



Effectiveness of Teacher Performance at SMA Negeri 1 Kambowa, North Buton Regency

Zelin^{1*}, Kabiba², Halima³

^{1,2,3}Universitas Muhammadiyah Kendari

Article Info

Article history:

Received 17 Aug, 2025

Revised 10 Oct, 2025

Accepted 15 Oct, 2025

Keywords:

Teacher Performance

Effectiveness

ABSTRACT

This study aims to find out how effective the performance of teachers at SMA Negeri 1 Kambowa, with the type of conceptual analysis research using qualitative (descriptive) methods. The subjects of this study consisted of 12 people who included school principals, teachers and students. In collecting data, researchers use three methods, namely interviews, observations, and documentation. Interview. Data validity is carried out by triangulating data through source triangulation, method triangulation, and theory triangulation. The results of the study show that the effectiveness of teacher performance is not optimal/maximal considering that there are still obstacles in carrying out their duties and obligations, both when planning the learning process that still lacks understanding in making lesson plans, lack of discipline that causes material delays and lack of firmness of the principal in making decisions when teachers lack discipline and students have low grades that are still in the grade.

*Corresponding Author:

Zelin

Universitas Muhammadiyah Kendari

*Corresponding Author: zelin728@gmail.com

INTRODUCTION

Education is a way to achieve the national goals set out in the 1945 constitution. In accordance with the nation's national goals stated in the preamble to the 1945 Constitution, namely educating the nation's life, education is very important. According to Law Number 20 of 2003 concerning the national education system, what is meant by Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, nation and the State of Indonesia.

Teaching is a very noble profession, so he is called a hero without merit (Gunawan, 2018). It is a public secret that the income they receive from the profession is not comparable to their services in educating the nation's children. In fact, education is a comprehensive and long-term unit, namely between aspects that are interrelated with each other, including the aspect of teacher welfare.

Teacher performance has a great influence on improving the quality of students at school. Teachers play a very important role in it, not only transferring knowledge but also educating, guiding and fostering students so that students are formed with good qualities. In Government Regulation Number 74 of 2005 concerning Teachers, Article 52 paragraph 1 covers the main activities, namely; planning learning, carrying out learning, assessing learning outcomes, guiding and training students, and carrying out additional tasks attached to the implementation of the main tasks. Of course, this is not easy to obtain. Mainly, which correlates with the subject matter taught in the educational institution. A teacher is unlikely to be in charge of all types of subjects. Therefore, competencies that are intended to meet the needs of education today are the specifications of the knowledge, skills, and attitudes that a person has and their application in work. In accordance with the performance standards required by the field. Therefore, the competence of the teacher in question requires standardization in order to provide satisfactory results in the teaching process of students.

According to the initial observation of the researcher conducting an interview with one of the teachers at SMA Negeri 1 Kambowa, he stated that the teachers at the school had carried out their duties as much as

possible but there were several problems faced by teachers, namely the lack of facilities and infrastructure in supporting the learning process there.

RESEARCH METHODS

The type of research used is descriptive research with a qualitative approach. Qualitative descriptive research aims to reveal events or facts, circumstances, and phenomena that occur during the research by presenting what actually happened.

This research will be carried out at SMA Negeri 1 Kambowa, North Buton Regency with the research time starting from June to August 2022 or after this research proposal is received. The selection of the research location is based on the consideration that the school has a strategic location, which is far from the highway, so that the learning that takes place is not disturbed by the sound of passing vehicles.

RESULTS AND DISCUSSION

After the data is collected, the next step is to analyze the data that has been obtained. In analyzing this data, the researcher analyzed all the data that the researcher had obtained in the field, both from observations, interviews, and documents related to teacher performance, be it homeroom teachers, principals, teachers, and students as objects that were in direct contact with teacher performance.

Learning Planning

Riskanata (2020) stated that planning is carried out by teachers, so that teachers are more directed in carrying out learning in the classroom, in the learning plan the teacher must first prepare a learning implementation plan (RPP). Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 22 of 2016 explains that learning planning is designed in the form of a Syllabus and a Learning Implementation Plan (RPP) which refers to the Content Standards. Learning planning includes the preparation of learning implementation plans and the preparation of learning media and resources, learning assessment tools, and learning scenarios.

