



## THE STRATEGY OF TEACHER PERFORMANCE IMPROVEMENT AT SENIOR HIGH SCHOOLS IN KENDARI CITY

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### ABSTRACT

The purpose of this research is to find out and analyze teacher performance strategies at public high schools in Kendari City. There were 22 key informants in this study, namely those who knew and had various basic information needed in the research. The data analysis method used is adapted to the research objectives, namely to describe and analyze a phenomenon by describing the research focus related to the problem under study. This study uses a descriptive qualitative analysis method.

The results of the study stated that: (1) The vision and mission of the Kendari city high school underwent two improvements because the Kendari city high school was appointed by the Education Office as a school with RSBI status; (2) The teacher's performance within the scope of pedagogical competence has been carried out well by the teacher. The teacher's performance within the scope of professional competence has been carried out well but still needs to be improved.

**Keywords:** *Strategy, Teacher Performance Improvement*

### INTRODUCTION

School is a formal educational institution. As an institution, each school has the characteristics that distinguish it from other schools. This uniqueness can be in the form of values which are then guided by various activities that occur in schools, including those embodied in the learning process. In the end, differences in the values adopted by a school will affect the performance of the school so it also affects the quality of each school.

In the context of education, the notion of quality refers to input, process, output, and impact. Input quality can be seen from several sides. First, whether the condition of human resource input is good or not, such as school principals, teachers, administrative staff, and students. Second, whether or not the input criteria are met, such as materials in the form of visual aids, books, curriculum, infrastructure, school facilities, and others. Third, whether or not the input criteria in the form of software are met or not, such as regulations, organizational structure, job descriptions, and organizational structure. Fourth, the quality of input that is

hopeful and necessary, such as vision, motivation, perseverance, and aspirations (Sudarwan Danim, 2016: 53).

The enactment of Law No. 14 of 2005 emphasizes the responsibility of each province and district/city in Indonesia to improve the quality of existing teachers. Thus, it is hoped that it will have a significant impact in efforts to achieve the target of developing education that is fair, equitable, quality, and reaches every component of society. However, in reality, in several regions in Indonesia, there are still quite high disparities in the quality of education between regions.

The implementation of learning in SMA is the realization of productive program learning which is determined by mastery of the basics of broad, strong skills and mastery of tools and materials for the right work techniques with an allocation for learning productive training subjects is 30% theory and 70% practice in the field. This is a challenge for teachers because they have to understand the theoretical and practical aspects of what is needed in society, as well as the personal skills required to cooperate with parties related to the business/industry world. The teacher is a condition that is positioned as the front guard in the implementation of the teaching and learning process and the teacher holds a very strategic position in the effort to create professional and quality graduates so that they can meet the needs of professional human resources.

Mangkunegara (2017:67) suggests that performance is a result of work that is achieved in quality and quantity by an employee in carrying out his duties under the responsibilities given to him. Performance reflects how well workers do things related to their duties and responsibilities seriously.

Robbins (2012: 281) a person's performance is strongly influenced by factors of ability (ability), motivation (motivation), and opportunity (opportunity), namely, performance means that performance is a function of ability, motivation, and opportunity. Supardi (2013: 50) factors that influence performance, include the environment, management behavior, job design, performance appraisal, feedback, and wage administration. Slameto (2017: 10) suggests factors that influence performance, namely, teacher leadership, concern for the environment, and commitment to improving the work/school environment. Rizal (2019:12) factors that affect performance include (1) mental attitude (work motivation, work discipline, work ethics), (2) education, (3) skills, (4) leadership management, (5) income level, (6) salary and health, (7) social security,

The phenomenon that is currently happening in the scope of high school schools in Kendari City is that the leadership and motivation of the principal towards the performance of teachers in high school has not contributed optimally, teachers in high school are still experiencing difficulties in carrying out classroom action research as demanded by the principal, there are factors environment that influences teacher performance, the principal's leadership has not increased effective and innovative teacher performance and the lack of principals in motivating teachers to improve teacher performance. Furthermore, the problem of the level of teacher performance in schools still has several problems including, there are still many teachers who rarely go to class to carry out their teaching duties.

## LITERATURE REVIEW

### Teacher Theory

According to Law Number 14 of 2005 concerning Teachers and Lecturers, teachers are professional educators who have several tasks. It is stated in Article 1 (1) that the definition of a teacher is "a professional educator with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education". According to the Big Indonesian Dictionary, a teacher is a person whose job (livelihood, profession) is teaching (Poerwadar Minta, 2016: 335). With this definition, the teacher is given the same meaning as the teacher. Thus, this understanding of the teacher only mentions one side as a teacher, not including the understanding of the teacher as an educator and trainer.

