

C5 Mustari

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Performance of the Head/Teacher in SMAN 4 City of Bima as Implementation of the School Program for Implementation of Learning in the Covid-19 Pandemic Time the Academic Year 2020/2021

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Abstract

This research was carried out as a follow-up to the implementation of the Class I Driving School Program (PSP) learning in Bima City which was carried out during the COVID-19 pandemic in NTB Province. This study aims to: evaluate the performance of school principals in the Motivating School Program in Bima City in implementing learning during the Covid-19 pandemic. The location of this research is SMAN 4 Bima City as the implementer of the Phase I Motivating School Program located in the City of Bima, NTB Province. The sample used is 1 school from 3 schools that carry out the Phase I Motivating School Program located in the city of Bima with purposive sampling technique. The evaluation research model used is the CIPP model (Context, Input, Process and Product). This type of research was carried out with a qualitative description. Methods of data collection using the method of observation and interviews. The results of the research are in the form of a portrait of the performance of the PSP Phase I school in the learning program during the Covid-19 pandemic in the NTB Province. The Bima City Drive School NTB continues to carry out learning by implementing the 2013 curriculum, and the new Paradigm Curriculum, the curriculum in an emergency period, even using an independently determined curriculum. Learning is carried out offline, online and in combination and carries out assessment activities with values using numbers and descriptions.

Keywords

Performance; learning during the covid19 pandemic



I. Introduction

Law Number 20 of 2003 concerning the National Education System states that the National Education System is the entire educational component that is interrelated in an integrated manner to achieve national education goals, namely to develop capabilities and improve the quality of life and human dignity of Indonesia. Furthermore, the mandate of Government Regulation of the Republic of Indonesia Number 19 of 2005, as amended twice, most recently by Government Regulation of the Republic of Indonesia Number 13 of 2015, is that every Education Unit in the formal and non-formal channels is obliged to guarantee the quality of education. The education quality assurance aims to meet or exceed the National Education Standards (SNP).

Based on letter Number 13993/C/PD/2020, dated December 28, 2020 regarding the Regional Notification for Implementing the Driving School Program which stipulates the City of Bima and the Regency of East Lombok as the executor of the First Stage of the Driving School Program (PSP) and the Letter of Determination of the Driving School

Number 1476/B .B2/GT.03.15/2021 Date, April 1, 2021, one of which is SMA N 4 Kota Bima. In implementing the learning, it refers to the Circular Letter of the Minister of Education and Culture Number 4 of 2020.

Based on the Circular Letter of the Minister of Education and Culture Number 4 of 2020 concerning the Implementation of Educational Policies in the Emergency Period for the Spread of Corona Virus Disease (Covid-19). The government's policy is to ask school principals, teachers, students, to implement learning from home (BDR), education units that have the ability to IT services can carry out online/distance learning (PJJ), and limited face-to-face (PTMT), learning focused on skills, the use of IT and various learning activities, considering access gaps and required modules as teaching materials so that students can learn, to develop their potential.

Education is the foundation of a successful career, financial freedom, the ability to think and reason critically and to make informed decisions. Without education we will be limited to perform tasks and we will be ignorant to the things that are happening in and around our surrounding, and according to Martin Luther King, a people without knowledge is like a tree without roots. For education to be of great value, curriculums should be implemented. (Philips, S. 2020)

Based on this, the Driving School in Bima City, NTB Province has implemented Distance Learning (PJJ) and Limited Face-to-face (PTMT). The implementation of PJJ and PTMT has been carried out since the beginning of the pandemic period in April 2020 until now. Of all the implementation of learning that has been carried out, so that learning is more meaningful, an evaluation is carried out regarding the level of teacher ability in utilizing learning technology based on the implementation of the 2013 curriculum and the New Paradigm Curriculum which is adapted to the conditions of the Covid-19 pandemic and the level of teacher ability in planning and implementing learning in the future, pandemic based on the implementation of the 2013 curriculum adapted to the conditions of the Covid-19 pandemic.

