

# An Evaluation of The Performance of Senior High School History Teachers in The Dompu Region

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**Abstract**—The purpose of this research is to know: (1) the performance of senior high school history teachers in Dompu region, (2) The performance of senior high school history teachers in Dompu region in learning implementation, and (3) the performance of senior high school history teachers Dompu region and evaluation of learning. This research is an evaluation research. the research sample was 30. 5 principals and 25 subject teachers. Data collection used questionnaires. to reveal the performance of high school history teachers in the Dompu region. The validity of the instrument used product moment correlation and reliability test used Alpha Cronbach. The results showed (1) the performance of senior high school history teacher in Dompu region in learning planning got score 3.87 with good category, 29 respondents chose good, 1 respondent chose very good while good enough and poor. (2) The performance of high school teachers in the Dompu region in the implementation of learning shows a score of 3.9 with good category. 29 respondents chose well. 1 respondent chose good enough, while there were no very good, less good and poor. (3) The performance of senior high school history teachers in Dompu region in learning evaluation show score 3,96 with good category. 27 respondents voted well, 2 respondents chose very well, and respondents chose good enough while there were no less good and poor.

**Keywords**—*Performance, History Teacher*

## I. INTRODUCTION

The government has made many efforts to increase quality education, one of the efforts is to increase quality teachers. A teacher plays a strategic role in educational world; even other adequate education sources frequently have less meanings if quality teacher does not support these facilities. In other words, a teacher is a spearhead in making efforts to increase quality service and result of education. Briefly, a teacher is a main key in making efforts to increase quality. Therefore, it is proper that recent recognition and appreciation for teacher profession widely increases, starting from the end Act No. 14/2005 on Teacher and Lecture. It has impact on poor education quality, because subject of education is a teacher and student who has not high intellectual vision yet. A student will have low intellectual quality if a teacher as advisor in learning process also has low intellectual quality. The low intellectual quality of a teacher is assumed by my people because monthly income a

teacher receives is lower than teachers in other countries. So, ability to increase sciences and information using various media is poor because a need must be met.

Teacher's performance is a vital element in education; moreover, it is also a determinant of low or high educational quality. Performance is done by teachers in implementing task of a teacher as educator. Quality performance of a teacher is very determining quality of education results because teacher is a figure who most frequently interact directly to students when learning process takes places. Teacher is a vital component of education world; therefore, more necessary attention is given to create quality teacher so that it can support teacher's performance. Teacher also plays a vital role in education world, especially formal aspects in school, teacher does determine success of students, specifically in terms of learning-teaching usually implemented in school. Success of performance a teacher shows is affected by surrounding environment. Therefore, the surrounding environment, especially headmaster must have ability to motivate and empower teachers in order to create good performance and able to play a role as professional teacher; in addition, teacher must be able to increase their own quality performance.

## II. MEANING OF EVALUATION

Widoyoko identified that evaluation is to provide information which may be consideration material in making decision [1]. While Danim suggested that evaluation or assessment is process of measurement and comparison of real work results with proper outcome [2].

Usman stated that evaluation is a process performed by someone to gain useful information to determine of which two or more things are desirable alternatives, because such determination or decision is not made randomly, the alternatives must be given relative value, because valuation must need rational consideration based on information to process the decision making.

## III. MEANING OF PERFORMANCE

Word "performance" in Indonesian language is translated from a word in English "performance"

meaning that (1) it is a job, action, (2) attitude or demonstration, while performance in administrative or management sciences has a meaning nearly as same as term by Rue and Syare as the Degree of Accomplishment.

Everything found that performance has the following meanings: (1) performance is a set of achieved results referring to action to achieve and perform of required job; (2) performance is one of total collections of jobs available to a worker; (3) performance as a function of motivation and ability to do one's job or work must have degree of specific readiness and ability [3]. Performance can also be meant as work performance or performance of job or results for work. August W. Smith, quoted in indicator of teacher's job evaluation by PMPTK indicated that performance is output derives from processes, human otherwise, it means that performance is result of a process done by human.