Furthermore, Zakiyah Daradjat (2015: 39) states that teachers are professional educators because the teacher has accepted and carried the burden of parents to participate in educating children. In this case, parents must remain the first and foremost educators for their children, while teachers are professionals who

help parents to educate children at the school education level.

The teacher has an inseparable role and function, in the ability to educate, guide, teach, and train. These four abilities are integrative, one cannot be separated from the other.

According to Suparlan, teachers are often portrayed as having a dual role known as EMASLIMDEF (Educator, Manager, Administrator, Supervisor, Leader, Innovator, Motivator, Dynamics, Evaluator, and Facilitator). The role of the teacher as an educator functions to develop personality, guide, develop character, and provide direction. The role of the teacher as a manager functions to oversee the implementation of duties and functions based on applicable provisions and laws. The role of the teacher as an administrator functions to make attendance lists, make assessment lists, and carry out technical school administration. The teacher's role as a supervisor functions as monitoring, assessing, and providing technical guidance. The role of the teacher as a leader functions as overseeing the implementation of main tasks and functions without having to strictly follow the applicable provisions and legislation. The role of the teacher as an innovator functions to carry out creative activities, and determine strategies, methods, methods, or concepts that are in teaching. The role of the teacher as a motivator serves to encourage students to be able to study more actively, and assign assignments to students according to the abilities and individual differences of students. The role of the teacher as a dynamist functions to encourage students by creating a conducive learning environment. The teacher's role as evaluator prepares research instruments, carry out assessments in various forms and types of assessments, and assess student work. The teacher's role as a facilitator, functions to provide technical assistance, direction, or instructions to students (Suparlan, 2015: 25).

The main role and task of the teacher in schools as the management role is in charge of knowing students' social, economic, and academic-intellectual backgrounds. In addition, it is also to find out the individual differences of students, potentials, and weaknesses of students, including their learning styles. The main role and tasks of the teacher in school as the instructional role in charge of 1) having knowledge, skills, and professionalism; 2) being responsible, disciplined, and productive; 3) respect and affection towards students; 4) having moral values, human principles in all its steps; 5) have an innovative, creative attitude, and understand differences and individuality among students; 6) being an example for students, what is said is what is done; 7) respect and care for the environment, and understand the development and application of science and technology in modern life (Suparlan, 2015: 25).

### **Performance Theory**

Based on the study put forward by Husanker stated that performance is strongly influenced by ability ownership and motivational encouragement. Performance theory can be described by "Performance = abilities X (multiplication) motivation. Ability = aptitude X training X resources. Motivation = desire X commitment. Performance = aptitude X training X resources X desire X commitment (Supardi, 2013: 47). In this study what is meant by training is the supervision service provided by the school principal, resources are the working climate, and commitment is contained in trying to understand the curriculum.

### **Teacher Performance Theory**

Syaiful Sagala defines performance as a manifestation of the work achieved by an institution. The measure of the success of an institution includes all activities after going through due diligence on business objectives that have been set and implemented (Syaiful Sagala, 2007: 180). From this understanding, several important elements are included in a performance. First, there are institutions, both in the form of institutions (institutes) such as organizations or institutions (institutions) such as regulatory systems. Second, some goals have been set and strived to achieve them. Third, there is an instrument used in the implementation of due diligence. From some of the definitions of performance above, it can be concluded that performance is a manifestation of the work achieved in completing the task or work requested.

Based on the understanding of performance and the understanding of the teacher, it can be concluded that teacher performance is the result of the teacher's work under the teacher's duties referring to the competencies that the teacher must have. Teacher performance is the achievement achieved by the

teacher in carrying out his duties or work during a certain period according to the competency standards and criteria set for the job. The performance of a teacher cannot be separated from the competence that is inherent and must be mastered. Teacher competence is an important part that can determine the level of teacher ability in carrying out their duties as a teacher. Teacher performance in this study is limited to teacher performance within the scope of pedagogical competence and professional competence. Teacher performance within the scope of pedagogical competence includes teacher performance in planning the learning process, implementing the learning process, and evaluating learning outcomes. Teacher performance within the scope of professional competence includes teacher performance in managing the learning process in class, conducting educational research, and teacher collaborating with students' parents and other organizations that are useful for educational purposes.

