

Secondary School Teachers' Performances at Sandaran Sub- District of East Kutai District East Kalimantan Indonesia

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Abstract

Being geographically located in isolation from the Kutai Timur District, has not prevented the school-aged population of Sandaran Sub-District, Kutai Timur District of Indonesia to obtain education services as ruled in by the 1945 Indonesia's Constitution, article 31. Purposes of this research are to find out about the teachers' performances in preparing, implementing and evaluating their teaching-learning process at their secondary schools at Sandaran sub-district, Kutai Timur District, Indonesia. Using the qualitative approach, the data were collected through observation, in-dept interviews towards the secondary school teachers and documentary studies. Conclusions indicated that 1) in preparing their lesson plans, teachers tend to design those that comply with their tertiary qualifications only, not those that they are not qualified in. 2) Implementation of the teaching learning process has been running well with good discipline enforcement at schools, 3) Evaluation of the teaching-learning process has its own advantages with the application of mid-semester and semester exams resulted in repeatedly intensed learning towards a students' better independent learning.

Keywords: Teachers' performances; Secondary school teachers; Teaching-learning process.



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1. Introduction

Teachers' performances have, so far, been a central development national issue in striving to improve Indonesia's human resources. Teachers' problems mean education problems that lead to the nation's problems. Teachers are the primary elements in the whole education progracess, particularly at the institutional level [Surya \(2003\)](#) in [Usman \(2010\)](#). [Usman \(2010\)](#) adds that when education has become a leading sector in development, almost every country then puts teachers to be the important parts in undergoing changes towards its education system. Teachers have become the empowering instrument in trying to improve human resources. With a bigger national budget in education, Indonesia has been trying to improve its national education standard by producing and enforcing laws in education, among others in its recruitment system, minimum teaching certificates teachers should own, the number of teacher hours and school management system.

A preliminary study conducted in this research indicates that there has been a gap in education quality between the isolated area such as Sandaran sub-district and that of the urban one. Difficult access to Sandaran subdistrict through river crossing, rough terrains, unserviced roads and costly consumables all contribute to the education quality as [Soelaiman \(2007\)](#) in [Usman \(2010\)](#) revealed that low education quality in Aceh Indonesia has been induced by lack of teachers, unequal distribution of subject-matter teachers, low welfareness, unprofessional competence and restricted infrastructure

The availability of secondary schools irrespective of geographically isolated by the article 31 of the Indonesia's Constitution is a must in advancing the whole nation. In addition that teachers should have pedagogical, personal, social and professional competences. Teachers recruited should nationally fulfill the determined criteria, i.e. having a minimum a bachelor degree completed with their teaching certificates. In terms of tertiary certificates the secondary school teachers have all fulfilled the required government criteria. Education administration also requires teachers to have their curriculum, syllabus, lesson plans, competences and teaching qualifications as well as evaluation sheets. The latest 2013 Indonesia's curriculum recognizes the importance of competence standard that should cover cognitive and psychomotoric competences

[Richard et al. \(2003\)](#) in [Setiyati \(2014\)](#) defines performance very simply as focused behaviour or purposeful work. In other words, job exists to achieve specific and definite result, and people are employed to do those job because the organization wants to achieve those result." [Lunenburg and Ornstein \(2000\)](#) in [Setiyati \(2014\)](#) and

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Sjamsir and Honest (2017) stated that teachers' performances is influenced by the school management roles such as leadership role, managerial role, curriculum and instructional role. One factor that influences the learning quality is the teacher variable as it is quite dominant in the learning process, which is responsible for the classroom learning process. The teacher can be implied an education executor at school.

Ilyas (1999) adds that performance includes 3 important components: 1) determining the purpose of an organization, 2) measuring the personnel's performance standard expected, 3) assessing personnel's performance. Soedijarto (1993) stresses four abilities the teacher should have: 1) planning his or her teaching-learning programs; 2) implementing and leading his or her teaching-learning process; 3) assessing his or her teaching learning progress; 4) establishing good relationship with his or her students. While Kusmianto (2017) emphasizes that the standard of teacher's performance concerns the quality in implementing his or her duties: 1) working with students individually, 2) preparing and planning his or her lesson plans, 3) making use of learning media, 4) involving students to share their learning experience and 5) active leadership by the teacher. There are five indicators to measure employees' performances in an organization, according to Robbins (2006) work quality produced from their skills and competences, 2) quantity, 3) punctuality, 4) effectiveness – the use of efforts, money and materials, 5) independence – their commitment and responsibility, 5)

Document traces against the secondary school teachers at Sandaran Sub-district Indonesia indicate that they have already had bachelor degree certificates plus teaching qualification ones as to comply with the Indonesian laws on education. However, it was found that there have still been obstacles in their performance implementation seen from the way they prepare their lesson plans, implement their teaching-learning instructions and they evaluate their students achievements related to the subject matters taught at schools. The latest mobile technology was also identified as quite a significant contribution towards the teacher's learning materials development. They are in desperate needs for data-base mobile technology to access internet and cellular phones for learning purposes, which they have not been able to, so far. They can no longer be reliable on physically available books even supplied by the government.

