

TEACHER PERFORMANCE IMPROVEMENT PROGRAM THROUGH CLASSROOM ACTION RESEARCH AT SMPN 13 PADANG

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ABSTRACT

Teacher performance is the result, progress and performance of teacher work in conducting teaching and learning activities, both in planning, implementing the learning process and evaluating learning outcomes, providing guidance and training to students, as well as their commitment in fulfilling their duties. Whether a teacher's performance is good or not can be seen from the implementation of competencies that teachers must possess in addition to having academic qualifications. Classroom Action Research (PTK) is one of the programs in improve teacher performance. As it is known, teachers are not only required to be able to teach, but also have skills in implementing classroom action research (PTK). PTK is one of the requirements for promotion for teachers. This is one of the programs in developing learning innovations One of them is to carry out scientific activities that are expected to be carried out well in schools. Various solutions to students' learning difficulties are expected that are not simple solutions, solutions can be found through research. So that UPGRISBA lecturers pioneered community service activities on how to implement classroom action research as one of the programs in teacher improvement. The method in this activity is through socialization and material delivery. The service team explained thoroughly about Classroom Action Research, providing assistance in improving teacher performance through PTK. The result of this service is to increase the knowledge and understanding of teachers and schools in implementing classroom action research (PTK).

Keywords: Teacher Performance; Classroom Action Research

ABSTRAK

Kinerja guru merupakan hasil, kemajuan dan prestasi kerja guru dalam melaksanakan pembelajaran, baik dalam merencanakan, melaksanakan proses pembelajaran dan mengevaluasi hasil pembelajaran, melakukan bimbingan dan latihan terhadap peserta didik, serta komitmennya dalam melaksanakan tugas. Baik tidaknya kinerja guru dapat dilihat dari pelaksanaan kompetensi-kompetensi yang harus dimiliki oleh guru disamping memiliki kualifikasi akademik. Penelitian Tindakan Kelas (PTK) merupakan salah satu program dalam peningkatan kinerja guru. Sebagaimana diketahui bahwa guru tidak hanya dituntut bisa mengajar, akan tetapi juga memiliki keterampilan dalam mengimplementasikan penelitian tindakan kelas (PTK). PTK merupakan salah satu syarat untuk naik pangkat bagi para guru. Hal ini menjadi salah satu program dalam mengembangkan inovasi pembelajaran. Salah satunya yaitu melaksanakan kegiatan ilmiah yang diharapkan bisa terlaksana dengan baik di sekolah. Berbagai penyelesaian kesulitan belajar siswa diharapkan yang tidak sederhana penyelesaiannya, bisa dicarikan solusi melalui penelitian. Sehingga para dosen UPGRISBA memelopori mengadakan kegiatan pengabdian pada masyarakat tentang bagaimana mengimplemetasikan penelitian tindakan kelas sebagai salah satu program dalam peningkatan guru. Metode dalam kegiatan ini melalui sosialisasi dan penyampaian materi. Tim pengabdian menjelaskan secara menyeluruh tentang Penelitian Tindakan Kelas, melakukan pendampingan dalam peningkatan kinerja guru melalui PTK. Hasil pengabdian ini adalah untuk meningkatkan pengetahuan dan pemahaman guru dan pihak sekolah dalam mengimplementasikan penelitian tindakan kelas (PTK).

Kata kunci: Kinerja Guru; Penelitian Tindakan Kelas

INTRODUCTION

Teachers are the most important part of the teaching and learning process. Based on Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, it is stated that teachers and lecturers have a very strategic function, role, and position in national development in the field of education, so it needs to be developed as a dignified professional. A professional teacher is required a number of requirements, including having professional education qualifications and scientific competencies, having good communication skills with his students, having a creative and

productive spirit, having a high work ethic and commitment to his profession and always doing continuous self-development so that teacher performance can be realized properly by the teacher. Teacher performance is the teacher's perception of teacher work performance related to work quality, responsibility, honesty, cooperation and initiative. Teacher performance is the result, progress and performance of teacher work in carrying out learning, both in planning, carrying out the learning process and evaluating learning outcomes, conducting guidance and training for students, and their commitment in carrying out their duties.

Teachers are the decisive spearhead in the education system as a whole, which must get central, first, and foremost attention. Therefore, any improvement efforts made to improve the quality of education will not make a significant contribution without the support of professional and qualified teachers. In other words, improving the quality of education must start with teachers. The position of teachers as professionals is a learning agent in order to improve the quality of Indonesian education, in this case teachers are required to have good competence, so that teacher performance in learning can also be improved even better so that in the end realizing quality education. With regard to the success of learning, Sanjaya (2009: 198) stated that "the success of a learning process lies on the shoulders of the teacher. Therefore, the success of a learning process is largely determined by the quality or ability of the teacher. Related to this, to be able to carry out tasks properly, teachers are required to have four competencies that are mandatory to improve performance in learning. In this case Uman (2007: 80) argues that: Competence is an ability that describes the feasibility of each individual in carrying out tasks. Competence is an important factor for individuals, because individuals who have competence will be able to display the quality and productivity of work in carrying out an activity

Teachers as a profession that is increasingly in demand day by day require various skills and competencies. As it is known, various regulations are issued to improve teacher competence. In line with the increasing progress of science, scientific activities are expected to be carried out well in schools. One solution in solving student learning difficulties can be done by teachers through classroom research. In other words, a teacher must be able to carry out classroom action research (PTK) in his professional activities. Classroom action research has become a need for teachers in learning in order to realize innovation in learning. Moreover, classroom action research (PTK) is one of the requirements for teacher promotion/career advancement.

