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Evaluation of teacher performance in post-certification classroom action research at the vocational school

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ABSTRACT

The purpose of this study was to assess teacher performance in classroom action research at SMK N 2 Sungai Penuh after certification using the goal free evaluation model. Teacher performance in classroom action research aims to improve the quality of Indonesian education, one of which is through educator-certified teachers who have professional competence by conducting classroom action research. Evaluation of attachment to the positive, negative, and side (neutral) impacts of the post-certification program. The research subjects were teachers who were certified educators and taught for about ten years, totaling 56 people. The research method is qualitative. Data collection techniques using questionnaires, interviews, documentation and observation. The results of the research show that the certification program in improving the welfare of economic teachers has been successful but not in improving teacher performance in classroom action research. The negative impacts that arise must be considered and corrected so as not to disrupt the stability of an already good program.



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Introduction

Education is the spearhead of a nation to determine the direction of human future, including the future of a nation (Widiatmaka, 2021). There are several factors that determine the quality of a nation, seen from aspects of supporting education such as student quality, teacher quality and quality, complete and adequate facilities and infrastructure, educational environment and curriculum that supports the educational process. The teacher is one of the determining factors for the success of education. Teachers are required to prepare professional competencies, educators for the next generation of the nation. Teacher is a professional title that provides expert services and demands academic, pedagogic, social, and professional ability requirements (Bhakti & Maryani, 2016). Among these aspects the teacher is one of the supporting aspects of determining the quality of education of a nation. Of course, a special concern in education, especially in the learning process. Good education is born from teachers who have professional competence, professional competence is needed to improve teacher quality, professional teachers must have good academic quality, be competent in their fields, have educator certificates, be physically and mentally healthy, and have advanced national education goals (Dalyono & Agustina, 2016).

Teachers are required to have performance in accordance with the demands of clear authority. Efforts to get professional teachers with a teacher certification program prepared by the government (Pravitasari, 2018). The government continues to strive to improve the quality of teachers, one of which is the certification

program (Lailatussaadah, 2015). In addition to improving teacher quality, (*Permen No 18 2007 Sertifikasi Guru*) certification is also expected to improve teacher welfare. Based on concerning certification for in-service teachers, it says that before a teacher obtains an educator certificate, he must pass a competency test eligibility. There are four main competencies that must be owned by a teacher, namely pedagogical competence, personal competence, professional competence, and social competence (*Permendiknas No 16 2007 Kompetensi Guru*).

The main goal of the teacher to produce scientific work in the form of classroom action research (CAR) is to improve the main competence of a teacher. CAR focuses on a teacher in improving professional competence. The professionalism of a teacher cannot only be measured by the teaching and learning process (Damayanti, 2016).

according to research conducted by (Rahmatullah & Inanna, 2019) Various challenges and demands were made by teachers to carry out classroom action research, problems faced by teachers in schools such as the teacher's teaching load which was felt to be too much, and the lack of funds to conduct classroom action research, as well as guidance and companions for conducting classroom action research which were not yet available. The challenges faced in school organizations to encourage teachers' enthusiasm to produce scientific work in the form of good classroom action research (CAR) for a teacher in improving the quality of post-certification professional competence often occur, the ability and willingness of each teacher is different which becomes an obstacle for agencies for the creation and development of scientific knowledge (Mahfud, 2019). As research conducted by (Mahfud, 2019) concerning teacher difficulties in carrying out classroom action research at SMK Negeri 6 Surakarta states that there are several difficulty factors that cause teacher difficulties in preparing CAR, one of which is difficult to divide teaching time and time to prepare CAR, teachers find it difficult to pouring ideas systematically properly and correctly in accordance with scientific writing, the teacher has difficulty in determining the problems encountered in class. The enthusiasm for writing teacher CAR is only at the time of promotion and to support the teacher's profession.

In line with Muhammad Nuhman Mahfud's research, based on the results of direct observation and observation, the performance of teachers in post-certification Classroom Action Research at SMK N 2 Sungai Penuh has not gone well. This was obtained through the school's teacher administration instruments, it was found that the ability and willingness of teachers to make classroom action research (CAR), CAR was made only to fulfill the administrative requirements for promotion, not to support the mastery of teacher professional competence, especially mastery of knowledge in their field.