Problems of this study can be formulated as follows: 1) How do the secondary school teachers perform their teaching-learning preparation at Sandaran Sub-District, Kutai Timur District, Indonesia? 2) How do they perform their teaching-learning implementation at Sandaran Sub-District, Kutai Timur District, Indonesia? 3) How do they perform their teaching-learning outputs at Sandaran Sub-District, Kutai Timur District, Indonesia? This research was aimed at: 1) Finding out about the secondary school teachers' performances in preparing their teaching learning process at Sandaran sub-district of Kutai Timur District, Indonesia? 2) Finding out about their performances in implementing their implement their teaching learning process, and 3) Finding out about their performances in evaluating their teaching-learning outputs.

2. Research Method

Approach used in this research was qualitative - fenomenology type. It adopts the application of experiments and observations. Such of which can be implied to be the observed prediction on a theory. Qualitative approach is a research paradigm to describe an event, people's behaviours in detailed and in-depth in form of narrations (Mulyana, 2013). It is a research indicated by types of proposed questions such as: does it happen here?; what kinds of phenomena are these?; what variations are found in these phenomena? These questions are then answered in detailed. In general the research attempted to find out about the patterns of performances of the secondary school teachers at Sandaran sub-district, Indonesia in preparing their lesson plans, in implementing their teaching process and evaluating their students' achievements. Qualitative approach was also known naturalistic. It describes events related to natural research focuses. (Bogdan and Biklen, 1982). It has been viewed the most suitable to describe someone's role in his capacity as a teacher to deal with his or her students. Laboratory of a qualitative research is one's daily life and it cannot be put into a container, and neither can it be started, ended or even manipulated (Mores, 1994).

5 (five) schools all located at this isolated area were chosen as the research objects. There were totally 10 (ten) secondary school teachers taken as research subjects. They became nice and good informants during the research, that took totally 6 months. They have been teaching at their secondary schools for a number of years that they are familiar with what has been happening at schools and their surrounding environments.

Data analysis in this study used the Miles and Huberman (2014) interactive data analysis model, where the data obtained were interactively taken continuously up to the point that they had reached a saturated condition. Observations were conducted until all information needed had reached a saturated condition in each of the schools investigated. In-depth interviews were conducted in a comfortable and relaxed atmosphere that none of the respondents felt depressed. Results of interviews were recorded, transcribed and coded for easy analysis. All the data collected from the fields were selected by reducing the unnecessary ones. Data reduction means compiling, selecting the primary issues, focussing on the most important points, finding out about the themes and their patterns and leaving the unimportant things out. In turn, it would give a clear description in analyzing and drawing conclusions.

Data display was the step taken after data reduction. It was displayed in form of short descriptions, relations between two categories, flowchart, etc. The next step was early temporary conclusion drawings, which would change with findings of the new evidences. Final conclusion in this qualitative research was generated through breakthrough findings.

3. Research Findings

As part of Kutai Timur District in Indonesia, Sandaran is a sub-district geographically located in isolation. Distance to this sub-district is quite long by car through unserviced roads separated by the wide Sangkulirang river that requires transporting a vehicle to ferry boat. Difficult long-hour access to this sub-district has made living standard a fortune compared to the other sub-districts of Kutai Timur District. The government, however, has been trying to set up secondary schools in this sub-district to its developing population due to rapid migration to this area with the concession of palm plantations at Sandaran. School-aged generation living in this area has been confronted to the fact that they have no choice but go to schools that have been provided in their home town with the existing condition.

