

THE DEVELOPMENT MODEL OF JUNIOR HIGH SCHOOL TEACHER PERFORMANCE BASED ON THE ACEH QANUN OF EDUCATION ORGANIZATION

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ABSTRACT

This study identifies the factors underlying the development of junior high school teacher performance in Banda Aceh, focusing on the efforts of the city government in developing teacher performance. The methods used are case studies and phenomenology, with primary data collection through interviews, observations, and questionnaires, as well as secondary data from literature reviews. Before the development program, only 60% of teachers had a bachelor's degree in education, but after two years of professional initiatives, this figure increased to 85%. Classroom observations showed a 30% increase in student engagement, and 75% of teachers felt more confident after attending subject training. The survey showed a 40% increase in the use of innovative post-training teaching methods, as well as a 20% increase in student test scores in schools implementing the program. These findings underscore the importance of strategic policies, in accordance with Qanun Aceh No. 9 of 2015, to ensure continuous improvement in the quality of education.

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INTRODUCTION

Law No. 11 of 2006 grants Aceh's local government the authority to regulate all public sectors, except national security, justice, and some religious affairs. It ensures that every Acehnese resident has the right to quality education, aligned with modern advancements, while respecting democracy, human rights, Islamic values, and cultural pluralism. Law No. 18 of 2001 on special autonomy enables Aceh to adapt its education system to its unique sociocultural context, including an Islamic education framework as outlined in Aceh Qanun No. 5 of 2008. The goal is to produce students who are faithful, knowledgeable, creative, and responsible.

Aceh's educational Qanun combines the national curriculum with local content, emphasizing an Islamic-based curriculum at primary and secondary levels. However, challenges remain in improving education quality, aligning learning with job market needs, and optimizing resources. Central to these improvements is the quality of teachers, whose role is crucial in advancing national intelligence and civilization, as mandated by Law No. 14 of 2005.

Following the tsunami disaster, Aceh's education sector prioritized infrastructure development, neglecting the quality of education (Mujiburrahman, 2012). Despite improvements in facilities, education quality remains a concern, as spending and resources haven't translated into better outcomes (Ivaschenko et al., 2006). To enhance quality, efforts must include teacher performance development, adequate resources, and student support (Izzah, 2016).

In Banda Aceh, challenges mainly revolve around teacher quality and school management. Improving teacher performance is crucial for effective learning outcomes, as qualified teachers are key to delivering quality education. The Banda Aceh city government has launched initiatives such as recognizing professional achievements, increasing teacher allowances, refining career development systems, and ensuring equitable teacher distribution (Banda Aceh City Government, 2023).

However, the implementation of Aceh Qanun No. 9 of 2015 on educational organization requires further effort from policymakers at both school and city government levels. This study evaluates the implementation of teacher performance development in Banda Aceh, focusing on the vision, planning, execution, and assessment of city government programs, and proposes a relevant teacher performance development model for junior high schools.

Teachers in Banda Aceh face challenges such as high teacher-student ratios, insufficient professional development, limited access to modern teaching methods, and a lack of resources. This study will examine these issues and the city government's efforts in managing teacher performance development, focusing on program elements like inputs, processes, and outcomes. The goal is to propose a conceptual model for future teacher performance development to enhance educational quality in Banda Aceh.

The research aims to develop a teacher performance model that improves teaching quality and student outcomes while aligning with the Aceh Education Qanun and local regulations. This model will ensure compliance with the legal and cultural framework, guiding future teacher development initiatives. Additionally, while cloud computing is

becoming more widespread, security and privacy issues remain a significant concern (Zhu et al., 2013).

RESEARCH METHODS

This research was conducted in Banda Aceh City, focusing on institutional analysis related to the performance development of junior high school teachers. The subjects of the study include institutions such as the City Council, the Education and Culture Office, the City Development Planning Agency, the City Secretary, the Local Education Council, sub-districts, and the community. The object of the research is the junior high school teacher performance development program. A qualitative approach was used to gain a deeper understanding of aspects such as teacher performance development, the factual conditions of schools, the vision for teacher performance improvement programs, city government policies on improving the quality of secondary education, and the efforts of the Education and Culture Office in managing development programs (planning, implementation, and evaluation) and the management system components (input, process, and output) for teacher competency. The qualitative approach aims to understand and interpret human behavior and interactions in specific contexts (Creswell, 2007). The methods used were case study and phenomenology. The case study method delves into specific cases in depth, involving various sources of information, while the phenomenological method captures observable phenomena to build insights about the roles of schools and the city government in improving teacher performance.

