Teacher Performance Evaluation: Analysis of Competence Standards as Agent of Education

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Abstract

This study aims to produce recommendations for competency standards for Madrasah Ibtidaiyah teachers as agents of education. However, there is a fact that there is a problem, namely the low level of human resources which is not in line with the high demand for the implementation of competencies mandated by government regulations. So that led to an analysis of several problems, namely (1) teachers have not had knowledge methods in teaching, (2) teachers are not optimally creativity of teachers in utilizing learning technology, (3) teachers are having low motivation to enhance the quality of learning, (4) incompatibility of fields of science with teaching fields. And the analysis of the problem is influenced by causal factors, namely (1) teachers still use conventional learning methods, (2) teachers have not used learning media optimally, (3) teachers have not attended enough training to improve teaching styles, (4) some class teachers do not according to the scientific certificate obtained as a bachelor of education. This study uses a quantitative approach, with a quantitative descriptive method, then the development of validity test instrument techniques using statistic SPSS analysis. The results of the study concluded that the performance of Madrasah Ibtidiayah teachers was based on analysis of competency standards as agents of education with studies of planning, implementation, assessment, and learning support after the study was carried out with an analysis of the results of the research approach, namely an average of 3.8 from 4.00 maximum range which indicated a good category. So, the teacher performance evaluation toward to be agent of education.

Keywords: *Performance Evaluation; Madrasah Ibtidaiyah Teacher; Analysis Competence; Agent of Education*

INTRODUCTION

The era of globalization raises many challenges (Oktradiksa et al., 2021), What is needed is the strength of skills (Bayley, 2022)-(Istiq et al., 2024), namely critical thinking, collaboration, creativity and communication . If these four competencies are

not accompanied by good preparation, thus giving rise to its own problems, especially for the world of education (Brown, 2003)-(Weber, 2014) in Indonesia, because globalization proves that human resources (HR) in the field of education (Gunawan et al., 2019)-(Ahammad et al., 2020) are included in the low category. The problem of weak human resources in Indonesia is caused by the low quality of education, which ultimately has an impact on the reflection of the use and mastery of technology (Trust, 2018) for educators or students.

Professional teachers must have competence in implementing learning programs (Handrianto et al., 2022)-(Toom et al., 2021). Competence is a collection of knowledge, skills and attitudes that must be displayed in the form of intelligent and responsible behavior (Omar et al., 2020) that must be possessed by teachers in carrying out their profession(Mohamed et al., 2021). Teacher competence is one of the factors that influence the achievement of educational goals in schools (Oktradiksa, 2012)-(Istiningsih, 2022), so teacher must have creativity using the learning model (Imron et al., 2024)-(Rehman et al., 2024). The four competencies are pedagogic, professional, personality and social (Undang-Undang Republik Indonesia Tentang Guru Dan Dosen, n.d.).

However, technological innovation (Munastiwi et al., 2021), quality of teacher resources, and teacher competence are keywords to improve the quality of education, giving rise to an analysis of the problems as follows: 1) teachers have not had knowledge methods in teaching (Bell, 2007)-(Munawaroh, 2017), 2) teachers are not optimally creativity of teachers in utilizing learning technology (Fitriah, 2018)-(Mgboro, 2019), 3) teachers are having low motivation to enhance the quality of learning (Snoek, 2021)-(Pribudhiana et al., 2021), 4) incompatibility of fields of science with teaching fields (Jakaria, 2014). The analysis of this problem is influenced by causative factors, namely 1) teachers still use conventional teaching methods (Drago, 2020), 2) teachers have not used learning media optimally (Ritakumari, 2019)-(Nicolaou et al., 2019), 3) teachers have not attended enough training to improve teaching styles (Harris & Sass, 2011)-(Ayvaz-Tuncel & çobanoglu, 2018), 4) some class teachers do not match the scientific certificates (Oktra Diksa & Aufa, 2018) obtained as undergraduates in education (Wiyanarti & Iqbal, 2014).

The purpose of this article was to generate recommendations on evaluating the performance of Madrasah Ibtidiayah in the analysis of class teacher competency standards as agents of education and the urgency of this research. Professionalism as an educator.

METHODS

This study used a quantitative approach, with a quantitative descriptive method, then the development of validity test instrument techniques using statistic SPSS analysis and the oject this research involving 50 Madrasah Ibtidaiyah in Magelang Regency. As for the research steps as follows: (1) conducting an audience (2) verifying the validation instrument set, (3) conducting a class teacher performance evaluation instrument test based on competency standards, (4) collecting class teacher performance research data based on competency standard analysis, and (5) perform research data analysis.

