

Teachers' Performance in Madrasa Aliyah Central Lampung Regency

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Abstract This research aims to find out the teachers' performance framework, which is reviewed from some aspects such as planning, execution, evaluation and student guidance aspects in the learning activity. The method used in this research was descriptive qualitative. This research was conducted in MAN 1 Poncowati, Madrasa Aliyah Ma'arif 1 Punggur and Madrasa Aliyah Nurul Ulum Gajah City Central Lampung. The research data consisted of primary and secondary data. The research data sources were information from principal and vice-principal of the madrasa, teacher council and school supervisor and other sources which were relevant document such as pictures, notes and essays which had relation to the research focus. This research data collection used interview, observation and documentation. The results of this research are: (1) The performance of Madrasah Aliyah teachers in Central Lampung Regency viewed from the aspect of learning plan still has some problems such as the teacher did not understand how to analyse of effective day and effective week; (2) Based on the aspects of learning implementation, there are still some problems such as the teacher could not utilise the learning media during the teaching and learning process; (3) Based on the aspect of learning evaluation, there are still some problems such as the teacher could not arrange the question items for the daily test, and (4) Based on the aspect of students' guidance implementation, there are some problems such as the teacher did not have scientific paper or students' guidance.

Keywords Teachers' Performance, Madrasah Teacher

1. Introduction

The implementation of teacher performance is conducting learning process inside outside the classroom in

addition to working on other activities, such as doing and learning administration, conducting evaluations, guidance and services for students [1,2]. Teacher performance will determine the quality of education in the future. The quality of education is in line with the quality of teacher performance. If the performance has a good quality, then education is also good [3,4,5]. But, the fact that happens at this time, education in Indonesia has a low quality due to the quality of teachers which are considered weak. This is based on the results of the National Teacher Competency Test (UKG) from 2015, 2016, and 2017 which get the average value of teacher competency tests in 337 regencies/cities is below the national average of 43.25, only 154 regencies/cities which average values above the national average. The highest value is 97.0, and the lowest is 1.0. Provinces with the highest average scores are D.I.Yogyakarta (62.58), Central Java (59.10) DKI Jakarta (58.44), East Java (56.73), and Bali (56.13). And the lowest average values are in Maluku, North Maluku, West Kalimantan, Central Kalimantan and Lampung [6].

Lampung Province, which consists of 15 regencies, both cities and regions occupy the 20th position of 34 provinces. It has a standard score of 55, the National Average of 56.69 and Provincial Average of 53.38. This shows that teacher performance is considered as not good enough, as in one of the regencies in Lampung Province, Central Lampung with an average value of 53.76.

Central Lampung has 1,021 teachers from 32 Madrasa Aliyah which is consisted of one State Madrasa Aliyah, and the rest are Private Madrasa Aliyah. Poncowati 1 State Madrasa Aliyah, MA Nurul Ulum Gajah City and MA Ma'arif Punggur are three of these entire madrasahs which are existed in Central Lampung Regency. Generally, Learning Activities in MA Nurul Ulum Gajah City, MA Ma'arif Punggur and MAN 1 Poncowati, Central Lampung Regency is considered good, it is supported by adequate facilities and infrastructure as well as excellent

teacher education qualifications, but, the fact is there are some limitations related to teacher performance, especially in aspects of learning planning, implementation, evaluation and the implementation of student guidance.

The problem of teacher performance, especially in the three madrasas, can also be seen in the results of teacher performance assessments conducted by Madrasas and supervisors. According to the performance evaluation of teachers in MAN 1 Poncowati, Central Lampung, it can be seen from the aspect of planning that the categories are very good (29%), good (24%), adequate (32%), moderate (14%), and poor (2%). According to aspects of the implementation of learning that has been conducted are categorised as very good (52%), good (21%), adequate (15%), moderate (9%), and poor (4%). According to the evaluation aspects of learning are categorised as very good (18%), good (33%), moderate category (26%), moderate (17%), and poor (6%). The aspects of the implementation of students guidance that has been conducted have been categorised as very good (18%), good (33%), adequate (26%), moderate (17%), and poor (6%).

For MA Nurul Ulum, Central Lampung Gajah City, in terms of learning planning aspects, they are categorised: very good (21%), good (31%), adequate (34%), moderate (12%), and poor (2%). According to aspects of the implementation of learning, they are categorised: very good (29%), good (35%), adequate (23%), moderate (12%) and poor (1%). According to the evaluation aspects of teacher learning that has been conducted are categorised: very good (29%), good (42%), adequate (26%), moderate (2%), and poor (1%). Whereas the aspects of teacher guidance to students that have been conducted are categorised: very good (14%), good (24%), adequate (30%), moderate (25%), and poor (7%).

