



## Teacher's Performance in Improving Student Learning Outcomes at SDN 75 Bentang

Alauddin<sup>1</sup> Nursalam<sup>2</sup> M. Basri<sup>3</sup>

<sup>1</sup>(Universitas Muhammadiyah Makassar, Indonesia)

<sup>2</sup>(Universitas Muhammadiyah Makassar, Indonesia)

<sup>3</sup>(Universitas Muhammadiyah Makassar, Indonesia)

E-mail: [alauddinmuh44@gmail.com](mailto:alauddinmuh44@gmail.com), [nursalam.fkip@gmail.com](mailto:nursalam.fkip@gmail.com),  
[basri.ppkhb@yahoo.com](mailto:basri.ppkhb@yahoo.com)

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### Abstract

Tujuan penelitian ini adalah untuk mengetahui gambaran kinerja guru serta upaya peningkatan kinerja guru di SD Negeri 75 Bentang, dan adakah faktor-faktor penghambat juga pendukung dalam upaya meningkatkan kinerja guru tersebut. Metode penelitian ini menggunakan pendekatan Deskriptif Kualitatif, artinya data yang dikumpulkan sesuai dengan kondisi yang sebenarnya. Dengan tujuan agar ditemukan data-data yang nyata secara langsung dengan kondisi yang sebenarnya. Hasil yang diperoleh dari penelitian ini menunjukkan bahwa gambaran kinerja guru dilihat dari a) mendidik, b) mengajar, c) Melatih, d) membimbing, e) menilai dan mengevaluasi, dan sekolah dalam meningkatkan kinerja para tenaga pendidik yaitu dengan melakukan beberapa upaya agar tujuan dari pencapaian tersebut berhasil. Seperti dengan melakukan upaya menjalin hubungan yang baik dengan tenaga pendidik yang lain, memberikan sarana dan prasarana yang sesuai dengan kebutuhan tenaga pendidik. Mengevaluasi dan mengawasi kinerja pendidik secara langsung, yaitu sebelum dan sesudahnya melakukan proses belajar mengajar. Namun masih terdapat beberapa faktor menghambat dan pendukung, yaitu faktor penghambat, dikeranakan jumlah guru yang berstatus PNS belum mencukupi, dan dikarenakan sebagian dari guru adalah yang berstatus keluarga, maka ada beberapa tugas yang tidak termanajemen dengan baik, antara tugas-tugas sekolah dengan diluar sekolah. Adapun faktor pendukung dalam meningkatkan kinerja guru di SD Negeri 75 Bentang, yaitu tingginya rasa kebersamaan dan kekeluargaan yang terjalin di lingkungan sekolah, adanya kemauan belajar yang tinggi dari tenaga pendidik tersebut, dan tingginya komitmen kepala sekolah dalam meningkatkan kinerja guru di SD Negeri 75 Bentang.

**Kata kunci:** Kinerja Guru, Hasil Belajar.

### Abstract

This study aimed to determine the teachers' performance in improving student learning outcomes at SDN 75 Bentang and the inhibiting and supporting factors to improve the teachers' performance. This research method used a qualitative descriptive approach, meaning that the data collected was based on the actual conditions. The aim was to find real data directly with actual conditions. The results obtained from this study indicated that the description of teachers' performance was seen from a) educating, b) teaching, c) training, d) guiding, e) assessing and evaluating, and schools in improving the performance of educators, namely by making several efforts so that the goal of the achievement was successful. Such as by making efforts to establish good relationships with other educators and providing facilities and infrastructure based on the needs of educators. Evaluating and supervising the performance of educators directly, namely before and after carrying out the teaching and learning process. However, there were still several inhibiting and supporting factors. The inhibiting factor was the number of teachers with civil servant status was insufficient. Because some of the teachers were relatives, some tasks were managed properly between school assignments and outside of the school. The supporting factors in improving teachers' performance at SD Negeri 75 Bentang were the high sense of togetherness and kinship that existed in the school environment, the high willingness to learn from the educators and the high commitment of the principal to improving the performance of teachers at SD Negeri 75 Bentang.

**Keywords :** Teachers' Performance, Learning Outcomes.

### Introduction

Education is a basic human need, in addition to physical needs and spiritual needs.