Performance as a result of work achieved by a person in carrying out the tasks assigned to him is based on skill, experience, sincerity, and time (Hasibuan, 2016: 94). In addition, performance can be expressed as work results that can be achieved by a person or group of people in the organization, according to their respective authorities and responsibilities. Performance is an effort to achieve the goals of the organization concerned legally, does not violate the law, and is under morals and ethics (Prawirosentono, 2016: 2). Teacher performance can be interpreted as the teacher's ability to demonstrate the various skills and competencies they have. The essence of teacher performance is none other than the teacher's ability to demonstrate the skills and competencies they have in the real world of work (Ministry of National Education, 2004). The real world of teacher work is teaching students in learning activities in class.

Various factors can affect a person's performance, among these factors include (1) HR participation, (2) career development, (3) communication, occupational health, and safety, (4) conflict resolution, (5) good incentives, and (6) pride (Supardi, 2013).

While relating to the factors that affect teacher performance can be explained as follows (Susanto, 2012).

1. Teacher competence, namely the basic abilities that must be possessed by a teacher so that he can provide optimal results in his learning in the classroom;
2. Principal Leadership, namely the influence given by the principal to make an effort to achieve the planned goals, this influence is given to the teacher to achieve optimal learning outcomes for students, and;
3. Teacher work motivation, namely the desire of a teacher to work better than before so that his performance can be better and have an impact on student achievement.

Teacher performance is influenced by several other factors such as (1) mental attitude (work motivation, work discipline, work ethic), (2) education, (3) skills, (4) leadership management, (5) level of income, (6) salary and health, (7) social security, (8) work climate, (9) facilities and infrastructure, (10) technology, and (11) opportunities for achievement (Supardi, 2013).

Based on PERMENPAN No. 16 of 2009, measuring teacher performance is carried out by conducting teacher performance assessments. Teacher performance evaluation is an assessment of each item of the teacher's main task activities in the context of developing a teacher's career rank and position. Teacher performance is measured by the results of carrying out learning tasks while in class and responsibility for students under their guidance by increasing student learning achievement (Supardi, 2013). In addition, teacher performance is not only shown by work results, but also by behavior at work, such as loyalty, work performance, responsibility, obedience, honesty, and cooperation. Loyalty is defined as the teacher's willingness to maintain the good name, principles, and symbols of the country. Consequences are defined as a form of loyal, honesty, ability to work with a team, and have initiative, and leadership. Furthermore, Supardi (2013: 70) explains that teacher performance can be assessed from scientific mastery, behavioral skills, ability to build relationships, quality of work, initiative, self-capacity, and ability to communicate.

Based on Law No. 14 of 2005 concerning Teachers and Lecturers, teacher performance can be measured by how much the required competencies have been successfully fulfilled. These competencies

include (1) pedagogic competence, (2) personal competence, (3) social competence, and (4) professional competence. Teacher performance can be assessed from the learning shown by the learning achievement of students. Good teacher performance will result in good student learning achievement. Furthermore, good performance can be seen from the results obtained from student achievement assessments (Supardi, 2013).

The Ministry of National Education has categorized several indicators of success from the performance carried out by teachers, including the following:

1. Planning a learning program

The planning stage in learning activities is the stage related to the teacher's ability to master teaching materials. The teacher's ability can be seen from the method or process of compiling the learning activity program carried out by the teacher, namely developing a syllabus and learning implementation plan (RPP);

2. Implementation of Learning Activities

Classroom learning activities are the core of education delivery which are characterized by (a) classroom management activities, (b) use of media and learning resources, (c) use of methods, and (d) learning strategies. All of these tasks are the duties and responsibilities of the teacher which in their implementation optimally require the ability of the teacher;

3. Assessment and Evaluation of Learning

Assessment of learning outcomes is an activity or method that is intended to determine whether or not the learning objectives have been achieved and also the learning process carried out. At this stage, teachers are required to have the ability to determine approaches and methods of evaluation, preparation of evaluation tools, processing, and use of evaluation results (Directorate of Education Personnel, Directorate General of Quality Improvement of Educators and Education Personnel, 2008).

**RESEARCH METHODS**

This research was conducted in Kendari City with the research object of Teacher Performance Improvement Strategies at State Senior High Schools in Kendari City. The data used in this study are primary data and secondary data,

Key informant In this study there were 11 informants, namely those who knew and had various basic information needed in the research. The key informants in this study are teachers of each State High School in Kendari City, totaling 11 informants.