Supardi defined that performance is an activity that done to perform, finish task and responsibility consistent with specified expectation and goal [4]. Husdarta stated that one's performance in learning to be a vital part in supporting creation of education process effectively, especially in developing discipline attitude and quality of learning results for students [5]. Glasman suggested that teacher's good performance can be seen from evaluation of students' achievement [6]. Performance is basically the ability of individual to use its knowledge efficiently and effectively. When research discuss by the teacher's performance, it is based on both a specs the intellectual and physical [7] — [8]. Performance is result or success level of a person during a given period in implementing tasks if compared to various possibilities, such as work results, target or goal criteria have been determined first and have been a greed together. Hollen performance means though which managers ensure that employee many activities and output are congruent with the organization's goal [9]. Ivancevich said that performance is the process by which executives, manager, and supervisors work to alight employee performance with the firm's goal [10]. Armstrong explain, performance management is the continuous process of improving performance by setting individual and team goal which are aligned to the strategic goals of the organization, planning performance to achieve the goals, reviewing and assessing progress, and developing the knowledge, skill and abilities of people.

The National Council Fir Accreditation of Teacher Education, in Supardi stated that what are indicators of standard performance for teachers are: knowledge, skill, and disposition, assessment, system, and evaluation, field experience and clinical practice, diversity, faculty qualification, performance, and development, unit governance and resources [11].

Dessler stated that there are six indicators of performance, these are [12]:

1. Work quality is accuracy, carefulness, acceptability of done job;
2. Productivity is quantity and efficiency of work from job in specific period;
3. Knowledge on job is practical and technical expertise as well as information used in work;
4. Reliance is level in which employees can be relied in association with job finishing and follow-up;
5. Availability is level in which employees are on time, observing rest/lunch timing, and all attendance notes;
6. Independence is how a job can be done alone with or without supervision by supervisor.

Wibowo suggested that there are seven indicators of performance, these are: goal, standard, feedback, tool or instrument, competency, motive and opportunity [13]. Two of them play a very important role, namely, goal and motive, because performance is determined by goal which should be achieved, and motive is needed to achieve the goal. Bernardin and Russell in Rahadi stated that there are six main criteria which may be used to measure performance, these are [14]:

- 1) *Quality*. The degree to which the process or result of carrying out an activity approaches perfection, in term of either conforming to same ideal way of performing the activity or fulfilling the activity's intended purpose.
- 2) *Quantity*. The amount produced, expressed in such terms as dollar value, number of units, or completed activity cycles.
- 3) *Timeliness*. The degree to which an activity is completed, or a result produced, at the earliest time desirable from the standpoints of both coordinating with the outputs of others and maximizing the time available for other activities
- 4) *Cost effectiveness*. The degree to which the use of the organization's resources (e.g., human, monetary, technological, material) is maximized in the sense of getting the highest gain or reduction in loss from each unit or instance of use of resource.
- 5) *Need for supervision*. The degree to which a performer can carry out a job function without either having to request supervisory assistance or requiring supervisory intervention to prevent an adverse outcome.
- 6) *Interpersonal impact*. The degree to which a performer promotes feelings of self-esteem, good will, and cooperation among coworkers and subordinates.

Prawirosentono in Rahadi suggested that there are some factors which performance measure may be, these are: (1) effectiveness, (2) authority and responsibility, (3) discipline, and (4) initiative [14]. Furthermore, Umar stated that there are 10 components of data to

measure performance, these are: (1) quality work, (2) honesty of employee, (3) initiative, (4) attendance, (5) attitude, (6) cooperation, (7) condition, (8) knowledge on work, (9) responsibility, and (10) use of time [15].