As for MA Ma'arif Punggur, Central Lampung based on aspects of learning planning, they are categorised: very good (19%), good (27%), adequate (36%), moderate (14%), and poor (3%). According to the implementation of learning they are categorised as very good (19%), good (38%), adequate (29%), moderate (8%), and poor (6%). According to the evaluation aspects of learning, they are categorised: very good (25%), good (38%), adequate (25%), moderate (9%), poor ((2%) while the aspects of the implementation of students guidance categorised as very good (13%), good (18%), adequate (39%), moderate (23%) and poor (8%).

The data analysis shows the problems that occur in several Madrasah Aliyah in Central Lampung which has not tried to implement the functions of improving teacher performance optimally and professionally in the aspects of learning planning, implementation, evaluation and the implementation of student guidance effectively. Therefore, this research aims to find out the framework about:

1. Teacher performance in Madrasah Aliyah Central Lampung Regency seen from the learning planning aspect.

2. Teacher performance in Madrasah Aliyah Central Lampung Regency seen from learning implementation aspect.
3. Teacher performance in Madrasah Aliyah Central Lampung Regency seen from learning evaluation aspect.
4. Teacher performance in Madrasah Aliyah Central Lampung Regency seen from the implementation of students guidance.

2. Method

This research was descriptive qualitative research. This research was conducted at MAN 1 Poncowati, Madrasah Aliyah Ma'arif 1 Punggur and Madrasah Aliyah Nurul Ulum Gajah Tengah City, Central Lampung. These three schools were chosen for research because there were still various problems related to teacher performance that had been running so far. The data in this study consisted of primary data which was data obtained in the form of words and subject behaviour related to the performance of teachers in the three schools where the research was conducted, and secondary data in the form of documents, pictures and objects used as supplementary for primary data. Data sources in this study were human and non-human data sources. The social data source consisted of the madrasah principal, vice-principal, teacher council and school supervisors. These human sources were functioned as the subject or *key informant*, the obtained data from the informant were *soft*. While the non-human data sources in the form of documents that were relevant to the focus of research, such as pictures, photos, notes or essays that were related to the focus of research. This research data collection used *Snowball Sampling* technique which included in non-probability sampling technique (sample with different probability) [7]. The research instrument used in this study was observation and interviews. For data analysis, this study used cross-data analysis techniques or called as case triangulation because this type of analysis technique combined and compared all the findings obtained from each case, where all of which explained the flow of collection and single case analysis [8,9].

3. Result

This article is summarised into several topics which they are based on aspects of planning, implementation, evaluation and students guidance.

3.1. Teacher Performance in Madrasah Aliyah Central Lampung Regency Reviewed from the Learning Planning Aspect

Teacher performance in Madrasah Aliyah, Central Lampung, which includes MAN 1 Poncowati, Central

Lampung, MA Ma'arif Punggur, Central Lampung, MA Nurul Ulum, Central Lampung Gajah City, related to aspects of learning planning that have been conducted by teachers obtained the accumulation of observations, interviews and monitoring documentation in MAN 1 Poncowati, Central Lampung at 66.3%, MA Ma'arif Punggur in Central Lampung at 62.2%, and MA Nurul Ulum in the Central Lampung Gajah City at 62.8%. These results indicate in percentage that the teacher's performance results are adequate, but it is still not optimal due to several aspects that still exist such as (a) The teacher does not make effective day and week analyses. (b) The teacher does not make an analysis related to SK/KD learning material. (c) The teacher does not make KKM. (d) The teacher does not make a syllabus. (e) The teacher does not make a Lesson Plan Design (RPP).

3.2. Teacher Performance in Madrasa Aliyah Central Lampung Regency Reviewed from the Learning Implementation Aspect

From the learning implementation aspect, the result of observation, interview, and monitoring documentation in MAN 1 Poncowati Central Lampung obtained the percentage of 65.4%, MA Ma'arif Punggur Central Lampung at 63.9%, and MA Nurul Ulum Gajah City Central Lampung at 62.2%. This data shows that the percentage of teacher performance results is adequate. However it is still not optimal or even low, and it still needs to be improved more such as on the aspects of the use and utilisation of learning media, implementing learning according to stages, and the use of various methods.

3.3. Teacher Performance in Madrasa Aliyah Central Lampung Regency Reviewed from the Learning Evaluation Aspect

From the learning evaluation aspect, each school got the percentage of 65.4% for MAN 1 Poncowati, Central Lampung, 60.8% for MA Ma'arif Punggur, Central Lampung and 61.8% for MA Nurul Ulum, Central Lampung Gajah City, Lampung, which is based on observations, interviews, and monitoring documentation. In this aspect, the results show that the teacher performance is good, but it is still not optimal or low and still needs to be improved more as in the aspect of the teacher compiling the grids of daily test questions, the teacher prepares the daily scoring guidelines, the teacher analyses daily tests, the teacher prepares a remedial program, and the teacher prepares a midterm exam. This aspect of evaluation is essential because it relates to whether the learning method is suitable or not that the teacher is using, starts from planning to the learning implementation to the students.

