

# Performance Assessment Based on Civics Teacher Competency in Manado North Sulawesi Indonesia

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# Performance Assessment Based on Civics Teacher Competency in Manado North Sulawesi Indonesia

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This study aims to: (1) identify and analyse the scope of civics teacher competency; (2) compile assessment of civics teacher performance based on the scope of the main dimensions of civics teacher competency. This research is expected to be useful for: (1) to act as an instrument for evaluating the performance of civics teachers; (2) improve the quality of civics teacher performance; (3) increase work motivation of civics teachers; (4) become a reference for interested parties in assessing and evaluating the performance of civics teachers. The research method used in this paper is Descriptive Research Method. The data collection techniques utilised: observation, interviews, FGD and documentation. The data analysis technique is descriptive explanation. The results showed that the competence of civics teachers can be used as a reference in the preparation of the performance of civics teachers. The assessment was arranged based on the Four Teacher Competencies plus the Special Competencies required for civics teachers. Therefore, civics teachers can use this competency-based performance assessment instrument to measure and assess their performance independently and reflectively.

**Key words:** *Performance Assessment, Civics Teachers, Manado Indonesia.*

## Introduction

The Citizenship Education teacher has a responsibility in educating Indonesian citizens to be good citizens, to have good morals, to be able to participate according to their potential and ability in all aspects of national development.

The teacher is a professional position which holds the function as an educator, instructor, mentor, facilitator, motivator, which makes the teacher's task directly as a mentor who has the potential for the intelligence of the student to be maximised. Each student has their own



individual needs, that they need to grow and develop towards maturity and independence through the learning process. Teaching conducted by the teacher is carried out in educative interactions between teachers and students, namely between the internal state and cognitive processes of students. In addition, the teacher is one of the educational staff who has a role as a determining factor for the success of an organisation's goals because teachers who directly intersect with students to provide guidance from which will produce quality graduates. In this regard, teacher performance must always be looked at to be improved.

Teachers are the determinative factor in the quality of education. Teacher performance directly affects the quality of education of each student. Therefore, the better the teacher's performance, the better the quality of education produced. Vice versa, the worse the teacher's performance, the quality of education produced is poorer.

In connection with the above, Hubert Gijzen states that to achieve quality education in a country, teachers have an important role and need to be well trained and highly motivated. It was stressed that the Indonesian government's policy of reforming teachers was the right step to improve the quality of education in Indonesia. A focus on improving the quality and professionalism of teachers can encourage the achievement of education for all, including education within remote areas and marginalised community groups.

The intended teacher professionalism is not merely a matter of technical skills, but also the personality of the teacher as a figure/role model that should be emulated by students. The low emotional intelligence of teachers, of course, affects their social relationships, both at school and in the community, including self-awareness.

The self-awareness that is built between the teacher and the student is based on a high level of emotional intelligence as a human being who is grateful for their responsibilities as a teacher. Having a strong interpersonal relationship, allows the teacher to develop with each student both sympathy and empathy, having a mature and consistent philosophy of life that is consistent in the role of teacher. In carrying out the task not only limits themselves to the task of teaching certain subjects but emphasises the function of learning and teaching to ensure that the student can explore the values of civilisation and humanity, as well as thinking with noble character.

Thinking with noble morals should be emulated by the community, especially by the students themselves. In the world of education, teacher performance is marked by the results achieved by the teacher in carrying out tasks that are based on skills, experience and sincerity and the use of time in teaching and learning in schools.



Teacher performance will be considered good if the teacher has strived to develop elements consisting of loyalty and high commitment to their teaching assignments. If the teacher can master and develop learning materials, discipline and other assignments, creativity in carrying out teaching, collaboration with all school members, providing leadership that ensures that they become effective role models to students, good personality, and that teachers can be both honest and objective in guiding students.

Loyalty and commitment is one <sup>19</sup> of the factors in the education process that is emblematic of the teacher's attitude towards work that affects the actions of teachers in carrying out their work activities. A positive attitude towards work, will be followed by an increased responsibility to carry it out. A teacher who has a negative attitude towards their work must only carry out his function and position as a mere routine. As said by Husen that the teacher's attitude towards work in the form of work motivation is displayed by teachers who have a positive attitude and generally shows good satisfaction with their work. Although it is undeniable that there are obstacles encountered in teacher education, namely the difficulty of helping prospective teachers to have the character and self-esteem in front of the class.