The learning process from home is carried out with several conditions. 1). Learning from home through online/distance learning is carried out to provide a meaningful learning experience for students, without being burdened with the guidance of completing all curriculum achievements for grade promotion and graduation. 2). Learning from home can be focused on life skills education, including regarding the Covid-19 pandemic. 3). Learning activities and assignments for learning from home may vary between students, according to their respective interests and conditions, including considering the availability of learning facilities at home. 3). Evidence or products of learning activities from home are given qualitative and useful feedback from the teacher, without being required to give quantitative scores/values.

The preparation of the Thematic Learning Implementation Plan (RPP) for Distance Learning (PJJ) certainly needs to pay attention to the supporting aspects so that the RPP that is prepared later can be understood and understood well, not only by students but also by parents. According to Sri Rezeki (2020), there are 5 (five) aspects that need to be considered by teachers related to the preparation of the Thematic RPP for Distance Learning. Namely ability, cooperation, variety, media and also assessment. Before preparing the lesson plans, of course, knowledge about student abilities is needed. In normal times, this concerns the student's academics. But for PJJ, where children learn from home, it is also necessary to know the level of student learning independence. In addition to the ability of students, it is necessary to determine the ability of parents in terms of economics as well as the ability to read and write to find out whether parents have sufficient ability to accompany their children.

At the beginning of the school year, teachers should not only carry out diagnostic assessments of student competencies and competency analysis, but also seek information about students' non-academic abilities and the abilities of their parents. To carry out a diagnostic/initial assessment, the Student Learning Profile (PBS) diagnostic tool can be used by teachers and parents to detect learning difficulties in children suspected of having special needs. In these difficult times, one of the fundamental changes in education systems around the world is the shift in the role of parents. And this shift actually returns to the role that parents should play as the first educators for their children. Teachers can work with parents in designing lesson plans, or provide opportunities for parents to provide input.

Parents and their children can agree on what kind of learning activities are possible to do at home, with the resources they have. There are some parents who may be very difficult to communicate with, but this is where the test of a teacher and loyalty to the profession to continuously try to communicate with parents so that finally they have the readiness to support their children's learning. This is very important, not only during a pandemic, but actually in normal times as well.

There needs to be a variety of activities during PJJ. Parents and students if given the option, they will have a variety of learning activities of their kind. For example, activities that build cognitive and non-cognitive, indoor and outdoor activities, writing, drawing, singing. So, this variation is important to maintain the motivation of children and their parents. So there is no need to be monotonous, just write assignments. Variations in the time allocation of activities are also important. The lesson plans may not have to be per lesson hour, it may be per week depending on the agreement with the parents – how many hours they can accompany their children each week.

In designing lesson plans, one must also think about what media can be used to support the achievement of goals carried out in class. In PJJ conducted at home, teachers also need to think about whether the media is also available at home. For offline learning, the teacher should use the media around objects that are easily found around the students' homes. Even if there is a specific media that needs to be purchased, preferably one that is easily available and at an affordable cost.

Regarding the assessment component in the PJJ Thematic RPP, of course the most appropriate RPP is formative assessment because it is still in the learning process. There are at least two types of formative assessment that can be used in PJJ, namely Assessment for Learning in which the teacher learns, with parental support, learns and gets feedback on the extent to which the child has achieved the learning objectives, if it cannot be corrected in the next lesson plan. In addition, there is also an Assessment as Learning in which the assessment becomes one part of learning by students. The Self-assessment can be included as one of the assessment components in the Thematic RPP, because this will encourage student independence which is really needed and relevant for PJJ.

Parents once again need to be involved in conducting formative assessments, so that they can also know the extent to which their children are achieving and the effectiveness of the support they provide. Related to these conditions, the form of online learning carried out by the Driving School at SMAN 4 Bima City, NTB Province by utilizing the WhatsApp group, google classroom, google form and youtube facilities. Utilization of some of these applications is used to deliver learning materials through learning media and implementation of learning assessments. All learning materials through various learning media as well as the implementation of the assessment are designed by the teacher as a form of performance. Mustari.M, (2018), The performance indicator that will be evaluated here is the effectiveness of the program, of course it is necessary to evaluate the ability of

teacher performance to make subject matter (programs) through various learning media, implementation of assessments and lesson planning. The results of this evaluation are an illustration of the performance ability of teachers related to the application of learning during the COVID-19 pandemic. This picture can be used as a self-reflection on the implementation of learning during the COVID-19 pandemic, as well as knowing the strengths and weaknesses of the teacher's performance.