3.4. Teacher Performance in Madrasa Aliyah Central Lampung Regency Reviewed from the Learning Guidance Aspect

Related to teacher performance in the aspects of learning guidance through the stages of observation, interviews, and monitoring documentation, it is described in the percentage of 38.7% for MAN 1 Poncowati Central Lampung, 26.6% for MA Ma'arif Punggur Central Lampung, and 29.4% for MA Nurul Ulum Gajah City Central Lampung. These results indicate that the percentage of teacher performance is still low. Therefore, it is essential to be improved more as teachers are not active in KKG/MGMP/Guidance, The teacher does not yet have a scientific paper in the form of PTK (Classroom Action Research), and the teacher does not have a scientific paper or student guidance.

4. Discussion

According to the existing problems in aspects related to teacher performance, the researcher offers a solution that can be used as an alternative to overcome the problem using the method of *One Teacher Many School (OTMS)*. The method of *One Teacher Many School* is a learning method used to overcome teacher problems in learning activities [10,11]. This method involves a group of teachers in a subject who is part of a school district to jointly have the responsibility and active role not only in the school where the teacher is on duty but also in the target school where the two teachers will be assigned. *One Teacher Many School* may be able to be very useful to be practised as the solution to overcome teacher performance problem in Madrasah Aliyah Central Lampung, where this method is also presenting a strategic and systematic step which has the relation to what have to be planned and conducted by the teacher in creating and making learning place that involves entire *stakeholders* in the similar subject to formulate, determine correct strategy and step that will be applied to the target school as the Competency Standard (SK) and Basic Competency (KD) which has been agreed in the group. The cycle of the method of *One Teacher Many School* can be seen in the following:

Plan Stage: Teachers who are already incorporated in a subject teacher forum collaborate to develop a syllabus and a Lesson Plan Design (RPP) that is student-centred. The planning from this teacher forum can be done by analysing the needs and various problems that are often faced in the implementation of learning such as problems of Competency Standard and Basic Competency, lack of facilities, initial conditions of students and so forth. The conclusions from the results of the analysis are taken into consideration in compiling a better learning media so that it becomes a mature lesson plan;

Do Stage: At the implementation stage, the group of subject teachers conducts learning in the target school in accordance with SK/KD and the Material which has been agreed in the teacher forum. At this stage, it is also expected that the methods that have been arranged in accordance with the material presented can be implemented totally at the target school, including evaluating and recording all things that are observed starting from the suitability of learning activities, student activities or class conditions or conditions during the learning process; and

See Stage: This stage is crucial in the application of the One Teacher Many Schools models, at this stage the reflection aims to find the advantages and disadvantages of learning implementation that has been done as an effort to improve the learning process. The results of learning activities are possible to be varied so that there can be a productive exchange of knowledge so that it can be applied for further learning. From this step by step order the *Method of One Teacher Many Schools*, is very appropriate to be practised at all levels of education by first coordinating with the principal of the Madrasa and the Madrasa Supervisor which has the authority, with the aim that the quality of the process and learning outcomes of certain subjects in the region.

5. Conclusions

The conclusions in this research include, (1) Teacher Performance in Madrasa Aliyah Central Lampung Regency seen from the learning planning aspect are still having problems, and they are: (a) the teacher does not make effective day and week analyses. (b) The teacher does not analyse SK/KD (Competency standard and basic competencies) learning material. (b) The teacher does not make KKM (Minimal completeness criteria). (c) The teacher does not make syllabus. (d) The teacher does not make a Lesson Plan Design (RPP); (2) Teacher performance in Madrasa Aliyah Central Lampung Regency seen from the learning implementation aspect is still having problems such as (a) the teacher does not utilize the learning media. (b) the teacher does not conduct learning according to the stages in learning (c) the teacher does not use various learning methods/models, (3) Teacher performance in Madrasa Aliyah Central Lampung Regency seen from learning evaluation aspect is still having problem such as (a) The teacher does not arrange a grid of daily test questions. (b) The teacher does not make scoring guidelines. (c) The teacher does not conduct a daily test assessment analysis. (d) The teacher does not arrange a remedial program and (e) the teacher does not make midterm questions; and (4) Teacher performance in Madrasa Aliyah Central Lampung Regency seen from the implementation of students guidance is still having problems, which are: (a) the teacher is not active at KKG/MGMP/Guidance. (b) the teacher is not active in

seminar/workshop activities. (c) The teacher does not have scientific papers or student guidance.

These findings indicate the need to improve teacher performance by improving various aspects. Therefore, teachers must be able to foster high achievement motivation, develop and create teacher attitudes, also enhance the quality of education as well. Besides, the government, school supervisors and school principals need to facilitate and provide support to professional activities, workshops and guidance on scientific work in the form of classroom action research (PTK) for teachers so the teachers can be able to understand about making scientific work.

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