



ANALYSIS OF EDUCATION POLICIES RELATED TO IMPROVING TEACHER PERFORMANCE

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Abstract:

Teachers play an important role in carrying out functions and realizing national education because teachers are educators who will produce quality students by providing knowledge to students. To help teachers meet these expectations, it is necessary to have efforts that can be taken in improving teacher performance in order to achieve quality education and produce quality students. This study aims to analyze educational policies related to improving teacher performance. The research method used in this study is a qualitative method with a descriptive approach to the study of documents / texts

Keywords: *Policy Analysis, Improvement, Teacher Performance*

INTRODUCTION

Education is one of the main focuses in efforts to develop human resources in a country, including the State of Indonesia, education is able to change the quality of human resources for the better, the existence of knowledge and skills in a person will change the quality of one's life. Achieving the quality of education can be implemented with the existence of a learning process in educational institutions, both formal and non-formal institutions. School as one of the formal institutions is the executor of government policies in the field of education that have been stipulated in various policies both in laws and in government regulations. One of them is Law No. 20 of 2003 concerning the National Education System which provides a basis for schools in implementing the learning process as a form of achieving high quality education.

Improving the quality of education in schools requires qualified teaching staff, qualified teaching staff can be seen from the performance produced in implementing the learning process in schools, the quality of a teacher as an educator has a large role in various learning activities in schools, Duffy and Roehler say that the activity of a teacher carried out in the learning process runs smoothly, is moral and comfortable for students is part of the teaching activity, and is a teacher's effort to improve the quality of education through the implementation of the curriculum in the classroom. (Duffy and Roehler, 1989:80)

Teachers have many tasks, both related to the service and outside the service in the form of dedication. If in the group there are three types of teacher tasks, namely tasks in the professional field, humanitarian tasks, and tasks in the community sector, the first task of the teacher as a profession includes educating, teaching, and training. Teaching means continuing and developing science and technology, educating means continuing and developing the skills of students. The two tasks are in the humanitarian field, a teacher at school should be able to make himself a second parent who is able to attract sympathy so that he becomes an idol for his students. Whatever lesson is given

should be able to motivate students in learning. Third, tasks in the social field, namely that tasks in the social or social field, the community places teachers in a very respectable sphere in their environment, because from a teacher the community expects them to gain knowledge (Jejen, 2016: 7)

So it can be said that the existence of good performance in the teacher will provide a large role in efforts to improve the quality of the learning process, so that increased performance is important to do as one of the school's strategies. Effective and efficient teacher performance in schools will produce students who have achievements. quality learning through a quality learning process as well. Therefore, the teacher's performance in the learning process needs to be improved, thus in this study the researcher wants to examine the factors of teacher performance that can improve the quality of the learning process in schools, thus it is suspected that the factors in improving teacher performance have a large role in achievement of the quality of the learning process in schools

RESEARCH METHODS

The method used in this study is a qualitative method, this method was chosen because it aims to determine how to find, collect, process, and analyze data from the results of the research. The type of approach to this research is descriptive research with a document/text study approach. The data collection method used is documentation, namely examining documents in the form of books, literature and scientific journals related to the topics written in this journal.

The purpose of document or text study is to examine the readability level of a text, or to determine the level of attainment of understanding of a particular topic from a text. In this study, researchers tried to understand how to improve teacher performance. The data taken in this study came from various sources and research results related to the case being investigated.

RESULTS AND DISCUSSION

Education is one important factor that needs attention to prepare competent human resources for the future. Education fights to impose and shape the character and civilization of a dignified nation, educate the nation's life, and develop the potential of students to become more qualified human beings, namely those who fear God almighty, have good morals, are healthy, knowledgeable, capable, creative, independent, and become responsible democratic citizens (Law No. 20 of 2003 concerning the National Education System). Because of the importance of this role, education must be carried out as well as possible.

Education policy is seen as the key to the country's excellence and existence in global competition. Thus education policy needs to be given top priority in this globalization era. In this opinion, Sack stated that the results of education determine the future of the nation. To achieve a bright future, a developing and sustainable education system is needed capable of producing a curriculum.

Studying policy is important thing because it is a necessity for educational scientists, to understand the study of public policy, (public policy) especially educational policy (educational policy). This interest is closely related to the expected role of educational scientists, not only later expected as quality education policy formulators, if educational scientists are involved in the policy-making process (policymakers) but more than that, educational scientists are expected to provide a large role in providing corrections to various errors (inaccuracies) in the formulation of various educational policies that have been produced by the government so far. Thus the study of education policy will provide a solid foundation for someone who wants to develop the profession as an education policy analyst.

Policy analysis is an applied science that is used for research and opinion to get results and have information that is relevant to policy and can be utilized at the political level to solve policy problems. Mead (2015: 1) says that policy analysis is advice or material for consideration in making public policies that contain the problems faced

and as alternative policies that can be taken with various assessments based on policy objectives. Public policy analysis aims to provide advice to assist policymakers in their efforts to solve public problems because, in public policy analysis, there is information related to public problems as well as arguments about various suggestions that might be used as consideration or input to policymakers (Hanushek :2015)

Education Policy As Public Policy

The policy comes from the English language "policy" which means solving problems or public interest that aims at the action. Policy, if accompanied by education, is a translation of the word "educational policy", so Hasbullah argued that education policy has the same meaning as government policy in the field of education. all parties to improve the quality of education. Meanwhile, if the policy is summarized, it can be interpreted as (Musfah, 2016:3)1) An outline of the provisions; b) as a guideline or handbook; 3) the Efforts and activities of a group of people who organize.

