

APPLICATION OF TUTOR METHODS IN THE FULLEST TESTING OF TEACHER PERFORMANCE MEASUREMENT

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Abstract: Implementation of Peer Tutor Method In Fulfilling Performance Assessment of Teacher. Initial analysis in 2017 to 36 teachers at SDN Kecamatan Deli Tua found the problem that teachers have not fulfill the teacher performance requirement as required by MENPAN and RB No.16 Year 2009 which are: pedagogic competence, personality competence, social competence, and competence professional. Fulfillment of PKG by applying peer tutor method strategy that can improve teacher competence (pedagogik, personality, social and professional). This research method is descriptive qualitative. Locations in SDN. 101801 and SDN 108075 Deli Tua District Deli Serdang District. The study was conducted from June to November 2017 at SDN. 101801 and SDN. 108075 Deli Tua Sub-district Deli Serdang Regency. Based on the results of research, found that of 36 teachers there are 7 people (19.44%) in good category, 12 people (33.33%) in enough category, 9 people (25%) on medium category, 8 people (22,22%) in less category. Furthermore, the average teacher competence of 65.23 is in the enough category, thus the application of peer tutor method can improve the Performance Assessment of Elementary Teacher Performance.

Keywords: Method, Peer Tutor, Fulfillment, PKG, SD

Abstrak: Penerapan Metode Tutor Sebaya Dalam Pemenuhan Penilaian Kinerja Guru SD. Analisis awal pada 2017 terhadap 36 orang guru di SDN Kecamatan Deli Tua ditemukan permasalahan bahwa guru belum memenuhi butir-butir kinerja guru yang disyaratkan sesuai dengan Peraturan MENPAN dan RB No.16 Tahun 2009. yaitu: Kompetensi pedagogik, Kompetensi kepribadian, Kompetensi sosial, dan Kompetensi profesional. Pemenuhan PKG dengan menerapkan metode tutor sebaya merupakan strategi yang dapat meningkatkan kompetensi guru (pedagogik, kepribadian, sosial dan profesional). Metode penelitian ini deskriptif kualitatif. Lokasi di SDN. 101801 dan SDN 108075 Kecamatan Deli Tua Kabupaten Deli Serdang. Penelitian ini dilaksanakan dari Juni s.d November 2017 di SDN. 101801 dan SDN. 108075 Kecamatan Deli Tua Kabupaten Deli Serdang. Berdasarkan hasil penelitian, ditemukan bahwa dari 36 orang guru terdapat 7 orang (19,44%) pada kategori baik, 12 orang (33,33%) cukup, 9 orang (25%) sedang, 8 orang (22,22%) pada kurang. Selanjutnya rata-rata kompetensi guru yaitu 65,23 yaitu kategori Cukup, dengan demikian Penerapan metode tutor sebaya dapat meningkatkan Pemenuhan Penilaian Kinerja Guru SD.

Kata Kunci: Metode, Tutor Sebaya, Pemenuhan, PKG, SD

INTRODUCTION

Teachers are a major resource in the intellectual life of the nation and are at the forefront of achieving educational goals. Teachers should be able to facilitate the learning process and pay attention to the development of learners in various dimensions that lead to the

delivery of intelligence, learning skills, attitudes, and independence of learners by sticking to the functions and goals of national education. Accordingly, teachers in their performance are required to always renew and improve their competence in both pedagogic,

personality, social and professional dimensions.