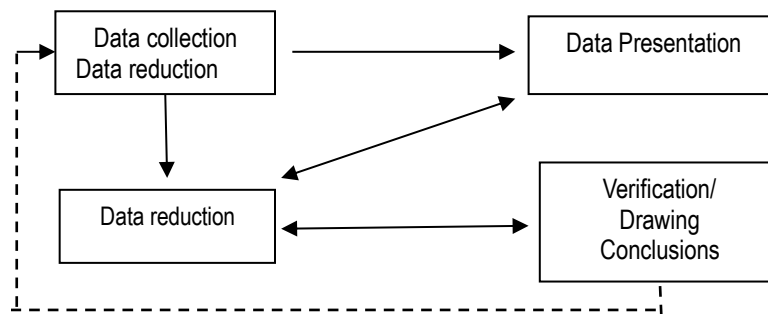
The following are the number of public high schools in Kendari City, explained in the table below:

**Table 1. Number of Public High Schools in Kendari City**

No	School name	Address
1	SMAN 7 KENDARI	Wawombata, Kec. Mandonga, Kendari City
2	SMAN 2 KENDARI	RAHANDOUNA, Kec. Poasia, Kendari City
3	SMAN 3 KENDARI	JL. RA KARTINI NO. 127 KDI, Kessilampe, Kec. Kendari, Kendari City
4	SMAN 5 KENDARI	JL. BRIGJEN KATAMSO 397 KENDARI, Baruga, Kec. Baruga, Kendari City,
5	SMAN 1 KENDARI	L. MAYJEN SOETOYO NO. 102, Watu-Watu, Kec. West Kendari, Kendari City
6	SMAN 9 KENDARI	JL. DIPONEGORO NO. 108, Punggaloba, district. West Kendari, Kendari City
7	SMAN 8 KENDARI	JL. Garuda Poros Moramo Kendari, Nambo, Kec. Abeli, Kendari City
8	SMAN 6 KENDARI	JL. BANDA PUNGGOLAKA, PUNGGOLAKA, Kec. Puuwatu, Kendari City,
9	SMAN 4 KENDARI	JL. AHMAD YANI NO. 13, Bende, Kec. Kadia, Kendari City
10	SMAN 11 KENDARI	L. WULELE NO. 99, Bonggoeya, Kec. Wua-Wua, Kendari City
11	SMAN 10 KENDARI	JL. BOULEVARD, MOKOAU, Kec. Kambu, Kendari City

The data collected from the field will then be processed through editing, namely the process of re-examining the data obtained from the survey results. In the editing stage, the data obtained will be corrected and corrected to avoid errors. The data analysis method used is adapted to the research objectives, namely to describe and analyze a phenomenon by describing the research focus related to the problem under study. This study uses a qualitative descriptive analysis method according to the opinion of Miles and Huberman (2014: 255) states that there are four kinds of qualitative data analysis activities, as shown in the following figure.

**Figure 1. Interactive model data analysis from Miles and Huberman (2014: 255)**



1. **Data reduction.** The data obtained in the field is quite a lot, for this reason, it needs to be recorded carefully and in detail. Reducing data means: summarizing, choosing the main things, focusing on the the important things, looking for themes and patterns, and removing unnecessary ones. Reduced data will provide a clear picture and make it easier for researchers to carry out further data collection, and look for it if needed.
2. **Data Model (Data Display).** After the data is reduced, the next step is to display the data. Display data in qualitative research can be done in the form of brief descriptions, charts, relationships between categories, flowcharts, and so on. Miles and Huberman (2014:255) state: "The most frequent form of display data for qualitative research data in the past has been narrative text" which means the most frequently used form of displaying data in qualitative research with narrative text. Apart from being in narrative form, display data can also be in the form of graphs, matrices, and networks. Social phenomena are complex and dynamic so what is found when entering the field and after going on for a while in the field will experience data development. Researchers must always test what has been found when entering a field that is still hypothetical whether it is developing or not. If after entering the field for a long time it turns out that the formulated hypothesis is always supported by data collected in the field, then the hypothesis is proven and will develop into a grounded theory. Grounded theory is a theory that is discovered inductively, based on data found in the field, and then tested through continuous data collection. If the patterns found have been supported by data during the research, then these patterns become standard patterns that no longer change.
3. **Withdrawal/Verification of Conclusions.** The third step is drawing conclusions and verification. The initial conclusions put forward are still temporary and will change if strong evidence is not found to support the next data collection stage. However, if the conclusions are indeed supported by valid and consistent evidence when the researcher returns to the field to collect data, then the conclusions put forward are credible (trustworthy) conclusions.
4. **Conclusions in qualitative research** may be able to answer the formulation of the problem that was formulated from the start, but maybe not, because the problems and problem formulation in qualitative research are still temporary and will develop after the research is in the field. The expected conclusion in qualitative research is a new finding that has never existed before. Findings can be in

the form of a description or description of an object that was previously unclear so that after research it becomes clear.