RESULTS AND DISCUSSION

Research result

1. Validity test result

A validity test is used to show the extent to which the measuring instrument used in a measure measures what is being measured (Kane & Bridgeman, 2017), (Sireci, 2007). The results of the validity test of Madrasah Ibtidaiyah class teacher performance (analysis of competency standards as agents of education) with 20 statement items calculated using the SPSS program. 26. Then interpreted with r_table at a significance level of 5% with N = 50, then obtained r-table (N-2) of 0.2787. and the results had already explained with using 21 items and analyzed with concluding that the validity test on the performance of Madrasah Ibtidaiyah teachers (analysis of competency standards as agents of education) has good quality 100% valid.

2. Reliability test result

The reliability test was carried out to test the extent to which measurement results using the same object(Phillips & Mehrens, 1988), will produce the same data(Cheng et al., 2012). Madrasah Ibtidaiyah teacher performance reliability test results (analysis of competency standards as agents of education) with 20 statement items calculated using the SPPS program. 26. The calculation results show a reliability of 0.858> 0.7(Gugiu & Gugiu, 2017), so that the item statement of Madrasah Ibtidaiyah teacher performance (analysis of competency standards as an agent of education) has a strong level of reliability with 0,943 from 20 items in the category.

3. Normality test result

The normality test is carried out with the aim of assessing the distribution of data in a data group or variable(Orcan, 2020), whether the data distribution is normally

distributed or not (Bayoud, 2021), (Ahmad & Khan Sherwani, 2015). The results of the data variable distribution test are divided into 4 performances (learning planning performance, learning implementation performance, learning assessment performance, and support performance) for Madrasah Ibtidaiyah teachers. Testing for normality with the One-Sample Kolmogorove-SMadrasah Ibtidiayahrnov Test with the performance effectiveness test for Madrasah Ibtidaiyah teachers (analysis of competency standards as agents of education) using the SPPS.26 program, the basis for calculation results in decision-making is normally distributed with a significance value > 0.05 with (N = 50). Based on the analyzed results showed that the significance value of each Madrasah Ibtidaiyah teacher performance variable (analysis of competency standards as an agent of education) shows a result of 0.096 > 0.05. Then according to the basis for decision making that in the Komlogrove-Smirnov normality test it can be concluded that the data is normally distributed.

4. Correlation test

Based on the significance value of Sign. (2-tailed): known sig. (2-tailed) between the learning planning performance of Madrasah Ibtidaiyah teachers (X1) and supporting task performance (Y) of 0.096 > 0.05, which means that there is no significant correlation between learning planning performance variables and supporting task performance. Furthermore, the relationship between learning implementation performance (X2) and learning assessment performance (X3) with supporting performance (Y) has a sig value. (2-tailed) each 0.000 <0.05, which means that there is a significant correlation between the variables of implementation, assessment and the performance of Madrasah Ibtidaiyah teacher support.

Table 1. The Correlation Result

		Learning Planning Performance	Learning Implementation Performance	Performance Assessment Learning	Supporting Performance
Learning Planning Performance	Pearson Correlation	1	.795**	.652**	0.238
	Sig. (2-tailed)		.000	.000	0.096
	N	50	50	50	50
Learning Implementation Performance	Pearson Correlation	.795**	1	.748**	0.558**
	Sig. (2-tailed)	.000		.000	.000
	N	50	50	50	50
Performance Assessment Learning	Pearson Correlation	.652**	.748**	1	.477**
	Sig. (2-tailed)	.000	.000		.000
	N	50	50	50	50
Supporting Performance	Pearson Correlation	.238	.558**	.477**	1
	Sig. (2-tailed)	.096	.000	.000	
	N	50	50	50	50

Based on the r count (Pearson correlation): it is known that the r count for the relationship between the performance of Madrasah Ibtidaiyah teacher learning planning (X1) and supporting performance (Y) is 0.238 <0.2787, so it can be concluded that there is no relationship or correlation between learning planning performance variables with supporting performance variables. Furthermore, it is known that the r count for the relationship between learning performance (X2) and supporting performance (Y) is 0.558 > r table 0.2787, so it can be concluded that there is a relationship or correlation between learning implementation performance and supporting performance. Then, it is known that the r value for the relationship between learning assessment performance (X3) and supporting performance (Y) is 0.477> r table 0.2787, so the data is concluded that there is a relationship or correlation between learning assessment performance variables and supporting performance variables. Because the r count or Pearson Correlation in this analysis is positive, it can be given an analysis that the implementation performance and learning assessment have an effect or a great chance on the results of the supporting performance of Madrasah Ibtidaiyah teachers as agents of education.

Based on the SPSS asterisk (*): from the output above it is known that the Pearson Correlation value between each connected variable has two asterisks (**), this means that there is a correlation between the associated variables with a significance level of 1%.