The data in this research consist of primary and secondary data. Primary data were collected using interviews and direct observation. Semi-structured interviews were conducted with an interview guide prepared in advance to ensure precision and alignment with the research objectives (DiCicco-Bloom & Crabtree, 2006; Qu & Dumay, 2011). These interviews aimed to be more focused and in-depth. Direct observations were made of all elements of the school committee to closely capture any phenomena related to the research problem. Additionally, data collection included a seminar to further explore the data by inviting representatives from parents, school principals, teachers, education staff, the local community, and other relevant figures. Responses from these various parties helped provide a comprehensive answer to the research question, contributing to the overall conclusions. Secondary data were obtained through a literature review, including books, journals, documentation, and relevant research findings.

RESULTS AND DISCUSSION

Development Program Conditions

The junior high school teacher performance development program in Banda Aceh has potential for growth, but also faces challenges, including weaknesses in mapping teacher competency development and alignment with school needs. The city's strength lies in motivated teachers, available resources, and strong partnerships. However, weaknesses include sectoral ego, overlapping responsibilities between the Education and Culture Office and the Employment and Training Agency, and a rigid, bureaucratic work culture. Additionally, some teachers are satisfied with their achievements and background, and recruitment for development programs often favors those with emotional ties to policymakers.

The study aims to interpret and present the findings from interviews and observations, focusing on the development of a teacher performance model in alignment with the Aceh Education Qanun.

Interview Results

1. Teachers' Understanding and Perception of Aceh Education Qanun:

- Findings: Most teachers understand the Aceh Education Qanun but some feel that there is a lack of information about its implementation in daily performance.
- Quote: "I know about the Aceh Education Qanun, but it is not yet clear how it will be applied in my performance evaluation." (Teacher A)

2. Obstacles in the Implementation of Teacher Performance:

- Findings: Some teachers identified obstacles such as a lack of training, facilities, and support from the school. Quote: "We often don't get enough training to implement new policies." (Teacher B)

3. Principal's Views on Performance Evaluation:

- Findings: The principal emphasized the importance of clear and consistent evaluation standards that are in line with the Aceh Education Qanun.
- Quote: "Performance evaluation must be transparent and in accordance with the guidelines contained in the Qanun." (Principal C)

4. Expectations and Recommendations:

- Findings: Teachers expect more training, constructive feedback, and adequate resources to improve performance. Quote: "I wish there were more opportunities for training and clear feedback regarding my performance." (Teacher D).

Direct Observation Results

1. Teacher-Student Interaction:

- Findings: Most teachers showed positive interactions with students, using interactive teaching methods and engaging students in the learning process.
Observation: Teacher E uses open-ended questions to encourage discussion in class, demonstrating an inclusive approach..

2. Use of Teaching Methods:

- Findings: Some teachers use traditional teaching methods while others incorporate technology and innovative approaches.
- Observation: Teacher F used multimedia presentations to explain complex concepts, increasing student engagement.

3. Classroom Management:

- Findings: Observed teachers generally have good classroom management skills, but there are some who need to improve time management and discipline.
Observation: Teacher G has good classroom control and is able to keep students focused during the lesson, while Teacher H sometimes has difficulty controlling a crowded class.

4. Implementation of Aceh Education Qanun:

- Findings: The application of Acehese Education Qanun in teaching has varied, with some teachers actively integrating the values of the qanun in learning.
- Observation: Teacher I consistently relates the subject matter to the values in the Aceh Education Qanun.

The results of these interviews and observations provide in-depth insights into the current state of teacher performance and areas that need improvement. Thus, this research can make a meaningful contribution to the development of a more effective teacher performance model in accordance with the Aceh Education Qanun.



Figure 1. The strategy for teacher performance development model in Banda Aceh city.

To address existing challenges, nine strategies based on SWOT analysis can guide teacher performance development in Banda Aceh. These strategies include:

1. Re-analyze teacher performance development needs to align with school requirements.
2. Optimize cooperation between the government and partners.
3. Involve experts in program planning.
4. Increase socialization of policies and expand educational opportunities for teachers.
5. Prioritize development opportunities based on teacher needs.
6. Reconstruct systems, especially recruitment, selection, evaluation, and supervision.
7. Clarify job roles and authority between the Education Office and Employment Agency.
8. Subsidize undergraduate-level development programs for teachers.
9. Provide leadership opportunities for teachers who complete development programs.