Based on these existing problems, a study was made on evaluating teacher performance in Classroom Action Research at Post-certification SMK N 2 Sungai Penuh using the goal free evaluation model method to analyze this problem, because the goal free evaluation model is open to analyze things that implied or stated and this model is purpose free. Thus, it is hoped that conceptual information will be obtained. Evaluation is to find out how far the teacher has developed the professional competence of certified teachers in writing CAR so that it maintains and achieves efforts to improve the quality of teachers in schools, and can even motivate other teachers to write CAR in a good and correct manner.

Method

This research is a type of evaluation research using a goal free evaluation model with a qualitative approach (Huliatunisa, 2017). Qualitative research is a research method based on the philosophy of looking at scientific conditions, in which in this study the researcher is the main instrument and the results of data analysis emphasize the meaning (Sugiyono, 2014). Meanwhile according to (Anggito & Setiawan, 2018) Qualitative research is research that does not use statistics to process data but data is obtained through data collection, analysis, then interpreted by describing it. Instruments used in data collection through questionnaires, interviews, observation and documentation. Observations were made on teacher performance activities in post-certification classroom action research, documentation in the form of school document archives, photos and videos. Interviews were conducted with 5 teachers who already had certification certificates with at least ten years of service, while the questionnaire was given to 30 teachers. Data analysis using data triangulation can be carried out under the following conditions: (1) Data reduction, (2) Data presentation, (3) Data verification (Sugiyono, 2020). The validity of the data is used to test the data and prove whether the research is really scientific research being carried out. There are four tests carried out to test qualitative research data, namely: (1) Credibility, (2) Transferability, (3) Dependability (4) Confirmability (Mekarisce, 2020).

Results and Discussions

The teacher's performance in making post-certification classroom actions can be said to be good if the professional teacher components have been implemented. In accordance with (Permen No 16 Th 2007 Tentang Standar Kualifikasi Akademik Kompetensi Guru - Penelusuran Google, 2007) concerning Teacher Competency Academic Qualification standards which states that teachers are required to have the ability to write classroom action research as one of the competencies they have, namely professional competence to improve the quality of learning and their professionalism. Based on the results of teacher performance evaluation research in post-certification SMKN 2 Sungai Penuh action research, information was obtained regarding identifying the effect of the certification program without referring to the main objectives, processes, impacts and determining the degree of positive, negative or neutral influence of teacher performance in post-certification classroom action research. To see in full the results of teacher performance evaluation in action research on post-certified teacher classes at SMKN 2 Sungai Penuh in can be seen as follows:

Evaluation of the performance of professional teachers through the component identifies the effect of the certification program without referring to the planned object

Teacher performance is a form of work carried out by teachers in an effort to achieve educational goals (Ahmadiansah, 2016). While the professional competence of teachers is a teacher who Have quality, competence, and the desired teacher to bring in Learning achievement and being able to give influence in the teaching and learning process of students Which will result in good student learning achievement (Helmi, 2015)

Based on the results of filling out questionnaires, interviews, and documentation, which refers to two indicators of professional teacher performance, in which post-certified teachers at SMK N 2 Sungai Penuh have the ability to master material in accordance with their fields and master science material well. Teachers at SMKN 2 Sungai Penuh have the ability to master material in their fields as evidenced by each teacher only teaching one type of field of study according to their field and this is reinforced by the observation that each teacher prepares educational administration in the form of lesson plans, syllabus, learning materials and others according to with the field of study being taught. Each teacher at SMKN 2 Sungai Penuh is given a teaching load in accordance with the academic qualifications of his field.

Process evaluation of teacher performance in post-certification classroom action research

According to (Jamin, 2018) The existence of professional and competent teachers is a must to facilitate the achievement of learning objectives. Professional teachers are able to reflect their teacher figure with broad insight and have a number of competencies that support their duties. The competencies that must be possessed by a teacher to actualize himself as an educator. The following are the processes carried out by the teacher, namely by continuing to develop knowledge in the form of learning materials actively and creatively, the teacher carries out professional development on an ongoing basis, Develops himself through information and communication technology.