Referring to the explanation above, the learning planning at SMA Negeri 1 Kambowa has been completed, but there are still several obstacles faced by teachers in carrying out their duties and obligations. This can be seen that there are some teachers who do not understand computer operation so that the creation of lesson plans must involve fellow teachers which then has an impact on educational achievement which has an impact on the lack of optimal teacher performance. Whether or not the learning process is effective is determined by how much planning has been prepared. This was also conveyed by one of the teachers where there are teachers who are not obedient in carrying out their duties as educators, so that the teaching and learning process is ineffective which is characterized by material delays and students' incomprehension in receiving lessons, reinforced by one of the teachers who said that in the learning planning process every teacher must use lesson plans. However, in this learning planning it is still not optimal, because there are still teacher members who do not understand how to use computers so it burdens them in the preparation of lesson plans, it is further strengthened by an educator who said that, in terms of learning process planning, there are some teachers who do not use lesson plans, they only use printed books.

From the explanation above, Riskanata (2020) stated that planning is carried out by teachers so that teachers are more directed in carrying out learning in the classroom. Therefore, learning planning at SMA Negeri 1 Kambowa has not gone well because there are several obstacles faced.

Learning Process

Learning is an interaction activity between teachers and students. This teaching and learning process refers to the lesson plan prepared by the teacher that is implemented in the classroom. According to Carrol, as quoted by Supardi in his book entitled *Effective Schools*, states that the effectiveness of learning depends on five factors: 1) Attitudes in the form of students' willingness and skills in learning. 2) The ability to understand teaching, namely the willingness of students to learn a lesson, including the ability of students to learn with the provision of initial knowledge to learn future lessons. 3) Perseverance is the amount of time that a student can provide to study diligently. 4) Opportunity is the opportunity of time provided by the teacher to teach a skill or concept. 5) Quality teaching is the effectiveness of a teaching delivered.

However, in contrast to the conditions in SMA Negeri 1 Kambowa, from the results of the author's interview with resource persons at school, it is said that, in the teaching and learning process, teachers play a very important role in the classroom, moreover, teachers must master the subjects or materials delivered to students in order to be able to create a quality generation. However, here we need to convey that there are obstacles that exist in the learning process, namely teachers still use conventional learning methods that cause students to be bored and there are even those who dare to skip the learning process, always telling students to take notes and explain a little, reinforced by students at school who say that the learning process in the classroom uses many conventional learning methods that make students bored. Other data from the results of the researcher's interviews with educators who said that learning in this school is still not optimal because

there are still teachers who are lazy to come to school, only giving assignments so that they make the subject matter delayed.

Based on the above explanation There are several factors that can affect the effective learning process, (Vienna Sanjaya, 2006: 50), namely: 1) teacher factors, 2) student factors, 3) facilities and infrastructure factors and 4) environmental factors. Abdul Majid (2010), revealed that in terms of the implementation of learning, it includes two things, namely, classroom and student management and teacher management. Classroom management is a teacher's activity in creating a harmonious classroom atmosphere where teachers must establish a seating model, provide learning media and others. On the other hand, teachers must also be able to manage students, understand students, and give students the opportunity to ask questions or answer. Meanwhile, in teacher management, it means talking about the role of the principal in arranging teachers to be more active in carrying out their duties and obligations.

Evaluation Process

According to (Arifin, 2013:4) learning evaluation is a systematic and continuous process or activity to collect information about students' learning processes and outcomes in making decisions based on certain criteria and considerations. Learning evaluation is very important to determine the extent to which students are able to understand the lessons that the teacher is teaching.

Referring to the discussion above, the learning evaluation process at SMA Negeri 1 Kambowa can be said to have been carried out well even though there are several obstacles but it can be solved well. This can be seen from the results of interviews with teachers at school, he said that learning evaluation is very important in measuring the limits of students' knowledge of the subjects conveyed by the teacher. In terms of evaluation, it can be said that it is good, because teachers not only judge from exam results but also from students' daily lives. Another thing conveyed by one of the research resource persons, he said that the evaluation of learning in this school is still not optimal. This can be seen from students who are lazy but still graduate. Another thing conveyed by the teacher, she said that learning evaluation is necessary, because without an evaluation the teacher will not know the achievement in the teaching process. But before the test or commonly called a test. Evaluation at school is good, where the way to assess students is not only to assess test results, but also to assess students with their daily attitudes and skills. Then the author also interviewed students at school, he said that, the teacher would tell us to study a week before the exam, it was done so that we got good grades. So I think this evaluation process has been well strengthened by his friend as a student who said that the test process was good because the questions given to students were random so that it was unlikely to cheat the same thing that Muhammad Faris said, in the evaluation process the teacher was very strict in supervising us so that it was difficult to cheat. This is very good because most students like to cheat.