To facilitate and understand the contents of this study, the authors explain the meaning of the following terms, among others:

The teacher's performance referred to in this study is the result of the teacher's work under the teacher's duties referring to the competencies that must be owned by the teacher, which is applied through planning a learning program is a stage related to the teacher's ability to master teaching materials, implementation of learning activities well assessment and evaluation of learning. The teacher performance indicators in this study are:

1. Learning program planning is a stage related to the ability of high school teachers in Kendari City to master teaching materials.
2. Implementation of Learning Activities is the core of education implementation which is characterized by (a) classroom management activities, (b) the use of media and learning resources, (c) the use of methods, and (d) learning strategies. All of these tasks are the duties and responsibilities of teachers who optimally in their implementation require the ability of high school teachers in Kendari City.
3. Assessment and Evaluation of Learning are activities or methods that are intended to determine whether or not learning objectives have been achieved and also the learning process carried out by high school teachers in Kendari City.

## RESEARCH RESULT

### Teacher Performance in Learning Planning

Doing learning planning is a task that must be carried out by the teacher before the learning process is carried out in the hope that the steps in the implementation of learning can be carried out properly. In each subject, planning must be made by the teacher, in other words, a lesson plan must be mastered by the teacher before planning begins or is carried out. Planning consists of three kinds of abilities, namely preparing learning materials, planning strategies, and learning evaluation. The results of research on teacher performance in learning planning at SMA Negeri Kendari City can be described as follows:

1. The state of the learning device

Learning devices include part of the teacher's efforts and efforts to plan learning. Therefore, this learning tool must be created and arranged by the teacher so that the teacher can prepare learning according to the conditions of the students and the school.

Not unlike other schools, teachers at SMA Negeri Kendari have also prepared learning tools. This is based on the results of interviews with informants who stated:

"Yes, all the teachers at this school have prepared a complete set of learning tools."

From this statement, it can be understood that in the performance of teachers in Kendari City Public High School, all teachers have prepared complete learning tools. To prove this, the researcher asked the informants to show the learning device documents. The researcher was shown a pile of learning tools for Kendari City Public High School teachers. All of these documents were bound and the researcher noticed that all lessons from each class already had learning device documents.

In coaching teachers for preparing lesson plans, the results of interviews with informants stated:

"Yes, it was done, incidentally this school is a school that has a teacher certification program. So, some of the activities are workshops or training for teachers in preparing learning tools. From these

activities, teachers at Kendari City State Senior High School became trained in developing these learning tools."

The results of interviews with informants said:

"Yes, we will help all the teachers if they haven't got the syllabus, but on average the teachers here can compile the syllabus."

As for coaching the preparation of learning tools, informants said:

"Nothing, the cost of preparation comes from the teacher's pocket, because it is indeed for the teacher's personal needs."

"The school's effort is to provide guidance to them, such as through workshops and training activities, the principal also provides strict rules that can even be said to be mandatory in making and preparing learning tools."

## 2. Preparation of Lesson Plans

For Kendari City State Senior High School teachers, all teachers have prepared lesson plans. The results of interviews with Kendari City State Senior High School teachers stated that:

"That's right, I've prepared and compiled the learning tools and it's complete."

From the statement of the Kendari City Public High School teacher, it is clear that the teacher at the school has already prepared learning tools. According to the informants, the reasons for preparing the learning tools were:

"The reason is that the learning carried out can be directed according to what is planned in the lesson plan as a guide for teachers in carrying out learning".

Furthermore, regarding the way the teacher prepared it, the results of interviews with Kendari City State High School teachers said:

"Yes, we prepare it ourselves, according to the field of study being taught."

Then related to the time for preparing lesson plans, the informant said:

"We do various lesson plans, but generally at the beginning of the semester according to the time of delivery of the material, meaning that what will be taught is then planned."

The learning plan for Kendari City State Senior High School teachers after being drafted was approved for use by the school principal, this was based on the results of interviews with informants who said:

"Yes, it was confirmed".

Subsequent research asked about guidelines for preparing lesson plans which were answered by informants:

"Yes, we use the applicable curriculum and syllabus, under government regulations."



Regarding curriculum and syllabus sources, informants said:

"We are looking for the source ourselves, for SK and KD it is in government regulations, now we just need to develop it."

