti ca Gerintya, 2022). One of the key factors in calculating the composite of the human development index is the country's level of education or knowledge.

Such a condition occurs in the world of education as mentioned above because it is influenced by the condition of teachers as the main factor in the implementation of education. The role of teachers in the implementation of education is very important in efforts to achieve effective education quality. Therefore, the quality or ability of teachers greatly determines the success of a learning process. Therefore, the role of teachers must receive central attention so as to produce professional and qualified teachers.

According to Rahman, teacher competence is a term that refers to the basic

skills that educators must have in order to be considered professional and can be used to evaluate teacher performance (A. Rahman, 2016:72). The actions that a teacher takes to fulfill his or her mandate and responsibility to educate, instruct, and guide students to reach their level of maturity are collectively referred to as teacher performance. This, reinforced by (Supardi, 2014:49-48), that teacher performance is the capacity of educators to fulfill the mandate of education in schools and can be held accountable for improving student achievement under their direction. Meanwhile, the following teacher performance indicators can be used as benchmarks: (1) standards of knowledge, skills, and dispositions; (2) unit assessment and evaluation system, clinical practice, and field experience; (3) differences; (4) class development, performance, and qualifications; and (5) unit governance and resources.

Some of the factors that can affect teacher performance include: (1) personality and dedication, (2) professional development, (3) teaching ability, (4) communication, (5) relationship with the community, (6) discipline, (7) welfare and (8) performance

climate. The indicators and factors that affect teacher performance show interrelated things and are very important to pay attention to so that good quality of work can be produced by teachers (Ondi Soandi et al., 2010:213).

Previous research has shown that teacher performance can improve the quality of education through work quality, work quantity, punctuality and cooperation. The quality of work can be realized by skills in using technology in learning, the quantity of work is seen from innovation and productivity in completing work responsibilities as teachers, the punctuality of teachers in teaching can be seen that there are no empty classes during teaching hours and there are no students wandering around when learning, cooperation between teachers and others as well as the school can realize the realization of goals education and improving the quality of education (Abd. Khalid Hs. Pandipa, 2019:6-7).

SMA Negeri 1 Donggo is one of the formal educational institutions that developed institutionally starting in 2006 and has experienced significant development. This can be seen from the number of new student admissions (PPDB) which are quite enthusiastic. In PPDB in 2011, the number of registrants was 60, 60 students were accepted. In 2012, the number of registrants was 90 prospective students and so on the number of registrants was increasing, namely 95, 97 and 102 registrants so that more and more prospective students were eliminated (PPDB Data from SMA Negeri 1 Donggo, 2012).

The increasing public interest in accepting new students shows that factually SMA Negeri 1 Donggo has been able to improve the quality of its education. This is due to the innovations made at SMA Negeri 1 Donggo, especially in teacher performance which leads to an improvement in the quality of learning and student learning achievement. The discipline and character of teachers that are visible in front of students, parents and the community both directly and through digital media have a positive influence on the public's view of the quality of education at SMA Negeri 1 Donggo. So that the people of

Donggo put more trust in their children to study better at SMA Negeri 1 Donggo.

RESEARCH METHODS

This study aims to describe the innovation and implementation of teacher performance at SMA Negeri 1 Donggo. Therefore, the theoretical explanation that is to be built (in accordance with the existing data), the researcher goes directly to the research site to collect research data using a qualitative approach. To produce a grounded theory, a theory that is built based on data obtained during research. The main purpose of qualitative research is to describe, understand, and explain (explain) unique phenomena thoroughly, complete with special procedures and techniques according to the characteristics of qualitative research.

Field research is a type of research that is being conducted. Field research is a study conducted in the field to visit respondents and collect data or information directly. To obtain specific data for this study, the author went directly to the resource persons at SMA Negeri 1 Donggo to investigate how innovative teacher performance practices can improve teaching standards (Noeng Muhajir, 2023:7).

In qualitative data analysis, conclusion drawing and verification is the third step. Credible findings can be offered after the evidence collected has been presented and supported by convincing facts from carefully selected observations, interviews, and documents. Researchers should always base their conclusions on all the information they have gathered during their investigation.

RESULTS AND DISCUSSION

Innovation in teacher performance in improving the quality of education at SMA Negeri 1 Donggo

SMA Negeri 1 Donggo as one of the formal educational institutions that has advantages in maintaining and improving the quality of its education. Many factors affect the quality of school quality, one of which is human resources, especially teachers. Therefore, SMA Negeri 1 Donggo needs to make innovations in teacher performance.