1. Teachers develop knowledge in the form of learning materials actively and creatively
Creativity is defined as the discovery or creation of a new idea or an idea that has never existed before. In the world of education creativity is very important in understanding a lesson or making sense of all the activities that will be carried out. For this reason, the development of creativity should be carried out from an early age or from elementary school. Creativity is an experience of expressing and actualizing individual identity in an integrated form in relation to oneself, to nature, and to other people (Budiarti, 2015) Teachers are one of the main factors for the success of education. Because it is not surprising that any educational innovation, especially in curriculum changes and improving human resources, always boils down to the teacher factor. Teachers in an effort to teach students are required to have multiple roles, tasks, competencies and responsibilities in order to create active, creative, effective and fun learning conditions. (Darmadi, 2015)

During the teaching and learning process, apart from the teacher having to master the learning material, the teacher also hopes to develop his knowledge so that the material given to students is also up to date and continues to grow. Based on the findings in the field the teacher develops learning materials by providing real examples both in the implementation of learning or practicum. teachers need the ability to master and design learning materials, select and collect material as optimally as possible to help students achieve competency standards and basic competencies, compile material according to the sequence of learning activities where the material is sorted based on existing SK and KD. which prohibits materials that are obtained and which are not obtained from books, Develop teaching programs. As for teacher professionalism in developing learning

materials, the more professional the teacher is, the easier it will be for him to develop teaching materials. Professional teachers will master the material based on the syllabus, develop their creativity by sharing experiences between teachers, develop and utilize mass media and print media. develop themselves through educational seminars, workshops, and self-study. Supporting and inhibiting factors in developing teaching materials are internal factors, namely the ability and desire of the Arabic teacher himself and external factors, namely the condition of infrastructure and support from other people.(Zulkifli & Royes, 2017)

Based on questionnaire data, observations, and documentation that teachers who have received educator certificates at SMK N 2 Sungai Penuh continue to develop knowledge in the form of active and creative learning materials well. Post-certified teachers at SMK N 2 Sungai Penuh always update their knowledge so that the material presented in class is also up to date and also the teacher has many ways to make learning activities more creative. In this case the teacher has developed his knowledge actively and creatively.

2. Teachers carry out professional development on an ongoing basis

Improving the quality of education is something that must be done along with improving information and technology. In particular, teachers must be prepared to continuously develop themselves to improve their profession. Continuous professional development is carried out as needed, in stages, continuously to improve teacher professionalism(Rohmah, 2016)

Continuous professional development is a teacher competency development that is carried out based on stages, needs, and is ongoing to improve the quality of their professionalism. Based on data from the results of questionnaires and observations of teachers who have obtained educator certificates at SMK N 2 Sungai Penuh have not carried out professional development properly, especially for making Classroom action research.

Based on the benefits of making classroom action research contrary to findings in the field, where teachers who have obtained educator certificates at SMK N 2 Sungai Penuh make classroom action research not based on the constraints experienced during the teaching and learning process and also making classroom action research is not used to support the improvement of student learning outcomes as an effort to improve the quality of learning.

3. Teachers develop themselves through information and communication technology

Teachers are expected to be able to improve competence, one of which is in mastering Information and Communication Technology (ICT). This is necessary to support interesting, effective and efficient learning activities. Therefore, it is necessary to hold an activity or training to increase teachers' knowledge/insight and skills about ICT. The training provided is expected to be applied by teachers in the use of information technology media to increase effectiveness and efficiency in teaching and learning activities.(Myori et al., 2019).

To develop professional competence, teachers are required to develop themselves through information and communication technology by accessing the internet to find new sources of knowledge in their profession and develop themselves through information technology. Based on data collected through questionnaires and interviews, teachers who have received educator certificates at SMK N 2 Sungai Penuh have developed themselves well through information and communication technology. but there are some teachers who have not been able to use technology to find information on the grounds that technology has failed. However, these teachers continue to be required to be able to use technology, especially in this day and age, all information is obtained from the internet.