Next, the researcher asked what learning tools were prepared by the teacher besides lesson plans, the results of interviews with informants said that:

"The tools prepared for the annual program, semester program, SK and KD mapping and assessment, KKM, syllabus, lesson plan, teaching materials, and analysis and questions".

The results of the interviews show that apart from lesson plans, the learning tools prepared by teachers are annual programs, semester programs, SK and KD mapping and assessment, KKM, syllabus, lesson plans, teaching materials, and analysis and questions. This is together with the results of interviews and documentation studies conducted on the Kendari City Public High School teacher's learning tools which are completely complete.

Viewed from the point of urgency, Kendari City State Senior High School teachers also admit that learning tools have an important role in the success of the learning process carried out by teachers in class. Based on interviews with informants stated;

"Yes, it must be important to exist. I understand that the lesson plan that the teacher makes will determine the success or failure of the teacher in achieving the learning that is carried out. So, in my opinion, planning, and equipment is very important."

### 3. Availability of Learning Infrastructure

The teacher's success in preparing lesson plans and carrying out learning in the classroom is more or less influenced by the availability of learning facilities and infrastructure to support this. Regarding the availability of learning facilities and infrastructure for SMA Negeri Kendari City, the results of interviews with informants said:

"Yes, our school already has adequate learning facilities and infrastructure"

Regarding his condition, the informant said:

"In general, the condition is good, even all of them can still be used."

The results of the interview indicated that Kendari City State Senior High School already had learning facilities and infrastructure that could be said to be adequate, the condition of the learning facilities and infrastructure was also in good condition.

"Yes, we have used the facilities and infrastructure in learning"

Furthermore, regarding the adequacy of learning facilities and infrastructure with the number of students, the results of interviews with informants said:

"Even though teaching tools such as media are still lacking, we still use existing media (LDC) to teach our students so that the material that will be delivered to these students is conveyed through the existing LDC for the continuation of teaching and learning in class. However, we hope that the

government will provide more facilities and infrastructure for Kendari City Public High Schools. So that we don't experience difficulties in delivering and conveying the material that we will convey."

As for the urgency of facilities and infrastructure in learning, informants said:

"Yes, it is very important that its function is to have information or messages from the teacher to students, so its existence is very important. In addition, without facilities and infrastructure in learning, it will be difficult to achieve learning objectives."

### **Teacher Performance in The Implementation of Learning Activities**

Classroom learning activities are the core of education delivery which is characterized by classroom management activities, the use of media and learning resources, and the use of learning methods and strategies. These tasks are tasks and responsibilities that are optimally implemented according to the ability of the teacher. In the teacher's performance carrying out learning and the steps studied include teaching materials, learning methods, and learning steps.

#### **1. Teaching Materials**

Teaching materials or teaching materials are a component of the learning system that plays an important role in helping students achieve basic competency standards.

The results of interviews with informants stated:

"Learning materials need to be chosen appropriately so that they can help our students achieve competency standards and learning materials need to be identified or determined precisely because each type of learning material requires different strategies, media, and ways of evaluating. Therefore, in my opinion, it is necessary to pay attention to the scope or scope and depth of learning material so that it is not less and not more."

#### **2. Learning Method**

The learning method is the most appropriate, fast, scientific, effective, and efficient way in the teaching and learning process. Furthermore, in the view of educational philosophy, the method is a tool used to achieve educational goals.

"The methods we often use are various lectures, question and answer, demonstrations, and occasionally we use discussions and assignments to students."

#### **3. Learning Steps**

The implementation of teacher learning carries out learning activities that begin with preliminary activities, core activities, and closing activities.

From the RPP fragment, it is clear that the learning steps are grouped into three activities, namely preliminary activities, core activities, and closing activities.

The results of interviews with informants stated;

"In observations that have been made in class, the teacher has indeed been able to carry out the steps of learning activities under what was planned in the lesson plans. The activities carried out as far as I can remember include preliminary activities, core activities, and closing activities."

## Teacher Performance in Learning Assessment and Evaluation

### 1. Assessment of Student Learning Outcomes

Assessment of learning outcomes as a whole is an activity to assess the success or level of mastery shown by students in the learning process, which is manifested by numbers or grades after an evaluation or assessment of the learning effort that has been carried out by the teacher.

The results of interviews with informants suggest that:

"In assessing student learning outcomes, it is necessary to pay attention to cognitive, affective, and psychomotor students comprehensively. Not in pieces, so that students are assessed as a whole and thoroughly."

In line with other informants said;

"Assessment is a series of activities to obtain, analyze and interpret data about student learning processes and outcomes which are carried out systematically and continuously so that they become meaningful information in decision making."