Education is a must for every human being to develop all their potential within the human being. Through the education process, the

position of humans as noble creatures will be elevated. Therefore, education plays a very important role in the development process of humans. "Education in the Indonesian language is considered an effort to educate and teach by educators to students or educational efforts carried out by parents to their children."

Teacher performance can be interpreted as a work process by a teacher based on his ability and willingness to carry out the tasks given clearly, and the results can be enjoyed optimistically and in quality. Teachers who have performance are teachers with broad social scientific knowledge, learning skills, and a positive attitude towards their work.

Improving teacher performance is a matter that will determine the success of school institutions. The teacher factor greatly determines the quality of education, which will affect the quality of output. So to get good output, good teacher performance is needed as well.

Based on the description above, the researchers are interested in researching teacher performance in improving student learning outcomes. The purpose of this study was to determine the description of teacher performance, and efforts to improve teacher performance at SD Negeri 75 Bentang and are there any inhibiting and supporting factors in improving teacher performance.

## Methods

The type of research used is qualitative research, which is intended to describe and analyze phenomena, activities, attitudes, perceptions, and thoughts of people individually and in groups. This research produces data in the descriptive form of words in spoken and written form of people and their observed behavior. This research is descriptive, i.e., the author analyzes and describes the existing phenomena of the activities, events, and circumstances of the research. The teachers at SD Negeri 75 Bentang studied were 11, consisting of classroom teachers and study field teachers.

The survey was conducted from March to April. The data of this study are the results of interviews and questionnaires conducted with teachers. Sources of data used in this study were 1. Primary data from teachers is obtained directly

from informants, namely principals and teachers of SDN 75 Bentang. 2. Secondary Data, namely data obtained from related agencies or institutions, documents, books, magazines, and scientific papers relevant to this research's purpose. 3. The instruments used in this study were: a) Interview guidelines, which are in the form of question notes used to gather information from informants to obtain data on classroom teacher performance, factors that support and hinder classroom teacher performance, and school efforts in improving the performance of existing classroom teachers at SDN 75 Bentang b) Observation guidelines were in the form of outlines or general points of activities to be observed, in this case, to obtain data on the performance of class teachers at SDN 75 Bentang. c) Documentation format, which was to obtain data in the form of documentation at SDN 75 Bentang that supports this research.

Data collection techniques used in this study include observation by looking at the teacher's daily teaching performance, interviews such as conversations that aim to obtain information, and communication being carried out simultaneously. The data analysis technique in this study was a summary of the data, which was selected from the main things, and focused on the things that were considered important. The data that had been reduced was then presented. Because this research model is qualitative, the data presentation is done in the form of a brief description, conclusion, and verification. The initial conclusion is still tentative and will change if no strong evidence is found to support it at a later stage.

## Results and Discussion

### 1. Overview of Teacher's Performance

Teachers' performance can be known by paying attention to their attitudes and ways of working, which can be shown by the main tasks of the teacher, namely, a. Educating. Teacher performance at SD 75 Bentang has different personal quality standards, including responsibility, authority, independence, and discipline in carrying out educator duties. b. Teaching, This is possible because the development of technology has given rise to many books at relatively low prices. c. Training, As a

teacher, the teacher must have clear goals and make rational decisions so that students understand the skills required in learning. d. Guiding the teacher as a mentor requires high competence. The teacher must plan the goals to be achieved and see the involvement of students in learning, and a teacher must assess after the process is carried out. e. Assessing and evaluating, Regarding the evaluation and assessment of students, according to the author's observations, teachers use questions to determine to understand, including giving open-ended questions requiring students to answer with their ideas and knowledge, paying attention and listening to all questions, and student responses, giving attention to all students' answers, both right and wrong, to measure the level of understanding of students.

## **2. School's Efforts in Improving Teacher's Performance**

The Principal's Plannings were 1) Conducting Work Program Meetings in Schools, 2) Assigning Tasks to Teachers According to their Ability of the Teachers, and 3) Supervising and Monitoring the Work of Educators or teachers.

Organizing the Principal in Improving Teacher Performance Organizing is an activity that includes, for example, determining the tasks that must be done and who will be appointed by assigning tasks according to their competencies. At this stage, the principal does the work that has been planned and assigns tasks to educators.