In the future, teachers are needed who have creativity, are critical, open in society and have the ability to think about existing educational issues. Most importantly, a teacher must help students develop human values such as respect for the human person, human rights, morality, justice, sensitivity to other people, honesty and brotherhood. Furthermore, when studying the performance of teachers is not only seen from the ability to work effectively, but also the ability to master and manage themselves and the ability to foster relationships with others.

Thus, it becomes very important to arrange an assessment instrument that can be used to measure and assess the performance of Civics teachers so that the results of the assessment can be used to improve the quality of their performance.

In the future, the assessment instrument can be extended in application and use to both Civics teachers and teachers of other subjects who have characteristics that are similar. This study aims to identify and analyse the scope of civics teacher competencies in order to develop a teacher performance assessment based on the scope of the main dimensions of teacher competence.

Civics teachers have duties and responsibilities not only in the classroom but also outside the classroom. Civics teacher is not only in charge of transferring knowledge to students but also being responsible as acting as role models. Assignments in the classroom means the process of carrying out work at school while outside the classroom means the task of creating an impact (making a positive impact) for the community.



According to Pariata Westra et al, Performance is defined as the result of work, or the implementation of work tasks. Furthermore, Sedarmayanti states that performance in English is defined as performance, work performance, work achievement, work results or performance.

Thus that teacher performance is a determining factor in an educational organisation, this means that the success of an educational organisation in achieving its objectives depends, among others, on the efforts made by teachers in carrying out their work in accordance with their respective duties and responsibilities. For example, in school organisations, the success or failure of educational objectives is primarily determined by the performance of teachers, then what factors are related and contribute to determining the quality of teacher performance.

In this connection, the teacher's performance is a very determining factor for the quality of learning/education, which will have implications for the quality of education output after completing school. Concerning teacher performance as a teacher, Uzer Usman suggests 3 aspects of abilities that teacher should have, namely personal abilities, professional abilities and social abilities. Basically, the teacher's performance is the performance or performance carried out by the teacher in carrying out his duties as an educator. The quality of teacher performance will largely determine the quality of educational outcomes.

Characteristics of good teachers are generally having an awareness of goals, having hopes for success for all students, tolerating ambiguity, showing a willingness to adapt and changing to meet students' needs, feeling uncomfortable when not knowing, reflecting a commitment to their work, learning from various models, and enjoy their work and students. In connection with that, Melissa Kelly, emphasised that five things need to be considered by a teacher, namely time commitment, amount of payment, appreciation and fairness, community expectations, and emotional commitment.

Teacher performance or work performance is the result achieved by the teacher in carrying out the tasks assigned to him based on skills, then experience and sincerity and use of time. Teacher performance will be good if the teacher has carried out elements of loyalty and high commitment to the teaching task. The performance of a teacher is seen from the extent to which the teacher carries out his duties in an orderly and responsible manner, ability to move and motivate students to learn and cooperate with other teachers. Teacher performance as a set of real behaviors that are shown by teachers when giving lessons to their students.

This was further emphasised by Suryo Subroto who said that the performance of teachers in the teaching and learning process was the ability or ability of teachers to create an atmosphere of educational communication between teachers and students that included a





cognitive, affective and psychomotor atmosphere as an effort to learn something based on planning up to evaluation and follow-up stages in order to achieve the teaching objectives.

The optimisation of teacher performance as emphasised in the Republic of Indonesia Government Regulation No. 19 of 2005 concerning National Education Standards which states that the ability of teachers as one of the factors influencing performance in achieving success in teaching and learning includes four types: Firstly, Personal Ability. Personal ability is the ability of teachers to carry out the learning process. Cece Wijaya and Tabrani Rusyan detail the teacher's personal abilities which include; (a) Personal stability and integration. (b) Be sensitive to changes and renewal. (c) Alternative thinking. (d) Fair, honest and objective. (e) Discipline in carrying out tasks. (f) Trying to get the best work results. (g) Sympathetic, attractive, flexible and wise. (h) Authoritative.