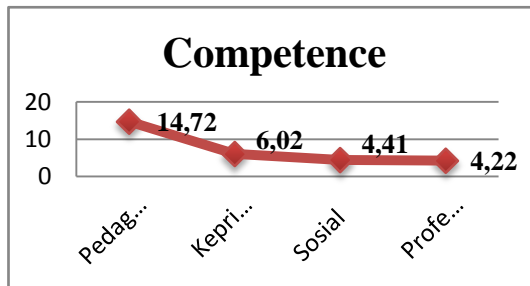
Pedagogic competencies, teachers master the characteristics of learners, master learning theories and principles of educational learning, curriculum development, educational learning activities, potential development of learners, communication with learners and assessment and evaluation. Personality competence, teacher acts in accordance with Indonesian religious, legal, social and national norms, shows mature and exemplary person, work ethic, high responsibility, and pride of being a teacher. Social competence, teachers being inclusive, acting objectively, non-discriminatory and able to communicate socially with students, fellow teachers, principals, and society. Professional competence, teachers master materials, structures, concepts and scientific thinking patterns that support the subjects that are taught, develop professionalism through reflective action.

Thus, the four competencies are considered as critical variables in improving the performance of teachers as professional educators. If the fulfillment of these four competencies can be implemented well and objectively, then the teacher can find the performance appropriately in the classroom and help them to improve their knowledge and skills. So that will contribute directly to improving the quality of learning conducted in the classroom, as well as assisting the development of career teachers as professionals. This is in line with the Regulation of the State Minister of Administrative Reform and Bureaucratic Reform No. 16 of 2009 on the Functional Position of Teachers and

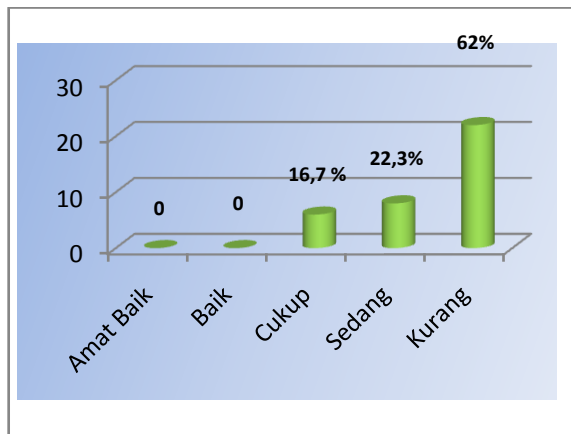
Credit Score, so that the duties and functions attached to the functional position of teachers then implemented in accordance with applicable rules. Fulfillment of the duties and obligations of teachers in carrying out the learning, mentoring and additional tasks relevant to the school function becomes a duty that must be obeyed. Therefore, to ensure that every teacher is a professional in his field and in recognition of his or her performance, the fulfillment of the required teacher performance appraisal points becomes important for teachers to implement in school.

Preliminary analysis in 2017 (January to March) to 36 elementary school teachers at 101801 and SDN. 108075 Deli Tua Sub-district Deli Serdang Regency found the problem that the teacher has not fulfilled the teacher performance points required in accordance with MENPAN Rules and RB No.16 Year 2009 are: (1) Pedagogic competence, teachers are less mastering the characteristics of learners, not mastering the theory of learning and educational principles that educate, lack curriculum development, lack the potential development of learners, and lack of developing assessment instruments. (2) Personality competence, teachers are less responsible, less disciplined, angry, come late and often leave the class to gossip fellow teachers in the teachers room. (3) Social competence, teachers are less inclusive, not yet objective, discriminatory and less friendly. (4) Professional competence, teachers have not mastered the materials, structure, concepts and thinking patterns that support the subjects that diampu, less develop professionalism through reflective

action. These problems can be described based on the following graph.



The Average Picture Of The Fulfillment Of The Four Competencies Of The SDN Teachers. 101801 And SDN. 108075



Preliminary Category Image of PKG SDN. 101801 and SDN. 108075

The problems faced by teachers as depicted in the graph above are due to the lack of understanding of teachers as a professional educator. Teacher does not fulfill his profession as a teacher. His teacher mastered four competencies (pedagogic, personality, social and professional), but in reality the teacher has not fulfilled the four competencies. This can be proved from the low achievement of four competencies, namely pedagogic (14.72%), personality (6.02), social (4.41%) and professional (4.42%). Due to the low achievement, teachers have

difficulty in preparing the PKG for the proposed functional increase. Especially after the Government adopted a new rule of promotion, this can be proven from 36 teachers there are 22 people (62%) in the category of less, 8 people (22.3%) in the medium category, 6 people (16.7%) in the category enough, and no one meets the category of good and very good. Teachers are said to be eligible in the PKG if the teacher is in the good category (range 76-90) and very good (range 91-100), but the teacher does not meet the category because it is in enough category (61-75 range range), category medium (51-60) and less (value range ≤ 50). Teachers' inability is also seen in the average teacher's ability to meet the PKG including the medium category (52,55).