3.1. Teaching Preparations

Observations at all secondary schools at Sandaran Sub-district, Indonesia denote that the teachers prepare all their instructions well as reflected by their lesson plans documented in the school administration offices. Based on interviews conducted towards the teachers, it was revealed that they can only produce the lesson plans that comply with their bachelor degree and teaching qualification certificates. They cannot design the lesson plans, which they are not qualified in. Most of the teachers teaching at secondary schools at this sub-district have been confronted to teach other subjects they are not qualified in. In terms of laws and legislation, teachers are required to teach minimum 24 hours a week to be able to get their monthly remunerations from the government. The fact that Sandaran sub-district is not located in an urban area with a lot of schools around, the minimum 24 hour requirement cannot be fulfilled completely. It is, therefore, necessary that they teach the other subjects they are qualified in to make up 24 hours a week. The reason behind this has been caused by the fact that it is difficult to recruit teachers, who are prepared to live at an isolated area and the fact that it is difficult to recruit particular subject-matter teachers that are qualified to teach particular subjects in line with their tertiary qualifications. The lesson plans available at all secondary schools are, therefore intended to satisfy the school inspectors that they are administratively available when being inspected.

3.2. Teaching Implementation

Teaching implementation was observed at all secondary schools. They ran quite well according to the education standard. Students start their first lesson at 07:30 in the morning and finish in the afternoon around 13:30 as other schools all over Indonesia. All students observed at all secondary schools at Sandaran sub-district obey the schools' rules and regulations with good discipline. Marching in the school yards in the morning before coming to classes is obeyed quite well. The novelty found in the teaching implementation was that both teachers and students have been granted free transport services to get to schools and to get home by the palm plantation companies operating at Sandaran sub-district. These services are given by providing the school truck-modified buses as part of their community program for the Sandaran Sub-District Indonesia. All these companies have a care that they have been focussing their community-empowerment budget on the education sector by helping develop the day-to-day teaching-learning activities. They do expect the education sector to advance as it has been at major urban areas in Indonesia the way it has been expected. Such services have been felt very helpful for the local community, particularly those who are at school-aged, one of which, discipline enforcement and other school activities have been running without any obstacles at all even in an isolated area such as this sub-district under which this research took place.

3.3. Learning Evaluation

All interviews led to the facts that this final stage of learning has been running very well even in isolated sub-district like Sandaran, Indonesia. All teachers conduct their evaluations at different stages of learning starting from the classroom evaluations known as formative tests. They evaluate their students' achievements having completed one topic by giving them oral and written tests. All teachers at school follow the policy given by the Department of Education where they have to give their students mid semester and semester test in each of the yearly semesters.

4. Discussion

Findings of the study revealed that the government policy makers have not been thinking about how an education policy should be implemented for schools located in an isolated area as the case of Sandaran Sub-District with restricted infrastructure, public facilities, cellular network. Limited number of school has not enabled teachers to comply with the minimum teaching hours allocated by the government. Implementation of the top-down educational policy has been confronted to the fact that it has not been easy for teachers and headmasters running their school at an isolated area such as that of Sandaran Sub-District to run their schools to be able to obtain good quality educational outputs as it has been at urban areas with perfect infrastructure and facilities. Education is a system (Department of Education and Culture Indonesia, 1979) that has its elements of educational purposes, learners, education managers, structure and grades, curriculum and facilities. Each system influences one another, which can be classified holistic.

The existence of palm plantation companies, however, has been quite helpful with their community development programs one of which is the provision of transport for education purposes. There has been a good cooperation between the companies that exploit the area by granting community empowerment and the government that strives to develop the people, all resulting in creating the needed facilities for people who are in desperate need for education in an isolated area such as Sandaran sub-district of Indonesia.

The good thing about educational evaluations by the secondary school teachers of Sandaran Sub-District, Indonesia, is that there are frequent repetitions towards the subject taught at schools. This is very positive for learning achievements. The more students repeat what they have learnt the better their achievements will be. According to the Psychology theory, leaning is to train human's memory that consists of: observation, response, imagination, perception, etc. by doing repetitions that memory will develop. According to Thorndike (1874-1949) in Zimmerman and Schunk (2003) proposed law of exercise, where learning is intended to establish a relationship between stimuli and response. Repetitions through observations are, therefore, necessary to generate a bigger opportunity of correct responses.

5. Conclusions

1. In preparing their lesson plans the teachers produce their lesson plans based on their expertise and qualifications not on the subjects they are not qualified in. The 24-hour minimum teaching hours have impacted on the teachers teaching the subjects matters they are not qualified in.
2. Implementation of teaching leaning has been running well with discipline enforcement because of the provision of transport by the surrounding palm tree plantations.
3. Evaluation has been conducted according to the government policy through formative and summative tests given to students every semester.

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