
QUALITY ASSESSMENT OF CERTIFIED TEACHER PERFORMANCE BASED ON CREDIT NUMBER ASSESSMENT SYSTEM AS AN EARLY WARNING SYSTEM

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ABSTRACT

Certified Teacher Performance Quality Assessment based on the Credit Score Rating System that the average teacher applying for an assessment credit score from the Education Element can meet the requirements of around 85 percent, the Learning Process/Guidance Element is ensured to meet the requirements of around 80 percent, the Element of Continuing Professional Development (PKB) in which there are Scientific Publications and Self-Development of teachers who meet the requirements of only about 60 percent in accordance with a lot of existing literature it seems that teachers have difficulty getting Scientific Publications and Self-Development scores, while Supporting Elements which are not mandatory components must be fulfilled by teachers. Fulfilling the requirements can be 100 percent. Thus, even though the average certified teacher shows a percentage above 70 percent in the elements of Education, elements of the teaching/guidance learning process, and supporting elements, the elements of continuous professional development include components of Scientific Publications and Self-Development, the percentages show in under 70 percent. So with that it is necessary to pay attention to the Early Warning System (EWS), namely the elements of Continuing Professional Development (PKB). So to use improving the quality of teacher performance in Continuing Professional Development (PKB) material, seminars, training and so on are needed for teachers. especially certified teachers. In this way, in the future teachers will be able to compile scientific publications and innovative works without experiencing any more difficulties and of course the self-development of teachers will also automatically increase.

Keywords: *Assessment, Performance Quality, Certified Teachers, Credit Score Assessment System, Early Warning System*

INTRODUCTION

Teachers play a role in educating the nation. So the quality of teacher performance must get serious attention. One of the important policies is to link promotion for promotion/position of teachers with the quality of performance. The quality of the teacher's performance is in accordance with their duties and functions, in the field of activity. To assess teacher performance, procedures for carrying out functional teacher positions have been established through Decree of the Minister of National Education of the Republic of Indonesia No. 025/O/1995. The main elements in the assessment are: (1) education, (2) learning process, (3) professional development and added supporting elements, namely: (4) supporting the learning process. Furthermore, the credit score is used as one of the requirements for career advancement.

Besides that, the teacher must be professional, said to be professional if the teacher has passed PPG (Teacher Professional Education) as evidenced by the existence of an Educator Certificate.

The results obtained from participating in this program are teachers who have have a professional certification profession that is guaranteed to have competence and the best qualifications possessed and can be utilized to provide teaching services to the community in a good and quality manner.

In an effort to improve the welfare of teachers, the government through the Ministry Education and Culture held a certification program. Escaped teacher certification, will later get an educator certificate and professional allowance teacher.

So to measure the quality of the teacher's performance it is necessary to have an assessment or assessment. Assessment or assessment can be interpreted as an activity of interpreting measurement results based on certain criteria or rules. Based on this information, the teacher will be able to develop a reality learning program in accordance with objective reality. According to Bomstein and Kazdin (1985). The purpose of the assessment is to see the condition of the teacher at that time. In order to compile an appropriate program so that it can take appropriate actions.

With an assessment of performance, it will be known to what extent which quality or quality of performance can be used as an early warning System (EWS).

PROBLEM FORMULATION

In order for teachers, especially certified teachers, to be able to work professionally and excel, it is necessary to have an assessment based on credit score assessment, the implementation of which is regulated in such a way that it can be accounted for using the Early Warning System (EWS) method so that an overview of the quality of teacher performance will be obtained.

This is useful for determining definite steps to be used in efforts to improve the quality of teacher performance in Indonesia.

Based on the description above, the formulation of the problem in this study is: how is the quality of certified teacher performance assessed based on a credit score scoring system.

RESEARCH PURPOSES

The purpose of this research is to find out the results of the performance quality assessment of certified teachers based on the credit score scoring system as an early warning system.

So that in this way it will be obtained what steps will be taken in the future in order to further improve the quality of teacher performance in Indonesia.