Based on the above facts, makaperlu sought alternative so that Fulfilling Performance Appraisal of Elementary Teachers for teachers can be implemented effectively. One approach that is allegedly able to realize the situation of fulfillment of PKG with conducive process; active, creative, effective, and fun is with peer tutor methods.

Through this peer tutor the teacher as a participant is not only used as an object of learning but becomes the subject of learning, that is the teacher is motivated to become a tutor or a source of learning and a place to ask for his friend. In this way teachers who become tutors do repetition (repetition) and re-explain the material so that it becomes more understood in each PKG material submitted by researchers from the team of lecturers Unimed.

Based on the above background, shows how urgent the problems faced by

teachers and the importance to be addressed systematically and directed. Thus in-depth research needs to be done as an evaluation and reflection for SDN teachers. 101801 and SDN. 108075 Deli Tua Sub-district Deli Serdang District. The research conducted by the team of lecturers from Unimed is trying to give solution to the teacher to get input in compiling and fulfilling the requirement of Teacher Performance Assessment (PKG) through peer tutor method. It is expected that after this activity, it can be conveyed government policy about teacher performance appraisal and formation of PKG assessment team in school.

After understanding the facts in the field, against the constraints faced by SDN. 101801 and SDN. 108075 Deli Tua Subdistrict DeliSerdang District, the focus of this research study is: whether the application of tutor methods can meet the Teacher Performance Assessment (PKG) for teachers SDN. 101801 and SDN. 108075 Deli Tua Sub-District Deli Serdang Regency

Furthermore, the purpose of this activity is to improve teachers' ability to meet the points of Teacher Performance Assessment (PKG) through peer tutor methods. The benefits of this research may increase understanding of the theoretical and strategic approaches learned through peer tutoring. Furthermore the practical benefits of this activity are as follows: (1) teachers can improve learning (eg apply approach, model, method, strategy, and media) in the classroom and undertake new actions found and believed teachers can effectively improve students' learning process and outcomes in class, (2) can be used as a motivator for the school to continuously improve the quality of education in stages and planned, (3) can

be used as feedback in the effort of empowering and developing the performance of school citizens in order to implement the vision, mission, goals, targets, strategies and programs schools, (4) help identify schools for the provision of government assistance, private fund investments and donors or other forms of assistance, (5) produce effective and innovative learning strategies that can be used as a learning resource in FIM Unimed PGSD Prodi.

METHODS

With the problems described earlier and to achieve the purpose of this research activity, the method of this research is descriptive qualitative research.

The location of this study was conducted at SDN. 101801 and SDN 108075 Deli Tua District Deli Serdang District. This location is considered to represent schools located in the outskirts but represents good access in transportation and communication to urban areas. The study execution period is carried out for 6 months, starting from June to November 2017.

Data source in this research is SDN teacher. 101801 and SDN 108075 Deli Tua District Deli Serdang District, amounting to 36 people.

Data were collected through observation, documentation, and in-depth interviews. Observations were made to observe the implementation and development of teacher learning in the classroom. Observations were made before, during, and after the study took place. Interviews were conducted to the principals, teachers, students and the community to explore information related to the aspects of learning in schools.

The collected data were analyzed descriptively qualitative. Calculate the percentage of research data obtained using the formula as follows.

$$\frac{\text{Scores gained X } 100\%}{\text{Maximum score}} = \dots \%$$

Next determine the average value using the following formula

$$M = \frac{\sum x}{N}$$

Information: M = Average score

N = Number of Subjects

$\sum x$ = Total score x

The success rate is determined by looking at the predetermined success criteria as set out in Permennegpan and RB no. 16 of 2009.