The issue faced by teachers, including economics teachers at SMP N 13 Padang, is that they have not mastered in detail about Classroom Action Research. While this has become a demand in the world of education, especially about learning and also the demands of teacher career development. Teachers have not been able to compile Classroom Action Research well. The above demands are coupled with the teacher culture so far which feels that teachers are only implementers in schools, teachers have no right to create, teachers are seen only as the lowest bureaucracy as implementers of central policies

In this regard, all levels of schools and teachers, especially at SMPN 13 Padang, are still trying to realize a good understanding of classroom action research (PTK) so that it is easier to implement. Therefore, it is very appropriate for lecturers from UPGRISBA to accompany these teachers in teacher performance improvement program activities through classroom action research (PTK). So this service activity aims to provide knowledge and skills in implementing performance improvement programs for teachers through classroom action research (PTK) at SMPN 13 Padang.

METHOD

This service activity uses lectures, discussions, questions and answers given during the training to make it easier for participants of this activity to understand the material. This activity is carried out in several stages, namely:

1. Pre-Activity

- At this stage, the service team conducts permits related to the implementation of school service and asks the school to provide data on the number of participants in community

- service activities. Participants included teachers, principals and staff
- The community service team prepares a schedule of community service activities
 - The service team also prepares tools and other equipment needed during the implementation of this service activity
2. Implementation of activities
- At the first stage

The service team provided material related to classroom action research as an effort to improve teacher performance at SMPN 13 Padang, which is a partner with the service team. During the training, all participants are required to bring laptops and learning devices that will be combined with learning models that are in accordance with the material to be taught, and given material about PTK and several types of learning models and their use in the learning process. This is done in order to further maximize the training provided to teachers and become a guideline for teachers for the preparation of PTK in learning tools.
 - At second stage

This second stage is the stage of making PTK using the learning model chosen by the teacher so that learning becomes creative and innovative. This is so that teachers can directly apply the PTK in the learning process so that innovation in learning is realized. At this stage, each team member is divided into several groups to foster groups of teachers per field to be more effective in solving them. At this stage, discussions and questions and answers were also held regarding the obstacles that may be faced by teachers in schools when implementing classroom action research in order to improve one of the programs on teacher performance.
 - At the Third stage

This stage is a simulation stage, where several teachers for each field of study explain the work of mini PTK which will later be used by teachers in learning.
3. Post activity
- At this stage all data is analyzed to determine the success or failure of the teacher performance improvement program through this classroom action research, then at this stage an evaluation is also carried out to determine the success rate of this program. The success of the program is also seen from changes in teacher patterns in schools in implementing this classroom action research as an effort to improve teacher performance.

RESULTS AND DISCUSSION

The implementation of community service activities is divided into several stages, namely the pre-activity stage in the form of site surveys and permits to schools, then the stage of implementing activities and finally the stage in the post-activity includes evaluation of service activities that have been carried out by the service team. In this pre-activity stage, the service team represented by the head of the service team conducted a survey to partner schools, in this case communication was carried out with the principal of SMPN 13 Padang. At the discussion stage with the school, it was agreed on the need for community service activities in collaboration with the school regarding how to make teachers and schools better understand the implementation of classroom action research as one of the efforts to improve teacher performance. Subsequently, the service team and the school agreed on this matter, leading to the drafting of permits related to the implementation of the community service activities.

The next stage is the implementation of community service activities. In this case, the actions taken to the stage of implementing service activities can be seen in the following table:

Table 1. Activities at the implementation stage

| Activities | Weeks | | | | | | | |
|---------------------------------------|-------|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Coordination of the community service | | | | | | | | |

| Activities | Weeks | | | | | | | |
|--|-------|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| implementation team | | | | | | | | |
| Planning techniques for implementing community service | | | | | | | | |
| Preparation for the distribution of tasks for the community service team | | | | | | | | |
| Sosialization | | | | | | | | |
| Evaluation and follow-up AND | | | | | | | | |
| Making Community Service Reports | | | | | | | | |

The target of activities in the implementation of this community service activity is teachers, especially those who are service partners, namely teachers and schools at SMPN 13 Padang. This activity is expected to increase teacher understanding in implementing classroom action research. In this case, the solution provided to help solve the obstacles encountered by teachers in partner schools is one of them by providing training related to understanding classroom action research. So that the service team provides the material in accordance with the demands of improving teacher performance at this time.

The output obtained from this community service activity is the increase in teacher understanding and skills in partner schools of service towards the implementation of classroom action research (PTK) in accordance with the demands of improving teacher performance at this time



Figure 1. Community Service at SMPN 13 Padang

CONCLUSION

The conclusion of the community service activities packaged in this training is to be able to improve the understanding and skills of teachers, especially in teacher performance improvement programs through classroom action research. This activity also provides solutions to improve the quality of education related to the implementation of classroom action research in one of the schools that are service partners. This also shows that the implementation of this activity has a positive and significant impact on improving the performance of various parties involved in this community service activity.

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