BENEFITS OF RESEARCH

This research is expected to provide benefits to many people. The benefits of this research are that it provides theoretical benefits for readers and can provide benefits as recommendation material in improving the performance of certified teachers so that the quality of teacher performance will be even better.

LITERATURE REVIEW

According to Swasto (1996: 30) suggests that performance is actions or implementation of tasks that have been completed by someone within a certain time and can be measured.

It is said to be a Professional Teacher if the Teacher has passed PPG (Teacher Professional Education) as evidenced by the existence of an Educator Certificate. Permendikbudristek 54 of 2022 concerning In-service Teacher Educator Certificates issued in order to fulfill professional teachers, needs to be done certification of teachers who have been appointed but do not yet have a certificate educator.

One of the important policies is associated with the increase promotion teacher rank/position with performance quality. The quality of the teacher's performance is appropriate with their duties and functions, are in their field of activity. To assess teacher performance, procedures for carrying out functional teacher positions have been established through Decrees Indonesian Minister of National Education No. 025/O/1995. The main element in the assessment are: (1) education, (2) learning process, (3) professional development sustainable and supplemented with supporting elements, namely: (4) process support learning.

Decree of the State Minister for Administrative Reform number 84/1993 concerning Teacher Functional Positions and Credit Scores, as well as Joint Decree of the Minister of Education and Culture and the Head of BAKN Number 0433/P/1993, number 25 of 1993 concerning Instructions for Implementation of Teacher Functional Positions and Credit Scores, on The principle aims to foster a career in the rank and professionalism of teachers.

To measure the quality of the teacher's performance, an assessment is needed. According to (AS Hornby, 1986), Assessment is an attempt to determine the value or amount. According to (Suchman, 1961), *Assessment is a process of determining the results that have been achieved by several planned activities to support the achievement of objectives.*

With an assessment of performance, it will be known to what extent which

quality or quality of performance can be used as an Early Warning System (EWS). In the theory of Early Detection Systems put forward by Fink, 1986 mentioned that the crisis can mean an unstable condition where Fundamental changes can occur. In Webster's dictionary, a crisis is defined as a turning point for better or worse and is a moment which determines

RESEARCH METHODS

This research is manifold *literature review*. *Literature review* is the process of locating, obtaining, reading, and evaluating research literature related to the researcher's interests (Borden & Abbott, 2005) in Manzalati, 2017: 34. *Literature review* is one of the important stages in the early stages of research because this process is carried out in almost all types of research, both in qualitative and quantitative paradigms. Benefit from *literature review* which we do the following. (1) deepen knowledge about the field being researched, (2) find out the results of research that is related and that has been carried out (related research), (3) know the development of science in the field we choose (state-of-the-art research), (4) clarifying research problems, and (5) knowing the latest methods proposed by researchers to solve research problems (state-of-the-art methods).

RESEARCH RESULT

From the research conducted by Muhamad Dzikry Alfath and Yayah Huliaturunisa in 2020 entitled "Certification Policy Analysis on Teacher Performance", it results that an effective certification policy can improve teacher performance which has an impact on the realization of quality national education. Research by Andhika Imam Kartomo Year 2016 entitled "Certified Teacher Performance Evaluation" resulted in 1) The performance of certified teachers in the Mangga Cluster in the lesson planning component was in good criteria. 2) The performance of certification teachers in the Mangga Cluster in the learning implementation component is in the unfavorable criteria. 3) The performance of certification teachers in the Mangga Cluster in the aspect of learning assessment is in good criteria. 4) The performance of certification teachers in the Mangga Cluster on the self-development component is in the unfavorable criteria. Research by Ai Nurjanah in 2019 entitled Education and Training Evaluation for Competency Improvement for Teacher Performance Assessment (PKG) and Continuing Professional Development (PKB), the results of the research are Availability of a credit score assessment team, sufficient credit scores for all elements of PKG and PKB teachers, performance improvement with indicators of being able to submit List of Proposed Credit Score Assessments (DUPAK), compiling scientific/innovative works, minimum PK Teacher scores are good. Research by Jenny Indrastoeti & Siti Istiyati. The 2017 title "Assessment and Evaluation of Learning in Elementary Schools" explains that authentic assessment is a learning assessment that refers to "real" world situations or contexts that require a variety of approaches to solving problems which gives the possibility that a problem can have more than one kind of solution.