Table of Criteria Succes

Value of Teacher Performance Evaluation Results	Categori	Percentage of Credit Score
91-100	Very good	125%
76-90	Good	100%
61-75	Enough	75%
51-60	Medium	50%
≤50	Less	25%

DISCUSSION

PKG results gurudapat useful to determine the policies associated with improving the competence and professionalism of teachers as the spearhead of the implementation of the educational process in creating an intelligent and comprehensive. PKG is a reference for schools to establish career development and teacher promotion. Furthermore, for GKP teachers is a guideline to know the elements of

conducted aimed to determine the extent of PKG compliance through peer tutor methods for teachers SDN. 101801 and SDN.108075 Deli Deli District Deli Serdang District. Based on the observations made in the Old Deli School of 2017, it can be presented in each of the following data, an initial analysis of 36 elementary school teachers at 101801 and SDN. 108075 found the problems that teachers have not fulfilled the teacher performance points required in accordance with MENPAN and RB Rules No.16 Year 2009 are: (1) Pedagogic competence, teachers lack the mastery of the characteristics of learners, do not master the theory of learning and the principles of learning educating, less developing curriculum, less developing the potential of learners, and the lack of developing assessment instruments (2) Personality competence, less responsible teachers, less discipline, anger, coming late and often leaving the class to gossip fellow teachers in the teachers room. (3) Social

competence, teachers are less inclusive, not yet objective, discriminatory and less friendly. (4) Professional competence, teachers have not mastered the materials, structure, concepts and thinking patterns that support the subjects that diampu, less develop professionalism through reflective action.

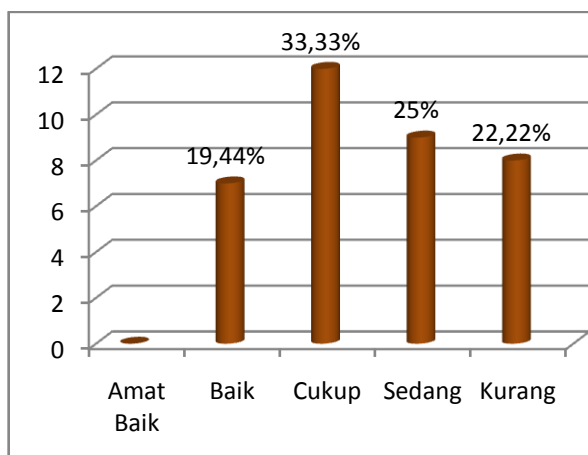


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Elementary Teacher Performance
Assessment with Peer Tutor
Application

Based on the picture above can be described, the application of peer tutor method in the Fulfillment of Teacher Performance Appraisal SD of 36 teachers there are 7 people (19.44%) in good category, 12 people (33.33%) in enough category, 9 people (25 %) in the medium category, 8 persons (22.22%) in the less category. Furthermore, the average teacher competence of 65.23 is in the category Enough. The application of peer tutor methods is very good for teachers' understanding and ability to fulfill PKG. Through peer tutor methods, the teacher as a participant is not only used as an object of learning but becomes the subject of learning, that is the teacher is motivated to become a tutor or a source of learning and a place

to ask for his friend. In this way the tutor teacher repetition and re-explain the material so that it becomes better understood in every PKG material presented by the researcher from the Unimed faculty team. Previous data on average teacher PKG 52.55 (medium category), after the application of peer tutor method average teacher PKG better 65,23 (enough category).

Based on the observations by the researcher in the classroom, there are still shortages of teachers in processing the learning include: 1) the teacher in the class has not used the learning strategy as much as possible and the mastery of the class so that students become confused in absorbing the learning, 2) the teacher also has not optimize keatifan student learning activities in learning because the learning is only focused on teachers (teacher centered), 3) discussion groups formed by teachers had not been actively working optimally. They are still confused about what they should do, 4) other than that of the learning assessment some students have not understood the correct learning, 5) after the simulation is implemented, it appears that the success of learning has not been achieved.