Research discussion

1. Teacher Performance in Madrasah Ibtidiayah

Performance is the result achieved from the job (Wibowo, 2007). Performance is an expression of progress based on knowledge, attitudes, and motivation in producing something at work (Tavares, 2022). Performance can be seen from four criteria, namely 1) characteristics, 2) process, 3) results, and 4) combination of individual characteristics, processes and results. A person's performance can be improved if there is a match between work and expertise (Mulyasa, 2009). Teacher performance is related to the abilities achieved, in the form of achievements shown in the field of education, which are the responsibility of the profession (Mohammadpour & Maroofi, 2023).

2. Teacher Competency Standards and Agent of Education

Teachers are required to have qualifications and competencies t (Lafendry, 2020), educator certification (Nawawi, 2022)-(Supriadi, 2017), physically and mentally healthy(Baan, 2019). According to Government Regulation (PP) No. 19 of 2005, then

change the Government Regulation with No. 4 of 2022 concerning National Education Standards explored learning agents whom teacher must have four competences are pedagogic, personal, professional, and social. Competence is a set of knowledge, skills, and behaviors that must be owned, internalized, and mastered by teachers or educators in carrying out their professional duties. There are 10 competencies that must be possessed by teachers, namely: 1) mastering lesson materials, 2) managing learning programs, 3) managing classes, 4) using media and learning resources, 5) mastering educational foundations, 6) knowing the functions and services of guidance and counseling in schools, 7) recognize and carry out school administration, 8) understand the principles and interpret the results of educational research for learning purposes(Suryosubroto, 1994).

Competence is a resource for teachers to become agents of education in the educational process, so that teachers play a role in producing potential and superior generations (Andrian, 2018)-(Arar & Nasra, 2020). To be able to become agents of change (agent of education) in schools, teachers must continue to be skilled in using authority, responsibility, connection, demonstration, and professionalism (Blake Yancey, 1992)-(Damayanti et al., 2021). The role of the teacher as an agent of education includes: 1) Changing the knowledge or ways of thinking, lifestyle, habits, and social relations of students. Changes in knowledge are carried out by guiding children to find answers to each question through various activities in the learning process. This activity is able to change the way students think from those who were recipients of information to seek information. 2) Teachers must become facilitators, motivators, learning engineers, learning inspirations to improve the quality of education(Bourn, 2021).

3. Learning planning performance

Based on the criteria that have been distributed in the form of learning planning evaluation instruments, there are 5 indicators based on the assumption of choices 1-5 (very poor-very good) which are discussed as supporting evacuation performance, [1] preparing students physically and mentally showing an average of 4, 4 is in the very good category, [2] motivating students shows an average of 4.1 in the very good category, [3] conveying apperception shows an average of 4.1 in the very good category, [4] conveying learning objectives shows an average of 3, 8 is in the good category, [5] conveying the coverage of the material shows an average of 4.0 in the good category. Based on these data, it can be concluded that the class teacher's learning planning performance is in a very good category, with an average of 4.1.

Learning planning includes the activity of formulating the objectives to be achieved in a learning activity, the methods to be used to assess the attainment of these objectives, the material presented, the method of delivery, the preparation of the tools or media used (Wahyuni et al., 2022). As for the stages of learning planning: [1] delivery of specific objectives by paying attention to 3 cognitive aspects which refer to the mastery of knowledge and information related to data and facts, concepts, generalizations, and principles owned by students, affective aspects related to acceptance and appreciation of students in terms of mental development, psychomotor aspects that describe the abilities and skills of students, [2] choosing learning experiences that students will receive which aims to stimulate students to think actively, creatively, provide opportunities for students to find problems and solve them both individually and groups, [3] determining teaching and learning activities using 2 approaches, namely an individual approach carried out by students using teaching materials that have been designed to measure the ability and speed of learning of students, a group approach is carried out by dividing group groups in large and small scope, [4] determine the people involved in the learning process, namely teachers or teaching staff who act as facilitators as well as learning managers whose abilities are adapted to the character of the times who are able to provide fun learning experiences to students, [5] determine tools and materials for learning that aim to support intellectual abilities, as an alternative to supporting learning experiences of students to achieve learning outcomes, [6] pay attention to the availability of physical facilities in the form of classrooms, laboratories, and other supporting spaces aims to facilitate learning activities can be more easily carried out and learning objectives are more easily achieved, [7] planning an evaluation and development process to see the extent to which the learning process is successful, with this evaluation educators can also make improvements or developments for better learning activities in the future.

4. Learning assessment performance.

Based on the criteria that have been distributed in the form of learning assessment evaluation instruments, there are 2 indicators based on the assumption of choices 1-5 (very poor-very good) which are discussed as supporting performance evacuation, [1] summarizing learning material shows an average of 3.9 in the good category, [2] doing reflection and follow-up shows an average of 3.7 in the very good category. Based on these data, it can be concluded that the class teacher's learning assessment performance is in a good category, with an average of 3.8.