II. Review of Literature

2.1 Performance

Performance or practice is an assessment that asks a person to perform a task in a real situation that applies the required knowledge and skills. Based on (Kemdiknas, 2010) that teacher performance appraisal is an assessment of each item of the teacher's main task activities in the context of fostering career ranks and positions. In other words, because the subject of this research is the teacher, this performance is an assessment that asks the teacher to perform a task during mentoring that applies the knowledge and skills learned which refers to several details of the teacher's performance activities and is evaluated by the principal as manager. school leadership. The 2013 curriculum and the New Paradigm Curriculum as well as the learning system at the high school level (SMA) and equivalent are carried out in an integrated thematic manner. This means that teaching materials are not delivered based on certain subjects, but in the form of themes that integrate all subjects. Therefore, the ability of teachers' skills in applying integrated thematics is very important (Ambarini & friends, 2013)

2.2 Utilization of Information Technology in Learning

Based on the quality supervision carried out by the fostered supervisors at the Driving School in the city of Bima, NTB Province, which is an aspect of measuring the ability to utilize Information Technology in online learning includes: Utilizing learning resources that use digital technology. The form of utilization of learning resources through the ability to use learning resources such as study houses, teacher's rooms, Zenius, wikipedia, Google. The next aspect is the ability to use digital media such as gadgets, computers, laptops, television, radio, internet, and others. The next aspect is to interact with communication/social/messaging media using tools such as SMS/MMS, Whatsapp, Messenger, Email, forums website, telegram, and others. The next aspect is using learning management system (LMS) applications such as zoom, google meet, and others.

The implementation of learning during the COVID-19 pandemic also allows educational units to carry out learning offline (outside the network or without internet connection facilities). The aspect of teacher performance in the use of technology in subsequent learning is the ability of teachers to utilize offline learning technology. Some indicators that show the teacher's ability to utilize offline learning technology are: utilizing conventional media such as self-study modules, printed teaching materials, and teaching aids from objects. Furthermore, there is an aspect of using digital media, namely the teacher's ability to utilize television and radio. The next aspect is the teacher's ability to interact with communication/social/messaging media via: SMS/MMS, Whatsapp, Messenger, Email, website forums, telegram, and others.

2.3 Planning and Implementation of Learning

The ability of teachers' performance in planning and implementing online and offline learning is measured by looking at the teacher's ability to adjust learning tools, adjust

learning plan documents, deliver learning materials, utilize learning media and carry out assessments of student learning outcomes.

The teacher's performance ability in adjusting learning tools includes the teacher's ability to prepare annual and semester programs, syllabus, lesson plans, adapting teacher books and student books in learning, making structured assignment sheets and independent activities for students; make learning sheets (handouts); and Evaluation tools and grade books.

The next capability is in adjusting the learning plan document according to the situation during this pandemic by compiling a minimum lesson plan containing objectives, processes and assessments. The next performance is in delivering learning materials for all subjects, local content and life skills education materials.

The teacher's performance ability in utilizing learning media is the teacher's ability to utilize media in the form of text formats, audio/video simulations, multimedia, teaching aids and others.

The next performance is in carrying out the assessment of student learning outcomes marked by the teacher's ability to carry out assessments in the form of quizzes, projects, portfolios and others.

2.4 Distance Learning

More than 91% student population has been affected by school closures due to the COVID-19 (UNESCO) pandemic. How can the national education system ensure that all students have equal access to quality education during this unprecedented crisis? The government responded to this with the issuance of the Circular Letter of the Minister of Education and Culture Number 4 of 2020 concerning Learning from Home Through Distance Learning. The objectives of implementing Distance Learning include: 1. To provide a meaningful learning experience for students, without being burdened by the demands of completing all curriculum achievements for grade promotion and graduation; 2. Focusing on life skills education, including regarding the Covid-19 pandemic; 3. Provide a variety of learning activities and assignments for learning from home among students, according to their respective interests and conditions, including considering the gap in access/facilities for learning from home; and 4. Provide feedback on evidence or products of learning activities from home that are qualitative and useful for teachers, without being required to give qualitative scores/values.