From the description above, it can be explained that the assessment of the

performance quality of certified teachers on the basis of a credit score scoring system as an early warning system is very closely related and influences each other. It can be explained here that a certified teacher is a professional teacher and has passed Teacher Professional Education and is certified educators and are entitled to Teacher Professional Allowances. Certified teachers must have a minimum diploma of S1 linear in the field they are teaching. Professional teachers are also professionals in the field of active learning participating in Continuing Professional Development and Supporting the Learning Process.

The Teacher Functional Position Credit Rating System is an effort by the government to provide rewards in terms of promotion to teachers. Prior to a promotion proposal, the teacher must propose an assessment of credit scores and if passed the teacher receives a Credit Score Determination Decree (SK PAK). SK PAK is a mandatory requirement for teachers for promotion. Then the Certified Teacher Performance Quality Assessment if it is based on (base) Credit Score Assessment, we can describe it as follows:

Requirements for teachers to pass the credit score assessment must meet the existing value standards from the elements of the credit score scoring system which consists of the Elements of Education, Elements of the Teaching/Learning Process/Guidance, Elements of Continuing Professional Development and Supporting Elements.

Teacher education must be at least a linear S1, Teaching and Learning Process must meet standards, Continuing Professional Development in which there is a Scientific Publication and Self-Development component must also meet standards, Supporting Elements can be assessed if the teacher has additional assignments in accordance with his position as a teacher.

So the performance assessment is something that cannot be left behind in the assessment of teacher credit scores, especially for certified teachers. From existing literacy and data from the Kediri Regency Education Office, the authors take that on average, certified teachers submitting credit score assessments from the Elements of Education can meet the requirements. around 85 percent, the Elements of the Teaching and Learning Process / Guidance are confirmed to meet the requirements of around 80 percent, the Elements of Continuing Professional Development which includes an assessment of Scientific Publications and Self-Development of certified teachers who fulfill the requirements only around 60 percent in line with the large amount of existing literature that teachers have some difficulty get Scientific Publication and Self-Development scores, while Supporting Elements that are not mandatory components that must be met by teachers can fulfill the requirements can be 100 percent.

Thus, even though the average certified teacher shows a percentage above 70 percent in the elements of education, elements of the teaching and learning process/guidance, and elements of support, the elements of continuous professional development which include components of scientific publications and self-development show the percentage value below 70 percent. So with the Early Warning System (EWS) that needs attention, namely the element of Continuing Professional Development (PKB).

CONCLUSION

Based on the results of the research and discussion that have been described previously, it is concluded that: The Certified Teacher Performance Quality Assessment is based on a credit score scoring system that the average teacher submitting a credit score assessment from the Elements of Education can fulfill the requirements of around 85 percent, the Elements of the Teaching and Learning Process / Guidance are certain to fulfill the requirements of around 80 percent, the Elements of Continuing Professional Development which includes there is an assessment of Scientific Publications and Self-Development of certified teachers who meet the requirements only about 60 percent in line with the amount of existing literature that teachers have some difficulty getting Scientific Publications and Self-Development scores, while Supporting Elements that are not mandatory components that must be fulfilled teachers can fulfill the requirements can be 100 percent.

Thus, even though the average certified teacher shows a percentage above 70 percent in the elements of education, elements of the teaching and learning process/guidance, and elements of support, the elements of professional development sustainable development which includes components of scientific publications and self-development whose percentage value shows below 70 percent. So with the Early Warning System (EWS) that needs attention, namely the element of Continuing Professional Development (PKB).

SUGGESTION

So in order to improve the quality of teacher performance in terms of Continuing Professional Development (PKB) the government really needs to hold seminars, workshops, workshops, training and so on for teachers, especially teachers who are already certified.

In this way, in the future teachers will be able to make and compile scientific publications and scientific work without experiencing any more difficulties and of course the self-development of teachers will automatically increase as well.

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