Obstacles to Teacher Performance Effectiveness at SMA Negeri 1 Kambowa

The obstacles to the effectiveness of teacher performance referred to in this study are obstacles in learning planning, obstacles in the implementation of learning and obstacles in assessing learning outcomes and processes.

In the process of evaluating learning at school, educators have several obstacles, namely educators are still having difficulty in dealing with students who are lazy to come to school to take remedial courses to boost low student grades, further strengthened by the statement of a teacher who said that the evaluation of learning in school is still not optimal, this can be seen from students who are lazy but still graduated.

The explanation above is the same as the statement (Widiyanto, 2018), evaluation is a process where assessment decisions are not only based on measurement results, but also based on observation results. This is strengthened by the Minister of Education and Culture, No. 22, of 2016 explaining that the assessment of the learning process uses an authentic assessment approach that assesses the readiness of students, processes, and learning outcomes as a whole.

Solutions to Overcome Obstacles to the Effectiveness of Teacher Performance at SMA Negeri 1 Kambowa

To answer the obstacles that are occurring, it is necessary to hold socialization and training related to learning planning not just once but several times or until the teacher really understands. Teachers as an educator must properly fulfill the things they do not know or always develop their abilities related to learning planning. This is evidenced by the conclusion of the teachers' interviews.

Based on the explanation above, in accordance with the opinion of Waybin (2014) who said that there is a need for 2013 Curriculum training, examples of vocational competency lesson plans, and other tools to make it easier for teachers to make lesson plans, modify their own syllabus, and compile their own teaching materials.

Solutions to Overcome Obstacles in the Effectiveness of Teacher Performance in terms of the Learning Process

The solution to overcome the obstacles that occur in the implementation of learning is the need to procure in terms of facilities, namely the procurement of projectors, power sources, teaching materials, laboratory equipment. In addition to procurement related to school facilities, it is also necessary to hold training or guidance related to the implementation of learning not only once but several times or until the teacher really understands. This is evidenced by the conclusion of the interview results of teachers at SMA Negeri 1 Kambowa.

Based on the explanation above, in accordance with the opinion of Waybin (2014) who said that the solution to overcome obstacles in the implementation of learning is to take various approaches to create an active learning atmosphere, create a learning atmosphere that is not saturated for students so that students are more active in digging for information. To encourage students to be more active and independent with the basic abilities that students already have, both knowledge, skills and attitudes, teachers provide additional tasks both in groups and individually with heterogeneous abilities. In addition, teachers maximize KBM facilities in schools by adding teaching aids or Solutions to Overcome Obstacles in Teacher Performance Effectiveness in terms of Learning Evaluation

The solution to overcome the obstacles that occur in learning evaluation is the need to hold training on the assessment of learning outcomes and processes according to the ongoing curriculum, the principal must be strict with teachers who do not obey and also teachers must be creative in conducting assessments, especially in skill assessments. This is evidenced by the conclusion of the interview results of teachers at SMA Negeri 1 Kambowa. Not only teachers, but they also have to communicate with students' parents so that information and conclusions can be obtained for students who are lazy and not firm with the principal in taking questions.

Based on the explanation above, in line with Arikunto (2010) that judging is making decisions about something with good and bad measurements. Students who are lazy and have not passed the exam should not be taken to grade because there is a process in it such as remedial.

CONCLUSION

Based on the results of research related to the effectiveness of teacher performance at SMA Negeri 1 Kambowa, it is concluded that the performance of teachers at SMA Negeri 1 Kambowa has carried out their duties and obligations according to their abilities, but there are some teacher members who have obstacles in carrying out their duties in terms of learning planning, learning process and learning evaluation. This is because there are several obstacles faced, namely the lack of understanding of teachers related to making learning plans, the facilities owned by schools still tend to be minimal, teachers' proficiency in computer operation is still not good and the facilities owned by schools are still limited, still using conventional learning methods and there is still a lack of teacher discipline towards attendance at school. To overcome this, it is necessary to hold training related to making learning plans, implementing learning and assessing learning outcomes and processes, the principal's firmness against teachers who do not obey the rules and computer operation training not only once but until the teacher really understands, the facilities owned by the school must be equipped again, both teaching materials, media and tools needed in learning.

Therefore, teachers are expected to improve their performance by participating in educational training, both from learning planning, learning processes, learning evaluations and how to operate computers.