Public policy with education management always discusses education management at a macro level. Management in the field of education is directed at efforts to support the smooth achievement of educational goals. Education management can be said to be an activity of structuring aspects of education including in the education delivery system which is included in the process of making educational policies as is done in education management activities at the national and regional levels. The education aspect which is the study of education management is public goods, not private goods.

Analysis of Teacher Performance Development and Improvement Policy

Education policy in developing and improving teacher performance must at least meet the current developments as stated by Fattah and Latifah (2012: 145) educational policy analysis explains how the State plans and leads to education priorities. Then the results are explained by the presence of global policy factors.

If you look at the condition of education in Indonesia, teachers are still not professional in carrying out their duties and responsibilities. The quality of education is low, this is also because the quality of the teachers themselves is still low. It's not entirely the teacher's fault, but the teacher is the central point of education. If the quality of teachers can be increased then the quality of education can also increase. Therefore, it is necessary to increase teacher performance by holding certification which can effectively make teachers more professional (Asmarani, 2014:45)

The efficiency of the teacher professional education program is influenced by the components of supporting facilities and infrastructure to achieve process standards in the implementation of Subject Specific Pedagogy (SSP) workshop activities. SSP workshop activities are carried out through eight stages, namely: plenary 1, group discussion, group/independent work, plenary 2 (peer teaching), revision, approval of Educational Supervision

1. The role of LPTK, to be the "candradimuka crater" for the plenary education of prospective teachers; selective recruitment process; provide many practical portions, both for building professional ethics and other skills; developing various innovations to enrich abilities and develop the personality of prospective teachers; act as a performance strengthening institution; building cooperation and role synergy with related elements/stakeholders;

2. The role of the teacher, is professional appreciation.
Teaching is a chosen profession and not an alternative profession with all the consequences; Professional development as an integral part that is carried out inherently with the implementation of the TUPOKSI of teachers in order to improve performance and not mere promotion.

3. Role of the Government, improving management and implementation of management authority

Teacher more precisely; consistency in implementing reward and punishment; prepare various instruments needed; facilitation of competency development

(revitalization, PPG, MGPM) comprehensive engineering guidance activities).

Supardi in Miftachul Ulum and Abdul Mun'im (2022) explains that teacher performance can be represented by several indicators that have been determined as a measure of teacher skills and success. Achievements have a big impact on the amount of prizes awarded. Performance as a manifestation of one's own success as a manifestation of the services provided. Achievement means showing or doing, Mankunegara explains that achievement is the result of one's work, the amount achieved in fulfilling one's duties, and can be tracked.

Teacher Competency Standards become a reference in evaluating teacher performance. Based on Permendiknas No. 2010 concerning Technical Guidelines for Teacher Practice and Credit Scores, there are wrong principles in teacher assessment, including those based on four areas of teacher competence, namely personality competence, pedagogic-based competence, professional and social competence. ability. Therefore, the Teacher Competency domain is an aspect of continuous assessment. As stated by L. Lailatussaadah (Asri Yani et al: 2020), that in carrying out their professional duties, teachers must specialize or undergo a process of evolution and professional development. Teacher professional guidance and development includes the development of educational, personal, social and professional skills. Career coaching and development, on the other hand, includes assignments, promotions, and promotions. Efforts to coach and develop a teacher's career must be in accordance with the level of their functional status. Career development aims to improve teacher competence and performance in the context of organizing teaching and learning processes inside and outside the classroom. In carrying out their duties, the teacher is consistent with his responsibilities as a teacher.

In other words, the teacher must carry out his duties as well as possible without knowing the expression "handing over the performance of his duties." Achievement is also interpreted as achievement. which is manifested as success in individual work, but achievement in that matter is not related to the number of championships won by a teacher, but what can be seen from the teaching and learning process. Performance also depends on the person's job and field abilities. Professional success is also related to one's job satisfaction.

Therefore, to achieve optimal performance, teachers must develop and try to create situations in the school environment in accordance with applicable regulations. Teachers are expected to perform very well. Because high performance raises the level of talent in Indonesia, especially the younger generation, creating a generation that is intelligent and able to answer future challenges.

CONCLUSION

Education is one of the most important aspects considered in the development of the country. Education is also seen as a factor influencing socio-economic development, science and technology. In other words, every country needs a good education plan before its growth and development goals. Therefore, qualified teachers are needed to produce quality education.

Teacher quality largely determines the quality of the education system, but if the quality of teachers is low, the quality of the education system cannot surpass it. In addition, in order to practice effective teaching methods, it is first necessary to improve the quality of teaching staff. Because only effective learning by qualified teachers can achieve maximum educational results.

Therefore efforts are needed to improve teacher performance. Teacher quality can be improved through training and professional development programs. Indeed, the need for in-service teacher training should not be underestimated. Teacher training (Training or Education) in the service line is very important to improve the performance and motivation of teachers to teach in their respective fields.

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