Based on the exposure of data and research results, five points were obtained that showed that there were innovations in teacher performance in improving the quality of education at SMA Negeri 1 Donggo, namely: a) activities to improve teacher competence, b) improving teachers' religious spirituality, c) forming a work team as a school program development team, d) implementing work discipline, and e) giving awards or rewards. This is said to be an innovation because the five points have never been implemented before the 2020/2021 school year. The activity, which is an innovation, is a new activity at SMA Negeri 1 Donggo. Although there are some activities that have been carried out, but even that is a modification of existing activities and is more developed in form. The following is a description of the research findings which are teacher performance innovations in improving the quality of education at SMA Negeri 1 Donggo:

The description of the five points of teacher performance innovation in improving the quality of education at SMA Negeri 1 Donggo above is an innovation activity that has been programmed for at least the last 4 years. Although there are several activities that continue from before, there have been updates in their implementation. So that since the 2021/2022 school year, there has been a significant improvement in the quality of education at SMA Negeri 1 Donggo. So that teacher performance innovations have a significant impact on the quality of education at SMA Negeri 1 Donggo.

This is in accordance with what has been conveyed by several studies that the teacher's competence is a unit that is interconnected and supports each other, as well as interrelated with each other (M. Ulum, 2020:105-116). Several studies say that the quality of teachers is shown through teacher competence which affects the quality of education (Nana .S. Permana, 2017:11). Then what determines quality education can be seen from three components, namely input, process, and output. However, the spearhead is the teacher, because the teacher will convey all scientific insights to students (Yusutria, 2017:1).

Implementation of Teacher Performance Innovation in Improving the Quality of

Education at SMA Negeri 1 Donggo.

The implementation of teacher performance innovations in improving the quality of education at SMA Negeri 1 Donggo, must be oriented to the effectiveness of all aspects of school education in its implementation. Because schools are educational institutions that uphold the quality of human resources that are beneficial to the community, nation and state. According to the results of research conducted by researchers, it can be understood that the implementation of teacher performance innovations that are carried out well will have a positive influence on the quality of education. Furthermore, as has been done by the school, the five points of teacher performance innovation are implemented.

Based on the findings by researchers, teacher competency improvement activities at SMA Negeri 1 Donggo are carried out by organizing training/workshop activities at the beginning of each semester which are carried out for 3 days from 08.00-16.00. In this activity, the school invited school supervisors or experts to be invited as resource persons. On the other hand, facilitating teachers to develop their competencies for example through KKG and trainings through the Principal's Working Group (KKKMI). However, the school believes that the workshop activity is an alternative to solving problems about improving the quality of teacher competence.

The workshop is intended to increase teachers' insight and knowledge in using the right learning strategies and methods, provide training to teachers to develop learning strategies and methods, assist teachers in implementing learning strategies and methods in teaching, provide guidance and motivation to teachers to always use learning strategies and methods to improve student learning achievement. Mukhtar stated that from the results of the research he conducted, it was obtained that competence and motivation have a positive and significant effect on teacher performance, this shows that competencies in the form of pedagogic, personality, social, and professional competencies have an influence

on teacher performance and support in improving teacher performance (Mukhtar, A, 2020:1-5).

The implementation of improving teacher competence is also carried out by participating in teacher creativity competitions. This is intended so that teachers can gain experience from other participants, so that they can improve teacher competence when teachers carry out their teaching duties. Thus, there is a positive influence between competence and motivation for achievement with teacher performance, meaning that if the competence and motivation of teacher achievement are high, it is suspected that teacher performance will also be high.

The Impact of Teacher Performance Innovation in Improving the Quality of Education at SMA Negeri 1 Donggo.

Teacher performance innovations carried out by SMA Negeri 1 Donggo such as workshops to improve teacher competencies at the beginning of each semester can add scientific insight, competence and skills of teachers in classroom learning and carry out additional tasks for teachers at school. Additional duties for teachers at school include the task of guiding and accompanying students in intra-curricular activities, project activities, outing class activities, habituation activities, character strengthening activities, extracurricular activities, student interest and talent competitions, student and school creativity activities, school publication activities and others. The competent resource persons in the field of education who were invited to this workshop provided educational information, science, understanding, guidance and training of skills in learning activities and additional teacher assignment activities that support school programs. In this workshop, it is also required to produce better learning tools, activity programs and strategies for the implementation of additional teacher tasks in accordance with the guidance of the resource persons. Learning tools or additional teacher work program tools that are then developed are then implemented in schools professionally with the supervision of the principal and the work team formed.

Comparative study activities carried out by SMA Negeri 1 Donggo to other more

advanced schools can be used to gain experience and learning from other institutions on the conditions, learning process, activity programs and other things that can be used as additional information, knowledge, competence and new enthusiasm in carrying out learning activities and school programs. By carrying out comparative studies, teachers can learn the same and different things or sciences (Doni Koesoema A, 2021:247). Good and innovative things obtained from the schools visited can be additional reference for activities to be discussed, planned and implemented at SMA Negeri 1 Donggo in order to improve the quality of education. The creativity competitions that are recommended to be participated by the teachers of SMA Negeri 1 Donggo show that these teachers have more competence and performance in carrying out their duties. Teacher competition activities certainly require a better understanding of a competency and require extra enthusiasm and work to be able to participate in it. Such a teacher can be said to be a professional teacher. According to Pupuh Fathurrohman and Aa Suryana, professional teachers have characteristics, among others, having the motivation to continue to excel and explore science in their fields continuously (Pupuh Fathurrohman et al., 2012:133).