Learning assessment includes an assessment of the learning process and

assessment of learning outcomes. Assessment of the learning process is intended to reveal the performance and abilities of students in participating in the learning process (Reviandari, 2004)-(Muhammad, 2019). Assessment is a professional judgment or a process that allows an educator to make a judgment about the value of which the results of the assessment are a combination of qualitative and quantitative findings. The objectives of learning assessment are [1] to determine the level of success of students in learning to learn material, [2] to determine the level of success in carrying out learning activities, [3] to create a chain of competencies between material that has been taught and what will be studied next. The assessment function is [1] formative in the form of feedback for teachers as a basis for improving the learning process, [2] subjective in the form of students' mastery of the level of mastery of learning material by determine grades as material for grade promotion decisions, [3] diagnostic which is used to find out background of students (psychological, physical, and environmental) who experience learning difficulties, [4] selection and placement in the form of research results can be used to select and place students according to their interests and abilities. Assessment instruments must meet the requirements or criteria, namely [1] have validity, meaning that the assessment must really measure what is to be measured, [2] have reliability, meaning it shows the accuracy of the results, [3] objectivity, an evaluation tool must really measure what is to be measured, without any interpretation that has nothing to do with the evaluation tool, [4] efficiency, an evaluation tool as far as possible is used without considering a lot of time and money, [5] usability or practicality, meaning that the evaluation tool is useful (must be useful) to obtain information about students so that educators can provide the best possible guidance.

5. Learning support performance

Based on the criteria that have been distributed in the form of learning assessment evaluation instruments, there are 2 indicators based on the assumption of choices 1-5 (very poor-very good) which are discussed as supporting evacuation performance, [1] developing teaching materials shows an average of 3.4 in the good category, [2] actively participating in workshops shows an average of 3.4 in the good category. Based on these data, it can be concluded that the performance of class teacher learning support is in the good category, with an average of 3.4. Supporting performance is the teacher's task to improve quality, creativity, professionalism in teaching that adapts to 21st century learning (Bond et al., 2018) with four skills, namely critical thinking skills, creative, communication, and collaboration that must be

possessed (Malik, 2018). These supporting enhancements include the participation of educators in workshops, capacity building training in technical knowledge, strategies, methods, learning models, and the development of learning media, so that the impact of changes and the academic atmosphere of the class is more enjoyable (Rube'i et al., 2019).

6. Comparison between teacher performance

Based on a comparative study of the performance evaluation of Madrasah Ibtidaiyah teachers based on analysis of competency standards as agents of education, a final analysis can be given which is explained on the graph. 1 as follows:
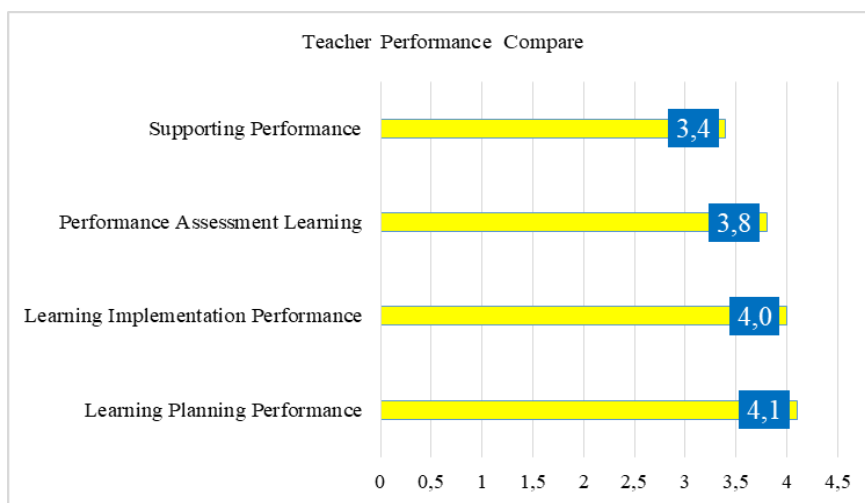
Noted: Supporting performance: good, Assessment performance learning: good, learning implementation performance: good enough, Learning planning performance: Very good

Graph 1. Comparison of Madrasah Ibtidaiyah teacher performance

CONCLUSION

Based on the results and discussion of the research, the competency standards as educational agents with studies on planning, implementation, assessment, and learning support can provide a very significant collaborative influence, so that the article has an impact on strengthening teacher professionalism to be ready to face the challenges of 21st century learning, after analyzing the results of the research approach with an average final result of 3.86 which indicates a good category.

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