### 2. Learning Outcome Assessment Documents

At Kendari City State Senior High School, the existence of learning outcomes assessment documents is available and can be said to be complete. This is under statements by informants who stated:

"We always provide a list of teacher scores for students' daily test scores in book form. We usually buy it or multiply it, then distribute it to the teacher at the beginning of the semester. As for the semester test, it is more like a list of grades prepared by the teacher to be submitted to the homeroom teacher."

Based on the results of the interviews and documentation studies, it can be understood that the Kendari City Public High School has available learning outcomes assessment documents and can be said to be complete.

### 3. Remedial Activities and Follow-up Learning

In implementing remedial and not continuing learning, the teacher has carried out remedial activities, the results of interviews with informants said:

"Yes we do, but it hasn't been done routinely yet."

The results of the interviews indicated that remedial activities for SMA Negeri Kendari already existed, but had not been carried out routinely.

Interviews with informants stated that:

"As a teacher at SMA Negeri Kendari City, I am obliged to evaluate or provide an assessment of the teacher's performance to find out whether the learning objectives that have been carried out have been achieved or not. A teacher is required to have the ability to master the activities of assessing learning outcomes for his students.

Based on the results of these interviews, it can be concluded that the teacher always evaluates the performance of teachers in SMA Negeri Kendari City so that they can find out how the teacher's performance is in the teaching and learning process during the current semester and every academic year.

**Table 2. Summary of Interview Results with Informants**

Interviewee	Position	Implemented Date	interviewer
School teachers	Researcher		Muh. Abid Anshari Pura Yusuf
Question	Answer		Place Interview
1. Do you always prepare a Learning Implementation Plan (RPP) before teaching?	Yes, every teacher must always prepare learning administration, including one lesson plan.		
2. How is your effort to make the class conducive when learning activities take place?	Before the KBM activities begin, I usually give students 5 minutes to complete or prepare themselves to start the KBM activities, then continue to attend student attendance.		
3. Do you always provide evaluation questions for students at the end of each learning activity?	Evaluation questions are not always prepared every week, depending on how much material is taught, if the material is small we provide an evaluation at the end of the lesson.		
4. Do you always use media in the learning process?	The learning media used is LCD, we make power points to make it easier for students to learn the material used.		
5. What do you do when there are students who are not orderly during learning activities?	Will be reprimanded first to be silent and not disturb his friends who are studying.		
6. How do you organize learning activities to make students active?	Usually, to make students active we use the discussion method, here students will learn how to present or present the results of their discussions then other students respond so that the class atmosphere comes alive.		
7. What are the criteria for learning materials to be used in learning in the mother's class?	Depending on the level of material being taught, if we teach then adjust it to the ability of students, and vice versa		
8. How do you arrange learning materials to be used in class?	The preparation of learning materials is usually neatly arranged in the lesson plans, we as teachers only develop material that is already in the lesson plans and textbooks		
9. What are the references that you use to determine the learning materials to be used in learning activities?	The references used are of course textbooks and additional material references from the internet		
10. What are your tips for developing the learning materials presented in class?	To develop material in the classroom, the teacher must always be active to liven up the classroom atmosphere so that students feel comfortable in learning.		

SMA Negeri in Kendari City is a school that can build the nation and state of Indonesia. The Kendari city high school is the same as the one on display in front of the school, the realization of a high school that has a global perspective, has a national personality, and is based on information technology that can prepare faithful graduates, pious, have a noble character, are educated, and have the ability to be the main force in building NKRI. If the mission of Kendari city high school is to provide the best education and learning for students according to educational goals with the provision of faith and piety and a noble personality.

## DISCUSSION

Based on the results of the research, shows that the analysis of teacher performance is very important for teachers in SMA Negeri Kendari, this is shown as follows:

First, the results of research on teacher performance in lesson planning show that Kendari City State Senior High School teachers' performance in planning implementation has been implemented. This is shown by the fact that almost all teachers at SMA Negeri Kendari have lesson-planning tools. The availability of learning tools can be said to be complete. The device already has a teacher and has been used in the learning process in class. Existing learning tools compiled by the teacher include syllabus and lesson plans, an annual program, a semester program, SK and KD mapping and assessment, KKM, teaching materials, and analysis and questions. This is under the provisions relating to the completeness of the learning device.

Second, based on the results of research on the performance of Kendari City Public High School teachers in implementing learning, shows that teachers have been able to carry out their performance in implementing learning. This can be seen from the aspect of the teacher being able to complete tasks under the time allocation of the subject, the teacher has adherence to the time allocation given, starting and ending learning according to the time allocation of the subjects being taught, having complete learning tools, including evaluation questions, keys answers to evaluation questions and assessment guidelines, the learning process begins with apperception and having mastery of learning material and being able to show it in the learning process.