#### IV. TEACHER'S PERFORMANCE

Act No.14/2005 on Teacher and Lecture states that teacher OS a professional educator with main task to educate, teach, direct, guide, train, evaluate and assess students in early age education, primary education and secondary school. Furthermore, Article 7 explains that teacher's profession is a specific work done basing on the following principles: (1) having talent, interest, spirit and idealism; (2) having commitment to increase quality education, faith, belief, and noble character; (3) having necessary competency consistent with task; (4) gaining income determined by work performance; (5) having opportunity to develop professionalism sustainably; (6) having legal protection insurance in performing professionalism task; (7) having organization of profession with authority of issues associated with teacher's professionalism task.

Teacher's performance behavior is teacher's activity in learning process, how does a teacher plan learning, perform learning activity and assess learning results Rusman [16]. Sopiadin stated that a teacher has high performance if he or she can perform a learning-teaching process effectively and having high learning result achievement target [17]. A competent teacher will have high performance level and can increase reliance level on society. Rusman stated that teacher's performance is activity consisting of planning of learning, implementation of learning or KBM, and evaluating a learning result [18].

Mulyasa stated that there are three aspects evaluated in teacher's performance assessment, these are [19]:

##### A. *Planning of Learning*

To plan learning, planning of learning consists of formulations on what will be done in facilitating students' learning activity, and how to do it, and what can be gained and absorbed by students after finishing the learning.

##### B. *Implementation of Learning*

To implement learning, implementation of learning activity has five following actions teacher must consider, these are to generate students' motivation, develop effective communication with students, make students discipline, develop effective learning strategy and improve conductive classroom management.

Learning activity in classroom is core of educational coordination signed by classroom management activity, use of media and source of learning, and use of method and strategy of learning. All the tasks are tasks and responsibilities of teacher that optimally require teacher's competency in implementation.

Ability to create conductive condition in classroom to create a comfortable learning process is requirement for a teacher in managing classroom. Teacher's competency in fertilizing cooperation and discipline for students can be understood through cleanliness task implementation, timeliness inside and outside classroom, making attendance when starting a learning process, and regulating students' chairs. Other competencies in managing classroom are regulation of space or setting chairs for students made in rotation, the goal is to give opportunity to learn evenly to the students.

Other competencies in implementing a learning a teacher needs to master of, beside the management of classroom is to use media and source of learning. Media are all items that can be used to distribute message (learning material), stimulate thought, feeling, attention and competency of students, as to motivate a learning process. Sukmadinata in PMPTK [20]. Source of learning is manual book. Competency to master of learning source is not only to understand and know textbooks, but also a teacher must make efforts to find and read relevant books/other sources in order to increase competency, especially for need to widen and deepen materials, and screening in process of learning.

Next competency is to use a learning method. Teacher is expected to choose and use learning method consistent with materials that will be presented. Nana S. Sukmandinata in PMPTK stated that "Each learning method has advantages and disadvantages seen from various points of view, but the more important to teacher, any method used must have clear goal to achieve" [21]. Because students have very heterogeneous interest, ideally a teacher must use multiple methods, namely, to vary use of learning method in classroom such as speech method is integrated with questions-answers and assignation or discussion method by giving tasks, etc. it is intended to bridge students' need and avoid boredom that students experience.

##### C. *To evaluate learning*

Husdarta stated that teacher's performance in learning becomes a vital part to support education process effectively, especially in developing discipline attitude and quality learning results of students [22]. Supardi suggested that teacher's performance is teacher's competency to implement learning tasks in Madrasah and to be responsible for the students under teacher's guidance increasing students' learning achievement [23].

Groundlund stated that word evaluation is a systematic process to determine or make decision until program goal is achieved [24]. Evaluation is conducted by considering main goals to achieve. Learning evaluation is a vital part and obligatory component conducted by teacher in learning. Evaluation is conducted to understand students' competency in mastering of materials, thus evaluation can be control

by teacher. Evaluation is a process to analyze competency we have owned and goals we expect to achieve.

Evaluation, according to Hamzah is formative, diagnostic, and summative placement; in addition, evaluation functions as selective process [25]. Selective process is evaluation in mathematic test form functioning to select intelligent, less intelligent and above-average students. Diagnostic process is to examine an issue. Before giving learning or remedy, teacher needs to previously find cause of students' difficulty to learn using term 'diagnose'. Function of evaluation in learning is sufficiently wide, depending on point of view we see.