Based on the description of teacher performance innovations, namely in the discussion of teacher competency improvement activities above, it was obtained that teacher performance will be better if the quality and competence of teachers in general are also good. This is in accordance with the teacher performance standards conveyed by Piet A. in Barnawi and Mohammad Arifin, namely that teacher performance standards are related to the quality of teachers in carrying out their duties, such as: (1) working with students, (2) learning preparation and planning, (3) utilization of learning media, (4) involving students in various learning experiences, and (5) active leadership of teachers.

Religious spiritual activities carried out by teachers include the recitation of the

haddad rotibul together every Monday-Friday, the joint istigosah between teachers and students' guardians every Friday night, Ramadan safari every day during the month of Ramadan in the form of reciting the Qur'an and studies and gatherings during the month of Shawwal can spur the emergence of internal factors that affect the teacher's performance, namely causing the teacher's intrinsic motivation in carrying out his duties. This religious spiritual activity can train and direct the personality of teachers in a better direction. This is due to the influence of dhikr readings and prayers that are routinely offered and the social influence that occurs during activities carried out in congregation, especially with students' parents. This is in accordance with what Suhardi said, namely that a person can be motivated by himself without the help of others (Suhardi et al., 2020:179).

Students' concern for others also shows the character of social care. If their friend has difficulties, usually students help. For example, when their friend forgot not to bring sanga, there were students who were willing to lend money and even share food/drinks. This shows a high social care character. Likewise, the environment of students was observed to water plants, dispose of garbage in its place and clean the classroom and school environment. Character values that are built in both teachers and students can become a school culture that supports improving teacher performance and school performance in improving the quality of education. This is in accordance with what was conveyed by Akhtim Wahyuni, namely character education aims to improve the quality and results of education which leads to the formation of the character and noble character of students in a whole, integrated, and balanced manner in accordance with the competency standards of graduates in each educational unit (Akhtim Wahyuni, 2021:49). This is also in line with the results of Zuhaini Ikrima M.'s research which found that high character has a significant influence on the quality of education at MA Syafa'aturrasul Beringin Batu Ampar Teluk Kuantan (Zuhaini Ikrima

M, 2019:95).

The impact of teacher performance innovations carried out by SMA Negeri 1 Donggo also indirectly occurred on students. Because of this innovation, teacher performance becomes better so that learning, guidance and coaching for students become better. Students are able to understand the learning material well so that students' abilities also become better. Moreover, students are guided by teachers who have high achievements in teacher competitions. This causes students to be motivated and have better abilities in achieving the best achievements.

The results of the documentation of academic and non-academic achievements of SMA Negeri 1 Donggo students starting in 2020 include: a) city/district level: Bima Regent trophy, second place smart and meticulous, third place (cheerful pecan storytelling competition), first place pencak silat and third place long jump (student achievement development). While student achievements before the implementation of teacher performance innovations were only able to obtain achievements at the sub-district level and city/district level, even then there were not many trophies obtained. So that it is very clear that the difference in student achievement between before and after the implementation of teacher performance innovations at SMA Negeri 1 Donggo, such as: a) at the sub-district level: first place MTQ, second place painting b). Champion of two language speeches. England, winner of three speeches bhs. Indonesia and third place singing.

Furthermore, other impacts of innovation on improving the quality and quantity of new student admissions are in line with the characteristics of quality schools according to Yusuf Ahmad et al., namely: (a) Academic and non-academic achievements above the average of schools in their area; (b) More complete facilities and infrastructure and services; (c) Better learning system and longer learning time; (d) Conduct a fairly strict selection of applicants; (e) Getting great interest from the community, as evidenced by

the large number of registrants compared to the class capacity; and (f) the tuition fee is higher than the surrounding schools.

CONCLUSION

Based on the results and discussion above, the following conclusions can be drawn: 1) There are five innovations in teacher performance in improving the quality of education at SMA Negeri 1 Donggo, namely a) improving teacher competence, b) teachers' religious spiritual activities, c) forming a work team as a school development team, d) implementing work discipline and e) giving awards or rewards. 2) The implementation of teacher performance innovations in improving the quality of education at SMA Negeri 1 Donggo is carried out, including: a) Improving teacher competence, b) Teachers' religious spiritual activities, c) Forming a work team as a school development team, d) Implementing teacher performance discipline. 3) The results of teacher performance innovations in improving the quality of education at SMA Negeri 1 Donggo include; a) Teachers' competence and performance in carrying out their duties are getting better, b) The formation of High Student Character, c) High Academic and Non-Academic Achievement of Students, d) Exam Results and High-Quality Graduates of SMA Negeri 1 Donggo, e) Increased parental and community support.

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