Furthermore, the application of peer tutoring methods in the Performance Assessment of Elementary Teachers is implemented by empowering the participants as tutors. Calontutor is selected based on several criteria, that is high academic ability, able to communicate with good have good interpersonal capability. Information of contontoror, obtained by researcher through headmaster, peer and direct observation to prospective tutor.

The application of tutor methods is done with phases, namely: Phase I Instructing tutors to study PKG material,

Phase II Organizing participants into study groups, Phase III Peer tutors (Smart teachers) distributed to each group to provide assistance, Phase IV Guiding Participants, Phase V Participants who are more understanding to help other participants who have difficulty, and Phase VI Conducting Evaluation and Reflection.

Phases undertaken, of course very good for teachers SDN 108001 and SDN 108075. Mutual respect and understanding built between participants who work together. This method is a lot of benefits both from the side of teachers who act as tutors and for teachers who are assisted. Well-developed cooperation between the tutor and his colleagues can be demonstrated from the teacher's increased PKG results, as shown in the following figure.

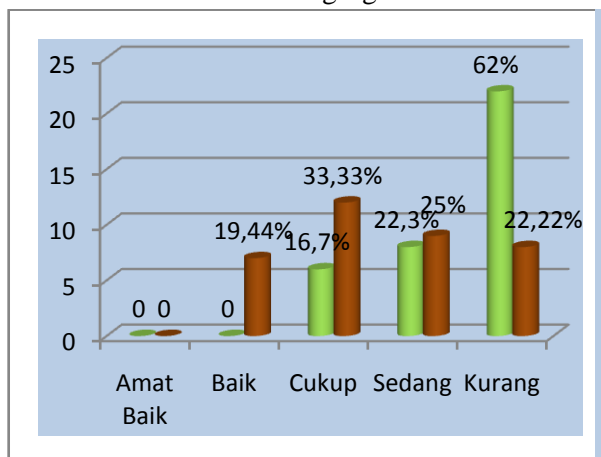


Figure Application of Peer Tutor Method In Fulfilling Performance Appraisal of Elementary Teachers

Based on the graph above, preliminary data from 36 teachers were 22 people (62%) in the category of less, 8 persons (22.3%) in medium category, 6 persons (16,7%) in enough category, and none meet the good category and very good. The average value of teachers' ability to fulfill PKG is medium category (52,55).

Furthermore, when the application of peer tutoring methods, teachers selected as tutors as many as 6 people are assigned to explain about PKG materials and help other colleagues who have difficulty in meeting the points of the PKG indicators. The task of teachers who become participants, doing tasks according to the indicators of PKG and practice. Application of peer tutor methods seen there is progress that is from 36 teachers there are 7 people (19.44%) in good category, 12 people (33.33%) in enough category, 9 people (25%) in the medium category, 8 people (22.22%) in the less category. Furthermore, the average competence of teachers increased by 65.23 are in the Enough category.

CONCLUSION

The conclusions of this research are: The application of peer tutor method can improve the Performance Assessment of Elementary Teacher Performance. Furthermore, the average teacher competence is 65.23 is in the category Enough, the application of peer tutor method is very good for the understanding and ability of teachers in fulfilling the PKG. Previous data on average teacher PKG 52.55 (medium category), after the application of peer tutor method average teacher PKG better 65,23 (enough category).

The research suggestions are as follows: (1) Teachers in their performance are required to always renew and improve their competence in the pedagogic, personality, social and professional dimensions. (2) Participants who are teachers, should be able to give positive feedback on the use of peer tutoring methods in the past learning process can be more effective and efficient. (3) The application of peer

tutor methods should be improved continuously following the development of science technology so that the learning process becomes active, creative, and fun.

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