These strategies can serve as a reference model for improving teacher performance management in Banda Aceh.

Basic Assumptions of Development Model

The implementation of teachers' professional duties must align with legal requirements. According to Article 20 of Law No. 14 of 2005, teachers must plan quality learning, assess outcomes, and continuously improve their academic and professional qualifications in line with scientific and technological advances. They must be objective, non-discriminatory, and uphold laws, ethics, and national unity (Subroto, 2013; Shabir, 2009).

Additionally, Article 28 of Government Regulation No. 19 of 2005 requires teachers to have the necessary academic and competency qualifications, be physically and mentally healthy, and support national education goals (Mali, 2013). Teacher competencies include pedagogic, personality, professional, and social skills. Thus, teacher performance development involves enhancing teaching capacity, fostering positive attitudes, embodying values for students, and adapting to the goals and environment of education.

The first priority of educational development is directed at equal distribution of opportunities for elementary and secondary education. The junior high school serves as a foundation of personality development for a good child, the foundation of the basic ability of children, and early education providers to prepare for continuing to higher education level. The main basic skills that are given to students are the abilities that enable them to think critically and imaginatively as reflected in their writing, numeracy, and reading skills. The position of teachers and their competence is a strategic factor in the framework of achieving the institutional strategic goals of the school. From the perspective of education resource management, the development of teacher performance by local government through autonomy and changes in their authority structures requires vision responsive to future changes and challenges, proper and anticipatory planning, flexible curricula, preparedness of educational resources and program development, and proper adjustment and corrective measures.

The Development Model of Teacher Performance

Based on the basic assumptions of the teacher performance development model, further constructed the junior high school teacher performance development model in Banda Aceh city which includes aspects of vision, planning, implementation, and evaluation (Figure 2). With regard to vision, there are two important aspects to be considered in teacher performance development management. First, the vision should reflect the common vision and commitment without the sectoral ego between the education and culture office and employment, education, and training agency in Banda Aceh. Thus, the relationship between those institutions becomes more flexible and compact in making policies, work programs, program criteria, and program goals. Second, awareness defines the vision as a representation of the confidence of the two institutions about the future form of organization in the view of customers, employees, voters, and other important stakeholders. Furthermore, the program and its process of teacher performance development were designed by involving competent elements and institutions such as universities, educational advocacy institutions, teacher professional organizations, educational quality assurance institutions, and school accreditation board. The strategic plan of education in Banda Aceh as a reference for junior high school teacher performance development plan is quite good when viewed from the concept, format, process, and strategic issues.

The plan necessitates the steps of teacher performance development with dimensions of status enhancement and implementation. Both dimensions have been programmed in the teacher performance development plan in Banda Aceh city. From a theoretical point of view, the teacher performance development plan is considered good enough because it contains a comprehensive diagnosis of program needs especially related to specific knowledge and specific skills to be gained. Nevertheless, the plan has not met several criteria.

First, the contribution of the goals and targets of development. Every aspect of the planned activities and components is actually an organized system established for the achievement of educational goals and targets. Second, the primary aspect of development planning. Planning is the first and foremost step because planning always precedes and guides the rest of the management steps. Third, the absorptive power of development planning. Planning should be comprehensive and cover all the components that exist at each level of management. Fourth, the efficiency of the development plan. Planning with alternative choices of actions and decisions made are expected to be implemented well so that the goals and targets of education can be achieved efficiently.

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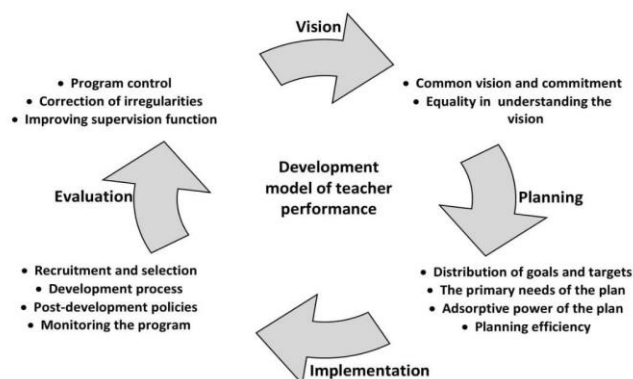


Figure 2 Aspects of vision, planning, implementation, and evaluation in the teacher performance development model.