## V. TYPE OF RESEARCH

This research is evaluative research. Research of evaluation was conducted to gain information associated with specific program through accurate measurement based on available standard and performance to explain so that it becomes basis to make decision, this research does not give any treatment to research subjects, but this research gives blank forms to fill according to real condition. Main data of this research are jobs given by respondents in expressing performance available to teachers teaching history lesson in the state and private Senior High Schools in sub-district of Dompu, District of Dompu.

## VI. TECHNIQUE TO COLLECT DATA QUESTIONNAIRES

Questionnaires are techniques to collect data conducted by giving a set of questions to respondents to answer; questionnaires are efficient tools to collect data if researcher understands variables to measure and know what can be expected from respondents [26].

Questionnaires in this research were used to screen data on performance available to teachers who teach history in the state and private Senior High Schools existing in Sub-district of Dompu, District of Dompu under control of education and culture minister.

TABLE I. DESCRIPTIVE STATISTICS

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Pembelajaran	30	3.36	4.14	3.8690	.22518	.051
Pelaksanaan	30	3.50	4.30	3.9133	.18333	.034
Evaluasi	30	3.33	4.67	3.9617	.25063	.063
Kinerja	30	3.49	4.22	3.9093	.17528	.031
Valid N (listwise)	30					

The teacher's performance in planning the learning activity can be seen in the following Figure.

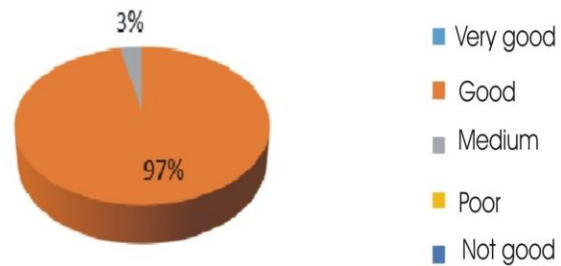


Fig. 1. Planing of Learning Activity

### A. Teacher's performance in implementing the learning activity

Teacher's performance in implementing the learning activity is signed by activity of classroom management, use of learning method, and use of media and source of learning. Data of teacher's performance in implementing the learning activity were collected by questionnaires with 48 questions and total respondents were 30 respondents. Data of teacher's performance in implementing the learning activity were processed using SPSS 22, so that highest score of 96.7 and lowest score of 3.3 were obtained. Determination of teacher's performance tendency in implementing the lea can be categorized into five following categories: Teacher's performance in implementing the learning activity can be seen in the Figure 3 below.

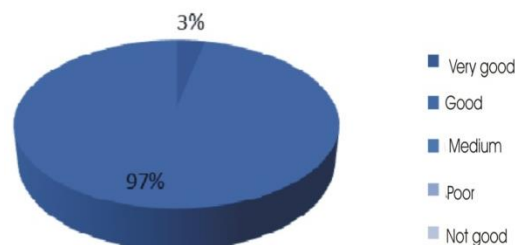


Fig. 2. Implementing the Learning Activity

### B. Teacher's performance in assessment/evaluation of learning

Teacher's performance in evaluating the learning activity consists of evaluation of learning process and evaluation of learning results. Data of teacher's performance in evaluating the lea were collected by questionnaires consisting of 14 items of statements and total respondents were 30 respondents. Data of teacher's performance in evaluating the learning activity were processed using SPSS 22. For Windows, so that obtainable highest score is 3.96 and lowest score is 1.80.