Doing the Stage Before Teaching. Educators at SD Negeri 75 Bentang carry out the design as an initial stage before teaching assignments. Such as: conducting semester planning, preparing RAB, designing the selection of methods that will be given to students, and preparing materials or tools that will be used during the teaching and learning process. This stage is the initial effort made by educators at SD Negeri 75 Bentang because the planning stage is considered very important before the teaching and learning process. Because in the planning stage, it will have an effect if it is not planned carefully and well.

## **3. Supporting and Inhibiting Factors of Principal's Efforts in Improving Teacher Performance**

Factors Inhibiting School Principals' Efforts in Improving Teacher Performance: In public elementary schools, 75 The number of teachers and employees with the status of civil servants or civil servants is less than that of honorary teachers, which affects the low income of honorary teachers.

Teachers' time management is not optimal between tasks at school and tasks outside of school, such as assignments at home. This is a further factor that has an impact on the quality of education as well as on the performance of the teachers themselves. Because some of the educators at SDN 75 Bentang are already married, this is an important concern for the principal and the teaching staff. However, they must still be professional in carrying out their duties.

Innate ability, innate ability consists of potential educational abilities (Knowledge) and skills (Skills). In other words adequate and skilled education in daily work, it will be easier to achieve maximum performance with the skills that have been possessed.

Workplace Environment, feeling comfortable at work will improve the performance given by someone, including educators. This becomes a big problem if the school environment is unsuitable and does not help educators carry out the teaching and learning process.

While the Supporting Factors for the Principal's Efforts to Improve Teacher Performance are the high sense of togetherness and kinship entwined in the school environment and the high willingness to learn in the educators, principals Improving School Quality must be done to achieve the quality National education. Developable Capabilities, Materials, Evaluation.

## **Conclusions**

Based on the results of the research and discussion that have been described, we can conclude that:

Teacher performance at SDN 75 Bentang is quite good but still needs improvement. Teachers' high and low performance can be

known by paying attention to competence and teacher performance, which the teacher's duties include educating, teaching, training, assessing, and evaluating students. Efforts to improve teacher performance at SD Bentang are as follows: What has been done by the principal is to make good efforts in maintaining performance, starting from planning before the teaching and learning process is carried out, such as conducting school work program meetings, giving assignments to teachers in accordance with capabilities, and by supervising teacher performance. In addition, efforts in organizing are made to improve teacher performance, such as placing and giving assignments that are in accordance with the abilities of the teacher, completing facilities and infrastructure, and principals making efforts internally by establishing good cooperation or relationships with educators, providing opportunities learn to develop the abilities of educators. Factors that are supporting and inhibiting improving teacher performance at SDN 75 Bentang. Namely, the educators at SDN 75 Bentang, each of whom is given one subject but provides teaching in several different classes, it can be said that SDN 75 Bentang still needs several professional teachers who can assist in the teaching and learning process. As for the supporting factors other than The quality of teachers who want to develop their abilities also have good communication because of the collaboration between the educators and the principal. Factors that become obstacles or supporters can be implemented and overcome if cooperation is carried out properly. The motivation of the teacher's task, cooperation within the scope of the school that is less harmonious and disciplined.

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## Profil Penulis

**ALAUDDIN** dilahirkan pada tanggal 02 Agustus 1996 di Kabupaten Wajo. Ia adalah putra kedua dari kedua bersaudara pasangan Kandacong (ayahanda) dan Damrah (Ibunda).

Ia tamat pendidikan di Sekolah Dasar Negeri 284 Sappa, Kabupaten Wajo pada tahun 2007, dan SMP Negeri 2 Belawa pada tahun 2010. Pendidikan formal berikutnya ia jalani di Madrasah Aliyah Negeri (MAN) Wajo dan tamat pada tahun 2013.

Tahun 2018 ia melanjutkan studi pada Program Pascasarjana Magister Pendidikan Dasar Universitas Muhammadiyah Makassar, sebagai salah satu syarat meraih gelar Magister Pendidikan Dasar, pada tahun 2022 ia menulis tesis dengan judul “Kinerja Guru Kelas dalam Meningkatkan Hasil Belajar Murid di SD Negeri 75 Bentang Galesong Utara Kabupaten Takalar Provinsi Sulawesi Selatan.