Implementation of teacher performance development model has several aspects, namely recruitment and selection, development process, post-development policy, and monitoring/ evaluation. In terms of productivity, the implementation of the junior high school teacher performance development program in Banda Aceh city has resulted in significant improvements in the quality of its human resources. But in terms of selection, the implementation has not been fully compliant with the procedure and still found cheating. Although the selected candidates were the teachers who have met the requirements and were expected to be able to complete the program well. To overcome these problems, it is necessary to develop effective recruitment criteria by establishing guidelines in the form of legal basis, sending out brochures and announcements, checking the validity of fulfillment of requirements and morality, assessing the recommendation of superiors and colleagues, assessing work achievement and ability, and conducting selection on the basis of efficiency (Figure 3). Furthermore, the development process is a crucial factor in teacher performance development programs. Therefore, it is necessary to agree on the criteria for an efficient, quality, and relevant development program. Efficient means cost-effective, easy to carry out, timely in implementation, and supported by available program resources. Quality means to achieve the quality of process and output in accordance with the plan. The outcome criteria of the development program are teachers who have qualifications and competencies. Furthermore, teacher competence should be developed within the framework of supporting the development of school organizations. In other words, teachers needed are sensitive and responsive teachers to new opportunities and

challenges, not fixated on routine activities to bureaucracy but able to make breakthroughs via creative and innovative thinking, have futuristic and systematic insights, have the ability to anticipate and minimize risks, keen on new sources and opportunities, have the ability to combine multiple sources with high productivity, and have the ability to optimize available resources.

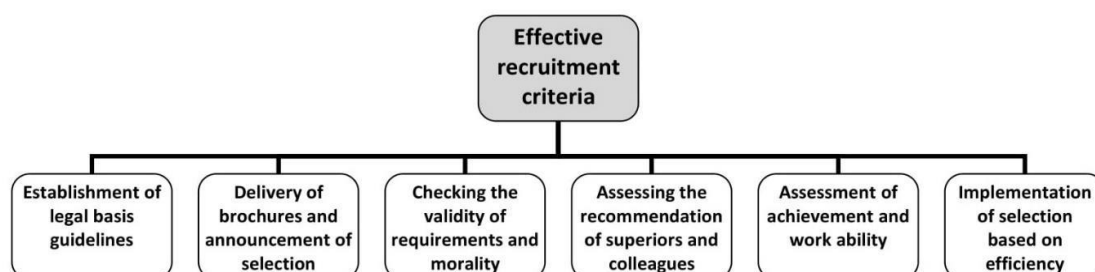


Figure 3. An effective recruitment criteria in the junior high school teacher development program.

Judging from the teacher's achievement domain, teacher performance development programs consist of meaning to improve and deepen the mastery of science, application of science and problem solving, personal and social skill, motivation and commitment. Therefore, teachers who have followed the development program and successfully improved their performance should be given incentives such as the opportunity to lead the school or continue their formal education to a higher level. The problem that often arises in the most teacher performance development program is its inconsistency in the supervisory function. Supervision is understood and executed only to fulfill the obligations of formality. The supervision carried out includes direct supervision conducted through periodic meetings between the office of education and culture with teachers undertaking indirect development and supervision programs conducted through analysis of progress reports of program participants. Therefore, the evaluation of teacher performance development program is expected to be implemented in the context of program control. In the sense that there is a guarantee that the implementation of the development program can run in accordance with the plan and correct the irregularities that hinder the achievement of the goals of the teacher performance development program in junior high school.

CONCLUSIONS

This study describes the factors influencing the improvement of junior high school teacher performance in Banda Aceh, including school conditions, municipal policies, and

teacher development programs. The teacher performance development program shows potential for growth, with identified weaknesses, opportunities, and challenges. A SWOT analysis identified nine strategies for a teacher performance development model, covering vision, planning, implementation, and evaluation. The model involves shared vision and commitment from authorized institutions, planning with universities, teacher organizations, and accreditation boards, and effective implementation through recruitment, development, and post-development policies. The program's implementation has shown positive results, though weaknesses remain. Effective recruitment criteria include clear legal guidelines, performance appraisals, and co-worker assessments. The program has resulted in teachers with the qualifications and competencies to adapt to new challenges, think creatively, and optimize resources. Teachers who participate in the development program should be given leadership opportunities and further education. Ongoing evaluation ensures the program aligns with its objectives.

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