Furthermore, Hamalik stated the characteristics of good teachers from the view of students include: (1). Democratic, (2). Like to work together (cooperative), (3). Good hearted, (4). Patient, (5). Fair, (6). Consistent, (7). Openness, (8). Like to help, (9). Suave, (10). humorous, (11). Have a variety of interests, (12). Mastering subject matter, (13). Flexible, (14). Put a good interest in students. In addition, Moh. Uzer Usman explained that the teacher's abilities included the following: (a) Developing personality. (b) Interact and communicate. (c) Carry out guidance and counselling. (d) Carry out educational administration. (e) Carry out simple research for teaching purposes. The personal ability makes the teacher able to manage and interact with the teaching and learning process. The teacher must also have a complete personality because after all the teacher is a role model for his students;

Secondly, professional ability. Professional ability is the ability in academic mastery that is taught and integrated with the ability to teach at the same time so that the teacher has academic authority. According to Cece Wijaya, the professional abilities of teachers include: mastering materials, managing teaching and learning programs, managing classes, using instructional media resources, mastering educational foundation, managing teaching and learning interactions, assessing student achievement for teaching purposes, getting to know the functions and programs of guidance and counselling services, effective school administration, and understand the principles and interpret the results of educational research for teaching purposes;

Thirdly, Social Ability. Social ability is the ability associated with a form of social participation of a teacher in daily life in the community where they work, both formally and informally, including: (1) skilled at communicating with students, (2) being sympathetic, (3) being able to in collaboration with counselling guidance teachers, (4) good at associating with colleagues and educational partners.



Fourthly. Pedagogic Ability. Pedagogical Ability is the ability to manage student learning which includes student understanding, design and implementation of learning, evaluation of learning outcomes, and student development to actualise the various potentials they have. Thus, the teacher is equipped with certain potential abilities, and to apply and develop these abilities requires an will to exercise and education. The teacher must have competence and professionalism in his field, then he has the criteria as described above.

Talking about teacher performance is closely related to performance standards that are used as a measure in holding accountability. Performance appraisal is useful to know the development and progress of the organisation in accordance with standardised standards and at the same time as feedback for workers themselves to be able to find out weaknesses, shortcomings so as to improve themselves and improve their performance. Assessing teacher performance is a process of determining the level of success of teachers in trying out the main tasks of teaching by using certain benchmarks. Teacher performance is the ability of teachers to achieve learning goals, which are seen from their appearance in conducting the teaching and learning process.

In Acts Number 14 of 2005 concerning Teachers and Lecturers in article (8) concerning teacher professionalism, teacher performance can be assessed from the professionalism of the work of teachers in carrying out their duties at school. This professionalism is manifested in the activities in the pedagogic sector namely the teacher's performance in managing learning activities. In the professional field this shown by the teacher showing mastery of subject matter widely and deeply. In the field of personality that is shown by the teacher having a noble personality, having emotional intelligence, having noble character, being wise, being authoritative and being responsible for being role models for students. In the social field that is shown by the ability of teachers to communicate and interact effectively and efficiently with students, fellow teachers, parents and or guardians of students and surrounding communities.

Based on the overall description of the teacher's performance it can be stated that the teacher's performance is the behaviour shown by the teacher in carrying out his professional assignments in school in terms of learning management, mastery of subject matter, mentoring students in a conducive, interactive, fun, and productive-innovative atmosphere. The scope of performance includes pedagogical competencies, personality competencies, social competencies, and professional competencies obtained through professional education.

### Research Methods

In accordance with the research problem, the research method used in this study is the Descriptive Method; conducted on Civics Teachers in Manado North Sulawesi Indonesia in



2019. Data Collection Techniques: Observation, Interview, FGD, and Documentation. Data Analysis Techniques, namely, Explanative Descriptive Analysis.

### Results and Discussion

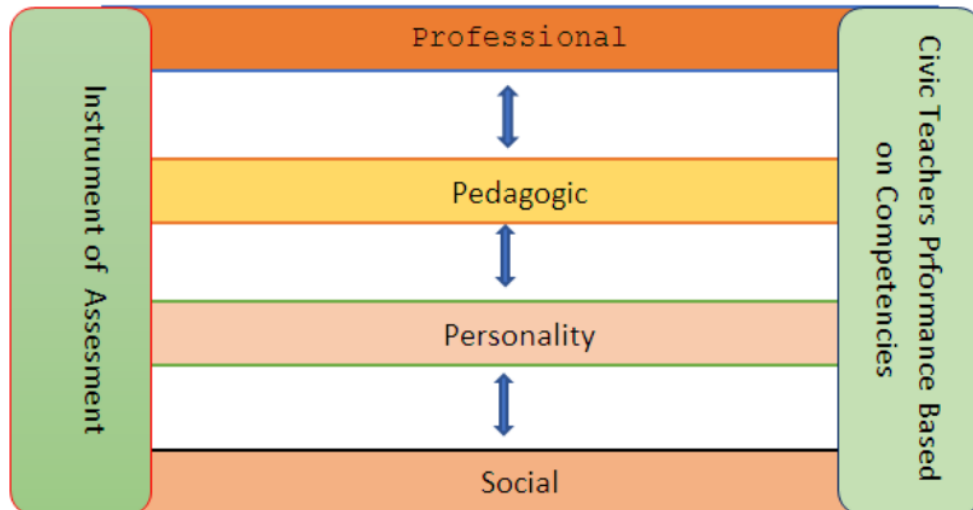
The scope of assessment of the Civics Teacher's performance includes the performance displayed based on the teacher's ability to carry out their duties. The assessment range is categorised into four criteria: bad, poor, adequate and good. First, if the teacher has poor competence or ability in carrying out his duties as a teacher, it means that: the teacher needs to choose other professions that are capable of being worked on; Secondly, if the teacher has less competency or ability to carry out his duties as a teacher, it means that the teacher needs to continue his studies which are equivalent to the professional education of the teacher; Third, if the teacher has sufficient competence or ability to carry out his/her duties as a teacher, then the teacher can be improved by continuing to improve the professional development in a minimum way every year to be included in seminars or training relevant to his professional development; while those who have good competence or ability to carry out their duties as teachers need to be rewarded annually by conducting dissemination of performance and comparative studies (or visits to other schools, both at the provincial and national level), in order to maintain their competencies.