When distance learning is implemented, the role of various parties is needed. Teachers, principals and parents together play an important role in this distance learning. The important roles of teachers include: helping students face the uncertainty caused by the pandemic, involving students to continue learning even though normal school activities are disrupted.

In addition, distance learning is ensured to follow the principles, namely: 1. No harm. As teachers around the world try to reduce the possibility of learning loss due to school disruption, student safety and well-being must be the most important thing to think about. Efforts to deliver curriculum remotely do not create more stress and anxiety for students and their families; 2. Realistic. Teachers should have realistic expectations of what distance learning can be achieved, and use professional judgment to assess the consequences of the lesson plans.

III. Research Method

The methods in this study are included in qualitative descriptive research to evaluate the implementation of learning during the COVID-19 pandemic at the Driving School at SMAN 4 Bima City, NTB Province. According to Mustari, (2012) In data collection activities there are two notions that need to be considered, namely: data collection methods and data collection tools (Research Instruments. This survey instrument is in the form of questionnaires, observation sheets and interview sheets. Questionnaires to obtain gradation data from several schools Motivators in Bima City, NTB Province in the use of Information technology in learning and planning and implementing learning arrangements. Observation sheets and interview sheets to obtain qualitative data and authentic facts from the research object. The subjects of this study were 4 Driving Schools in Bima City, NTB Province

Stages of data collection namely (1) preparation of instruments, (2) field visits to carry out validation, observation and interviews, (3) interpretation to formulate actions and recommendations. The analysis technique uses descriptive analysis in the form of total scores, average values, making tables and graphs, and formulating act n and the results of the assistance.

IV. Results and Discussion

4.1 The Ability of Activating Schools in SMAN 4 Bima City, NTB Province in Utilizing Learning Technology

Table 1. Average Value of Achievement Aspects of Ability of Driving Schools in SMA N 4 Bima City, NTB Province in Utilizing Learning Technology

No.	Indicator	Mean	Value
1	Ability of Driving Schools of SMAN 4 City of Bima, NTB Province in Utilizing Learning Technology		73.1
2	Ability of Driving Schools of SMAN 4 City of Bima, Province of NTB in Utilizing Online Learning Technology		67.5
3	Ability of S Drive School MAN 4 Kota Bima in Utilizing Offline Learning Technology		81.7
4	Ability of Driving Schools in Utilizing Learning Technology During the Adaptation Period New Habits		70

4.2 The Ability of the Driving School at SMAN 4 Mataram City, NTB Province in Planning and Implementing Learning

An overview of the ability level of the driving school at SMAN 4 Kota Bima Province NTB in planning and implementing learning is 90%. The description of the teacher's abilities in each aspect is presented in table 2.

Table 2. Average Score of Achievements in Planning and Implementation of Learning during the Covid-19 Pandemic

No.	Indicator	Mean	Score
1	Planning and Implementation of Learning During a Pandemic Period		90
2	Planning and Implementation of Online and Offline Learning		90

4.3 Discussion

Based on the results of the study, it is obtained an overview of the ability of SMAN 4 Bima City, NTB Province in Utilizing Learning Technology is sufficient with an achievement value of 73.1% Based on the results of interviews and observations obtained information that 26.9% teachers are not proficient in utilizing IT so that it becomes a problem / obstacle in SMAN 4 Bima City, NTB Province, namely due to the ability of teachers who are approaching retirement age in utilizing online learning technology in particular, interacting with the media needs to be improved by making variations of various communication media.

From the results of interviews with principals and supervised supervisors, an agreement was obtained that schools must evaluate the effectiveness of using learning interaction media by using other, more communicative and easier alternatives. This response was also carried out to existing parents, so that in carrying out the evaluation of the effectiveness of some of the facilities used, namely Conducting a survey to parents regarding various media for more effective and efficient learning interactions.

From the use of information technology, it is realized by the ability of teachers to have the ability to communicate with fellow teachers, with parents and students using the WhatsApp social media application facility. A whatsapp group was created for all teachers and school principals, a whatsapp group for each class level consisting of class forum administrators and homeroom teachers. A WhatsApp group was also formed for each class consisting of the homeroom teacher and all parents in the class concerned.