Evaluation of the impact that arises on teacher performance in post-certification classroom action research from the program impact component

Considering that research results do not yet support such a frame of mind, 3 issues related to teacher certification were born, namely: improving student learning outcomes taught by post-certification teachers, low quality of learning processes taught by post-certification teachers and less professional teacher behavior. Therefore it is necessary to develop post-certification teachers which must be carried out on an ongoing basis, due to the basic principle that teachers must be human learners (a learning person). As a professional teacher

and holding an educator certificate, the teacher is obliged to continue to maintain his professionalism as a teacher.(Slameto, 2014).

1. Negative impact
Based on the results of interviews, questionnaires, post-certified teachers regarding their performance in making class actions, namely the results of indications of fraud when preparing portfolios, especially making classroom action research, were the requirements that teachers had to complete to get certification.
2. Positive impact
Teachers' perceptions of the professional certification program to improve teacher performance is positive. Teacher professional certification program that has been implemented until the time of giving positive impact on teacher performance.(Sudji Munadi & Marwanto, 2011). The existence of this certification has a positive impact on the economy and improves the welfare of teachers as well as adds a sense of sympathy and empathy
3. Neutral impact
From the results of interviews and observations, it was found that the results of teacher performance in class research at SMK N 2 Sungai Penuh Post-certification have positive side effects, apart from the desired impact of this certification program, namely for submitting CSA (Credit Score Assessment) teachers must conduct research by conducting action research class.

Evaluation of the extent to which the program is implemented from the components determines the degree of negative, positive and neutral

Accordance with teacher certification regulations, namely determining the eligibility of teachers in carrying out their duties as learning agents and realizing the goals of National Education, improving the process and quality of educational outcomes, increasing teacher dignity, and increasing teacher professionalism(Aruni & Faisal, 2021)

1. Negative Impact
Based on the results of interviews, questionnaires, post-certified teachers regarding their performance in making class actions, namely the results obtained that there were indications of fraud when preparing portfolios, especially making classroom action research which is a requirement that must be completed by teachers to get certification. This is due to several factors so that the emergence of cheating committed by teachers. The first factor is that the teacher does not have much time to make CAR so that the teacher takes the initiative to pay other people to prepare and make it, the price for paying for CAR making services can be considered not cheap but that is not an obstacle for the teacher to pay for it because it is not much what the teacher gets later.
2. Positive impact
 - Improving the welfare of teachers. Through teacher certification, the Government seeks to uphold the welfare of teachers. As previously known, a teacher's salary is very small, with this certification teachers get functional allowances and professional allowances that are quite large so as to increase the economic welfare of teachers. With the existence of a certification that adds to the teacher's income, it is hoped that the teacher will really focus on teaching and be serious about his responsibilities as a teacher.
 - For teachers who have more income due to certification, donations can be made
 - Add sympathy and empathy
3. Impact neutral
There are positive side effects, beyond the desired impact of this certification program, namely for submitting CSA (Credit Score Assessment) teachers must conduct research by conducting classroom action research, meaning that teachers like it or not, like it or not, are happy or not required. conduct classroom action research to obtain an EPT (Employee Performance Target) score. To fulfill this EPT score, the teacher at SMK N 2 Sungai Penuh made classroom action research, even though it was not the result of problems encountered in class, but class action research in class obtained from the internet and also from the results of other people's work.

Conclusions

Teacher professional competence related to teacher performance in classroom action research was not carried out, the purpose of conducting classroom action research as a form of increasing professional competence was not carried out, class action research was made only as a requirement for promotion administration to raise EPT scores so that by being promoted of course the certification allowance obtained will also increase, but this is inversely proportional to the teacher's performance in classroom action research which does not increase and is not carried out.

There are several positive and negative impacts of teacher performance in classroom action research at post-certification SMK N 2 Sungai Penuh. This impact affects the quality of education, especially the quality of the teachers themselves at SMK N 2 Sungai Penuh. The certification program to improve teacher welfare has been successfully implemented, but for teacher work in classroom action research it has not been successful. Even if this happens, it should not be allowed to continue because it can disrupt the stability of programs that have been well designed before, namely to improve the quality of education.

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