The scope of performance of the Civics Education Teacher has specific dimensions that become its main characteristics which are spelled out in each competency, namely Professional Competence, Pedagogical Competence, Personality Competence and Social Competence.

The scope of the competencies can be visualised as follows:



**Figure 1.** Competency-Based Civics Teacher Performance Assessment Instrument



Facts show the performance of teachers is usually only assessed based on their performance in preparing the Learning Implementation Plan (RPP) documents and a number of instructional media tools, tools or evaluation instruments and the teacher's presence in class carrying out learning activities. The components assessed are actually only in the order of inputs and processes and have not yet achieved results and even their impacts. Not surprisingly, such a learning process only produces students who have knowledge but have not yet applied the knowledge. Citizenship Education subject learning has a broad dimension, not only teaching about citizenship knowledge but also providing real learning experiences for students to experience, feel and appreciate the learning process that takes place so that they are able to build strong self-resilience when faced with problems.

The role of the teacher becomes very important to meet the realistic expectations in the learning process today. The Citizenship Education teacher who teaches about rights and obligations is a source of inspiration and service provider for the fulfilment of children's rights in the classroom, at school and is a protector of children from various moral degenerations.

Various cases that occur as a result of violence against children in schools and vice versa there are teachers who have died as a result of violence committed by children this is a chain of violence caused by the violence in the community. Poor conditions in the community are a reflection of poor education in the community.



Preparation of Teacher Performance Assessment Citizenship Education is an instrument to improve and improve teacher performance so that it affects the fulfilment of the rights of students in schools and subsequently has an impact on the protection of students from various acts of violence, exploitation, neglect and mistreatment both during the school environment and at outside of school.

The scope of performance assessments for Civics teachers is standard, meaning that the format developed is competency-based performance assessment is in accordance with standards that have been developed and have been applied.

In the formation of the basic elements of Civics Education competence has a unique characteristic that is both educators and students are required to have equal competence in the sense of what must be taught by teachers and must be mastered by students can be realised in real life. The most important role of the teacher is to set an example for students.

Preparation of teacher performance assessments Competency-based citizenship education is an effort to build independence in the reflective assessment so that each teacher is expected to be able to analyse and evaluate performance every day independently.

The emergence of various cases of violence, exploitation, neglect (neglect of students without proper guidance), and other mistreatment committed by teachers against students and then the emergence of violence perpetrated by students against their teachers is one of the effects of poor professional, personal and social competence of teachers.

### **Conclusions and Recommendations**

Teacher competency on Civics Education includes professional, pedagogical, personality and social competencies. These four competencies are the basis for the performance assessment. In conducting teacher performance assessments, a competency-based assessment has been prepared. A teacher can display their performance or performance optimally if they have maximum competence too. The teacher cannot do what he does not know. The ability to work depends on the competencies they have.

In assessing teacher performance an assessment or assessment instrument that can be applied independently so that teachers can conduct self-reflection in measuring and assessing their performance has been developed. The teacher, performance assessment instrument, can display the teacher performance category. Therefore in the teacher performance assessment, there is a range of assessments containing criteria and categories ranging from bad, poor, sufficient and good performance categories that are equivalent to incompetent, less competent, competent and very competent.



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Based on the overall results of the research and the conclusions that have been formulated, it is advisable that every civics education teacher can utilise this assessment instrument to improve, improve and develop its performance in a sustainable manner.



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