Third, based on the results of research on teacher performance in learning evaluation, it shows that the teacher's performance in carrying out this learning evaluation is good. For the assessment of student learning outcomes, it appears that Kendari City State Senior High School teachers have attempted to carry out an assessment of learning outcomes, the purpose of which is to assess the success or level of mastery shown by students in the learning process, and this is done with various forms and assessment techniques and adapted to the materials and competencies to be achieved.

Every organization or institution always has its own goals. As an educational institution, Kendari city high school also has a goal. Goals show a picture of where an organization will be directed and what results it wants to achieve. Goals as an identity and pride show where the school is headed, what kind of output is expected, and how the process is carried out. The purpose of the school is the direction for the school in every activity carried out. Goals are aspirations that will be used as a fundamental element in the view of the organization with clear reasons and are consistent with school values (Joseph V. Quigley, 1993: 26). The school's mission is the elaboration of the school's goals or the steps to achieve the school's goals.

The performance of Kendari city high school teachers in carrying out their roles and duties is quite good. The teachers take steps in carrying out the school's mission to achieve the school goal. These efforts are carried out according to the duties and roles of the teacher, both in the learning process and outside the learning process.

Teacher performance shows that Kendari city high school teachers have carried out their roles and functions. The teacher has carried out his role as an educator. This is known from the results of interviews which state that the teacher guides students to become human beings who are faithful and pious, as well as having a national personality. Another role that has been carried out by the teacher is as a supervisor. In this role, the teacher has guided to students.

The teachers at SMA Kendari make efforts to be able to carry out their roles and duties properly. These efforts were carried out under school regulations and at the initiative of the appropriate teacher school goal. Even so, teacher performance as an effort to achieve school goals encounters several obstacles, one of which is that not everyone is willing to take the steps to achieve school goals. These obstacles can be overcome by the way teachers make alternatives in carrying out their duties and roles properly.

Teacher performance in achieving school objectives is related to the competencies that must be possessed by teachers. According to Law Number 14 of 2005 concerning Teachers. Article 10 of the law states that teacher competence includes pedagogical competence, personal competence, social competence, and professional competence. The performance of Kendari city high school teachers in implementing school objectives can be seen from the teacher's performance in the scope of pedagogical competence and professional competence. The discussion of teacher performance in this study only includes pedagogic competence and professional competence because personal competence and social competence have been integrated into pedagogical competence and professional competence.

Teacher performance in the scope of pedagogic competence is under the school goal. Teacher performance to achieve the first mission, which is to provide the best education and teaching to students under the goals of high school education, is carried out by developing a curriculum and optimizing learning activities. In terms of curriculum development, teachers have developed the curriculum once a year in groups. In developing the curriculum, the teacher integrates e-learning learning by using the internet in learning. The teacher also includes contemporary problems in Civics and Social Studies lessons. The results of the documentation show that in general many teachers have used environmental issues in the learning process. The purpose of the teacher to include current problems is so that the knowledge possessed by students is under the times. Besides that, teachers have made annual programs, semester programs, lesson plans, and other learning instruments. The learning process carried out by the teacher refers to the Learning Implementation Plan that has been made before. Teacher performance within the scope of pedagogical competence to achieve the first mission is also carried out by optimizing learning activities. Within this scope, science teachers and Indonesian teachers have provided enrichment programs for students who get good grades.

## CONCLUSIONS AND SUGGESTIONS

### Conclusion

Based on the results of the study, it was concluded that the performance of teachers in SMA Negeri Kendari has increased, this performance can be seen in the planning (RPP) process, implementation, and evaluation of the learning process, teachers can face obstacles in any situation within the school environment. Teachers at SMA Negeri Kendari can create a conducive learning atmosphere for students. This is also inseparable from educational qualifications where the principal facilitates teachers by evaluating teacher performance, providing guidance, assistance, and supervision of problems related to teaching development in the form of improving programs and teaching and learning activities.

### Suggestion

Suggestions that can be submitted by the author are as follows:

1. Teachers should increase work motivation to be able to produce better teaching quality.
2. It is hoped that the cooperation between teachers and school principals must be further improved so that performance can be completed optimally and so that the expected goals can be realized.
3. It is hoped that it should complete the facilities, school facilities, and infrastructure needed by both teachers and students so that they can improve the quality of learning.

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