Determination of teacher's performance tendency in evaluating the lea can be categorized into the five following categories:



Teacher's performance in evaluating the learning activity can be explained by the following Figure

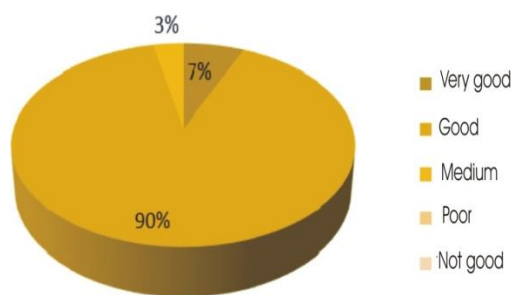


Fig. 3. Evaluating the Learning Activity

## VII. DISCUSSION

### A. Teacher's performance in planning the learning activity

According to Mudlofir, the planning of learning activity must be clear to which students would be brought (goal), what they had to learn (contents of lesson materials), how they learnt (method and technique), and how we understand that students have achieved goal (evaluation) [27]. The results indicate that performance owned by the teachers of Senior High School history lesson in Sub-district of Domp, District of Domp in planning the learning activity got score 3.37 with good category.

### B. Performance owned by teachers of Senior High School history lesson in implementing the learning activity

According to Barnawi & Arifin, implementation of learning activity is core of educational coordination signed by activity of classroom management, use of media and source of learning, and use of method and strategy of learning [28].

In implementing the learning activity, Kemendikbud via Human Resources Development Agency of Education and Culture and Assurance of Quality Education of Teaching Profession Development stated that the indicators of evaluated performance are as follows: Teacher's performance in implementing the learning activity, consisting of: preliminary activity, core activity, and end activity [29].

The process of learning is a core of education a process overall where teacher is main role player. Process of learning is a process containing a set of teacher's actions and students' actions based on mutual relation taking place at educative situation to achieve a specific goal. Teacher's performance in the learning process consists of (1) opening learning, (b) implementing the learning activity, (c) method used in achieving materials, (d) use of source or media, (e) activeness of students in learning. Before presenting materials, teacher opens learning. Standard procedure in opening learning is apperceptions such as saying

greeting, calling the roll, informing previous materials with questions and answers, then entering materials by presenting goal of learning before. The results of research indicate that performance owned by the teachers of Senior High School history lessons in Sub-district of Domp, District of Domp in implementing the learning activity gained score of 3.9 or 29 respondents chose good category well.

### C. Teacher's performance in evaluating the learning activity

According to Majid, evaluation is measurement of education program achievement, planning of an educational substance program, including curriculum and implementation, acquisition and increase of teacher's competency, management of education, and reformation of education overall [30]. Evaluation is conducted if basic competency and learning goal are achieved already. In addition, seeing from readiness of students in implementing the evaluation and understanding of students for relevant materials.

According to Zuldafrial & Lahir, assessment and evaluation of learning results are activities to determine quality process of results of learning in a education unit through process of data collection and information processing associated with process and results of students' learning using measurement tools, such as, test and non-test [31].

Stages of evaluation are end stages made by Senior High School history lesson teachers in Sub-district of Domp, District of Domp to understand what is students' competency in understanding materials given to learning process in classroom giving individual, group and test tasks to know competency achieved by students during following the learning in classroom.

Results of research indicate that performance owned by Senior High School in history lesson teachers in Sub-district of Domp, District of Domp in evaluating the learning activity indicated that the score is 3.96 (29 respondents chose well, and 1 respondent chose very well).

## VIII. CONCLUSIONS

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

- Performance owned by Senior High School history lesson teachers in Sub-district of Domp, District of Domp in planning the learning activity indicates that the score is 3.87 with good category. 29 respondents chose good category, 1 respondent chose very good category, medium category and not good category, absent.
- Performance owned by Senior High School history lesson teachers in Sub-district of Domp, District of Domp in implementing the learning activity gained score of 3.9 with good category. 29 respondents chose good category, 1 respondent

chose medium category, none of them chose very good, poor and not good categories.

- C. Performance owned by the Senior High School history lesson teachers in Sub-district of Dompu, District of Dompu in evaluating the learning activity indicates that the score is 3.96 with good category. 27 respondents chose good category, 1 respondent chose medium category, 2 respondents chose very good category, while none of them chose poor and not good categories.

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