

The School Environment Which Supports Teacher's Performance

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Abstract— This study aimed to explore the school environment that is expected to affect the improvement of elementary school teachers. Data are collected by using a multisite design with qualitative approaches. By using the interactive model data analysis, the results showed that the effective learning process is a process that begins with the understanding of curriculum, syllabus development, preparation of the teaching program plan and ended with the implementation of learning. The performance of primary school teachers in carrying out the learning process begins with the preparation of the teaching program plan. Preparation of the teaching program plan oriented to the current curriculum. The main concern in preparation of the teaching program plan is the development of syllabus and development of teaching program plan. The efforts to reduce the burden in the preparation of learning activities are conducted through the teacher activity group.

Keywords—*curriculum, school environment, teacher performance*

I. INTRODUCTION

Assessment of individual teacher performance is increasingly important to the institution. This means that the institution must know what factors which influence the performance. The results of the analysis will be useful to create an optimum HR development program. In turn, individual performance will reflect the degree of competition of an institution.

The progress and retreat of an institution are strongly influenced by the performance of the individual teachers in the institution. Likewise, the quality of education is inseparable from the role of individual teacher performance in improving the quality of education.

The role of individual performance is needed to advance the quality of education. Without a good performance, the goal will be very far from a fire from a roast. Then the performance of individual teachers is needed in the world of education.

Building an understanding of the school environmental support for teacher performance success requires a review of two main principles, the school environment, and teacher performance. The school environment often called as the educational environment is essentially all conditions and

external influences on activities in the school [1]. The school environment as an educational environment becomes a very important environment for the learning process because this environment will affect the learning process [2]. According to [3] the learning process is affected by several factors, firstly the school environment is the environment where students spend their time. Secondly, the school environment affects the personality of the student, although this is not certain but may occur. Therefore a good school environment must be created and chosen.

The selection of a good school environment is based on curriculum factors and teaching methods and a conducive relationship between teachers and students, between students and students. From these factors, it can be explained that a good school environment is an effective environment in supporting the learning process and make comfortable both for teachers and student [4]. A good school environment supports the teacher performance in the learning process. Performance is essential means what it does, how it works and the results achieved from it [5]. While [6] provide an explanation that performance is a combination of behavior with the achievement of what is expected from assigned task assignment. Meanwhile, Amstrong and Angela interpret the performance with a broader meaning, not only work result but how the process of the work. So performance is about conducting work and how the results achieved from the work, which has a relationship with the strategic goals of the organization, consumer satisfaction, and economic contribution. This performance is principally a multi-democratic construct involving many interplaying factors [7].

Factors affecting the performance of elementary school teachers, among others:

- a. Personal factors, including knowledge, skills, confidence, motivation, and commitment possessed by each individual teacher.
- b. Leadership factor, this factor includes quality in giving encouragement, direction and spirit given by manager and leadership theory.

- c. Team factors, including the quality of support and encouragement in the team, team confidence, and team solidarity.
- d. System factor, this factor consists of work systems, work facilities, infrastructure provided by the organization, organization process and work culture within the organization.

Furthermore Campbel [8] stated that the functional relationship between performance and performance attributes of an elementary school teacher is affected by three factors namely knowledge, skill and motivation. These factors can be denoted by the following mathematical equations.

$$Performance = f(knowledge, skill, motivation)$$

Knowledge refers to knowledge possessed by an elementary school teacher related to knowing what to do, skills related to the ability to do well, while motivation is the drive and spirit to do the work then to get rewards that can improve performance.

II. RESEARCH METHODS

Based on the focus of this study is how the school environment can improve the performance of elementary school teachers, it will be explored about (1) the performance of teachers in implementing the learning process of the research sites which include (a) the performance of teachers in preparing lesson plans, (b) in implementing the learning and (c) the performance of teachers in anticipating constraints in the implementation of learning process. Therefore, this research used multisite design with the qualitative approach. This is as stated by [9] so that the research can be explored in whole and in depth then the appropriate method is qualitative with the presence of researchers as the key informant, and research design is multisite.

In qualitative research, the presence of researchers is necessary because the researcher acts as a key instrument. As a key instrument has the responsive, adaptive, holistic, expansion and direct character so able to create a relationship both with the subject of research and elements of research [10][11]. So the presence of researchers in qualitative research is very important. Data collected by interview, participant observation, and documentation study.

The results of the study are analyzed gradually that is analysts in the site, the analysis of new cross-site and the last multisite analysis. The final result of the multi-sites analysis is the result of the research that will be described. This model of analysis is called interactive model data analysis with steps data collection, data display, data reduction, and final conclusion/verification [12] as illustrated in Figure 1.