In the provision of learning materials, it is delivered in pdf format, Microsoft PowerPoint and learning videos that are stored on YouTube. Access rights for parents are given to obtain the material as widely as possible. Regarding students' difficulties in understanding the material presented, a question and answer forum was held between teachers and parents and students. To strengthen interactive learning, learning is also carried out using the Zoom Meeting, Google Meet and Google Duo facilities. Activities using zoom meetings are held every Monday every two weeks. For Google Meet, it is used to carry out practical tests and Google Duo, which is used to test children's abilities individually in terms of Indonesian language skills. For learning activities using Google Duo information technology, it is held every Monday and Thursday.

Based on the results of the study, it was obtained that the ability of SMPN 4 Bima City, NTB Province in planning and implementing learning was very good with an achievement value of 90%. In detail from each aspect or indicator, it can be described that all teachers make annual and semester programs during this pandemic, partly with the syllabus, all teachers have made simple lesson plans, already have teacher and student books and are able to make structured task sheets and independent and independent activities evaluation.

Regarding the teacher's ability to develop learning tools, it was carried out previously in the form of teacher work meetings and division of tasks carried out in face-to-face meetings and meetings via zoom meetings. Each teacher prepares learning tools and validation is carried out by the core teacher in the School Curriculum Development Team. This team will validate and make improvements regarding learning tools that are not perfect or have some improvements.

For learning services according to the lesson plans, a team that makes learning videos is also arranged. The learning video compilation team consists of teachers who have IT skills and have attended training on the use of IT in learning. When there is a teacher teaching in front of the class, picture and video recording of the implementation of the

lesson will be recorded. The impact is that the learning atmosphere seems to be implemented in real terms and there is interaction between teachers and students.

When referring to the teacher's ability to use information technology in learning and the teacher's ability to plan and implement, it is based on the readiness of the infrastructure owned by teachers and students and schools for the implementation of online learning. For the ownership of supporting devices for online learning from home, all teachers have gadgets, computers, laptops, internet access, electricity access and have or install online learning applications on their computers and devices. All students also have gadgets, computers, laptops, internet access, electricity access and have or install online learning applications on their computers and devices.

To support the implementation of learning by utilizing information technology, especially internet access, schools have provided various facilities such as money (incentives) for the manufacture of Microsoft PowerPoint-based learning materials, credit for their mobile phone numbers and internet vouchers given by the school and with government assistance. The school also directs teachers by providing training related to the use of online learning applications such as Zoom Meeting, Google Meet and Google Duo. In addition, all teachers participated in training on the use of Google Classroom and Google Forms in terms of using Google for learning and assessment.

Regarding the ability between individual teachers, assistance is carried out in the implementation of the use of Information Technology in learning through *joint teacher* (JT) activities. Every teacher recommended by the school's IT team will receive assistance in using zoom meetings, google meet and google duo. Each member of the school's IT team will also sign in as a teacher or instructor in the google classroom application. The mentoring function is to provide technical guidance directly related to technical responses to participants or students, checking students who have submitted assignments or not, directing technical assistance to provide assessments and checking student work. Besides that, assistance is also carried out in terms of collecting and classifying the results of student homework based on class groups.

V. Conclusion

The results of this study illustrate that the performance ability of teachers in implementing learning during the COVID-19 pandemic is good in the use of information technology in learning and is also very good in planning and implementing learning.

The main obstacle faced by teachers during the pandemic was that the delivery of material was not optimal, it could be seen from some student scores that still needed improvement at the PTS that had just been implemented and there was boredom in some students, one indication is that some children are not present in online learning/PJJ for no reason .

One of the forms of school handling of this problem is the existence of a home visit (a visit to the house or via video call for parents who are not willing to be visited), as a form of communication effort between schools, parents and children. the creativity of teachers in teaching which we are currently trying to develop for the better.

The results of the implementation of learning during the COVID-19 pandemic, whether carried out in limited face-to-face (PTM) or distance learning (PJJ) can be disseminated and disseminated through multimedia.

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