SUGGESTION

For school principals, it is expected to be able to act decisively against teachers who do not obey school rules and must hold educational training in order to be able to create professional and qualified teachers

For teachers, it is expected to improve the quality of learning, professionalism, and innovate in the learning process by making the maximum possible effort and adding insight into how to plan good learning, the learning process and evaluate learning both through information media and training.

For schools, it is expected to provide the facilities needed by physics teachers, chemistry teachers, biology teachers, ICT teachers in learning such as the procurement of projectors, the procurement of teaching materials, the procurement of sports equipment and the procurement of electricity sources in each class.

REFERENCES

- Alam, L. (2016). Internalization of Islamic Education Values in Public Universities Through Campus Da'wah Institutions. *Istawa: Journal of Islamic Education*, 1(2), 101-119.
- Astawa, I. N. T. (2017). Understanding the Role of Society and Government in the Advancement of Education Quality in Indonesia. *Journal of Quality Assurance*, 3(2), 197-205.
- Effendi., Alimatul, F., Umi, K. (2021). Physics Teachers' Understanding of the Implementation of the 2013 Curriculum (K-13) in Physics Learning at MTS Darul Umum. *Journal Education of Young Physics*

- Teacher, 2 (1) 37-34.
- Fithriani, M. (2017). The Influence of Teachers' Professional Competence and Students' Reading Interest on the Learning Outcomes of Al Quran Hadith Class X MAN Bintungan, Kaur Regency. *Al-Bahtsu: Journal of Islamic Education Research*, 2(1), 1010-111.
- Gunawan, I. (2018). The Causal Relationship of Unsung Heroes to the Identity and Welfare of Teachers in Indonesia. *Pedagogy*, 16(2), 123-130.
- Hamdan Bakran Adz-Dzakiey, Prophetic Intellegence; Prophetic intelligence fosters the potential of human nature through the development of spiritual health (Jogjakarta: Islamika, 2004). Pp. 577-578.
- Lasmawan, W. & Natajaya, N. (2017). Situational Leadership Relationships.
- Lasmawan, W. & Natajaya, N. (2017). The relationship between situational leadership, work motivation, and work climate with teacher performance. *Journal of Research and Development of Science and Humanities*, 1(1): 42-50.
- Moh. Uzer Usman, *Becoming a Professional Teacher*, (Bandung: PT Remaja Rosdakarya, Second Edition, 2005) Cet. 17 pp, 7.
- Mangkunegara, AA. Anwar Prabu. (2016). *Corporate Human Resource Management*, Bandung: Remaja Rosdakarya.
- Mangkunegara 2004, *Organizational Behavior and Culture*, Bandung: Refika Aditama Publishers.
- Scott, (2009). *Competency-Based Performance Measurement*. Bogor: Ghalia Indonesia Member of IKAPI.
- Moh. Uzer Usman, *Becoming a Professional Teacher*, (Bandung: PT Remaja Rosdakarya, Second Edition, 2005) Cet. 17. P.A., 17.
- Oemar Hamalik, *Teacher Education Based on a Competency Approach*, (Jakarta: Bumi Aksara, 2006), p.36.
- Surya Dharma, *Teacher Performance Assessment*, Directorate of Education Personnel, Jakarta, 2008, p. Sec. 20.
- Steers. M. Richard. 1985. *Organizational Effectiveness*. Jakarta, Erlangga.
- Sinambela, Lijan Poltak. (2012). *Employee Performance Theory, Measurement and Its Implications*. Yogyakarta: Graha Ilmu
- Sabari, *Supervision of Education*, (Jogjakarta: Bumi Aksara 2004), p. 174
- Saiful Sagala, *Professional Abilities of Teachers and Education Personnel*, Alfabeta, Bandung, 2009, p, 23.
- Ulm Ihyal, MD. 2004. *Public Sector Accounting*, Malang: UMM Press.
- Law of the Republic of Indonesia No. 14 of 2005 concerning Teachers and Lecturers.
- Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System.
- Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, Article 1 paragraph (1).
- Usman (2009). *Become a Professional Teacher*. Bandung: PT, Remaja Rosdakarya.
- One, Hamzah B. 2007. *Motivation Theory and Its Measurement Analysis in the Field of Education*. Jakarta: PT Bumi Aksara.
- Uthman Widyasari. (2019). *Analysis of the Implementation of the 2013 Curriculum in Specialization Learning at Ternate City State High School*. University of Muhamadiyah Malang, Malang.