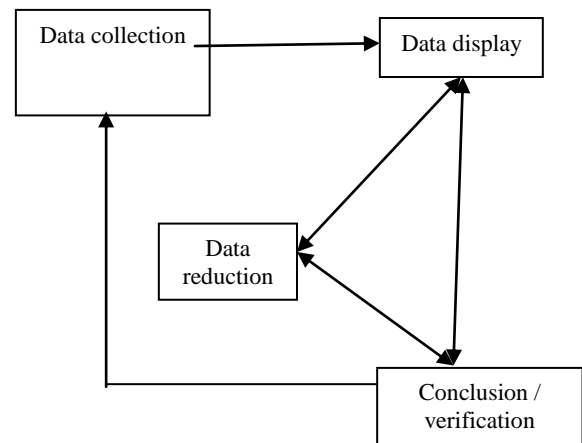


Figure 1. Interactive model of data analysis

III. RESULTS AND DISCUSSION

In accordance with this research, the site will be further explained about the school environment encourages improvement of performance of elementary school teachers in the learning process.

a). Learning process

Teacher performance in carrying out the learning process through the stages of learning planner, implementation of learning and obstacle constraints analysis in the learning process and assessment of learning outcomes. An indication of teacher performance improvement in the stages occurred in the indication of the increase in student learning outcomes significantly. This is evidenced by the achievement of both academic and nonacademic as a positive effect of self-regulated learning on the motivation of student intrinsic in academic performance [13].

b). Preparation of the teaching program plan

In order for the learning process to be effective then every teacher in the learning process is always preparing the teaching program plan. Initially, the teaching program plan was prepared by the teacher himself, then taken to the teacher activity group. In the teacher activity group, individual results are then discussed to find the solution. Thus in the teacher activity group, teacher knowledge and experience more increased. In addition, the teacher can implement self-learning which can influence the students' perception on autonomy support and social support to the SRL aspect that is the delay of satisfaction and the use of metacognition strategy [14]. Therefore, the teacher activity group has a role in improving teacher performance.

c). Implementation of Learning.

Implementation of learning always begins with the preparation of syllabus and then followed by activities of

preparing the teaching program plan, annual and semester program, conducted together in the teacher activity group. In school or classroom practice each teacher is free to give more indicators, if less than the agreed standard of completeness, it must be reevaluated. This is to ensure various configurations of three dimension of cognitive style (creation, knowing, and planning) [15] appear in the learning process. Teacher performance in implementing learning is affected by the spirit of work with excitement and sincerity, responsibility to the task and presence

The teaching and learning process is carried out through several stages that are preparing the teaching plan, implementing the lesson using the teaching plan that has been prepared, and analyzing the constraints that can affect the implementation of learning [16]. This stage is a measure of teachers performance in conducting tasks that can change the perception of teachers to students [17]. The effort to prepare the teaching plans is done by understanding the curriculum, collecting information from various references, identifying learning resources, and preparing steps to be taken to achieve the stated objectives.

Learning planning is an important step in the learning process with all the obstacles in the learning. Therefore, a curriculum assessment is used as the basis of syllabus development and the teaching program plan [18]. So there are two main steps as activities steps conducted by teachers in preparing the teaching plan is the development of syllabus and the teaching program plan. With these two activities, the learning process is effective and efficient [19]. In order for the effective and efficient learning process, each teacher must use the teaching program plan. In the context of this study, it is known that the preparation of a teaching program plan was initially prepared independently and then brought into teacher activity group meetings. In the teacher activity group, the results of the meeting are discussed. Discussion results strengthen the knowledge and teaching techniques more increase. Therefore, teacher activity group has a role in improving teacher performance in learning.

The next teacher's job after preparing the teaching plan is to implement the lesson. Implementation of learning as an implementation of teaching plans through the stages of initial activities, main activities, and final activities. Initial activities were conducted with various activities attempted to direct the student's activities in the learning process such as setting, apperception and goal achievement orientation, while in the main activity is delivering materials with various methods and appropriate media. At the final is a conclusion that must be done by students with the help of teachers. This activity encourages students to be able to identify different profile related to self-regulation and learning coordinator as well as the process of understanding the students[20].

Teacher performance improvements in the learning process appear in the effort to deliver the material smoothly, systematically, the use of language clearly so can be understood by the students, mastering the material. This is one of the teachers performance in implementing the learning process. Learning is a process cannot be separated from internal influences (spirit, personal work), and external

influences (school physical environment). Internal influences consist of the spirit of work is seen in the excitement of work and sincerity in carrying out the work. The meaning created in this situation is the performance of elementary school teachers in implementing the learning process affected by work spirit and self-regulating learning. Self-regulating learning is highly relevant to the academic success of different students and can affect learning outcomes [20].

IV. CONCLUSION

The process of effective school learning is a learning process that begins with understanding the curriculum, developing and formulating program plans and ending with the implementation of learning. Teachers of basic education programs in the learning process with the preparation of program plans must prepare learning materials well so that learning can be done with maximum and satisfying results. Preparation of learning program plans is a form of commitment at this time. The main program in developing development plans is the development and development of learning programs with a good education system. Efforts to reduce the burden in the preparation of learning activities are carried out through teacher activity groups. Teacher performance improvements in the learning process appear in the effort to deliver the material smoothly, systematically, the use of language clearly so can be understood by the students, mastering the material

Teacher activity groups are effective for measuring teacher performance in preparing learning materials. Teachers through these activities will be ready to face challenges in education, teachers can teach well.

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