

PRINCIPALS' VIEW ON PERFORMANCE OF ELEMENTARY SCHOOL TEACHERS IN PEKANBARU, RIAU-INDONESIA

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Article Info	Abstract
<p>Received :03 February 2020 Accepted :21 March 2020 Published :29 April 2020</p> <hr/> <p>Keywords: Principals' expectations, school challenges, teachers' performance</p>	<p>It cannot be denied that the performance of teachers will greatly influence the success of schools in achieving its goals. This descriptive research is intended to discuss: (1) the principals' view on the performance of public elementary school teachers in Pekanbaru, Riau, Indonesia; (2) principals' expectations for the teachers' performance in the future; and (3) challenges faced by principals to improve teachers' performance in the future. This descriptive quantitative research was carried out at public elementary schools in Pekanbaru in May 2019 to October 2019. By using a proportional random sampling technique, 66 of 191 elementary school principals spread across 12 districts in Pekanbaru were selected as the sample. The questionnaire addressed to the principal was used as an instrument which was then analyzed through descriptive statistical analysis. In the end, it can be concluded that the best performance of teachers is in implementing the learning process. However, their performance in carrying out additional tasks in schools was rated by principals as the lowest average of all categories. The principals' expectations of the teachers' performance in the future are related to improving teacher competencies as well as improving the ability to utilize technology and equipment available at school. While the challenges faced, however, are related to the lack of willingness of teachers to continue their education and limited funds to participate in various training.</p>

INTRODUCTION

The Indonesian government through the Ministry of Education and Culture continues to make various changes and updates to the education system to improve the quality of national education. One aspect that plays an important role in improving the quality of education is qualified teachers, namely the teachers who are responsible to carry out their tasks and functions in the teaching and learning process and able to answer challenges quickly (Suryahadi & Sembodo, 2013). Further, the teachers also play very strategic roles in the formation of students' knowledge, skills and characters because the teachers are those who have direct contacts with their students every day during teaching and learning process (Jalal, Samani, Chang, Stevenson, Ragatz, & Negara, 2009).

The mandate of the Ministry of Education Number 16 of 2007 concerning Teacher's Academic Qualification Standards and Competence states that the main tasks of a professional teacher are to educate, to teach, to guide, to direct, to train, and to evaluate the students (Indonesian Ministry of Education and Culture, 2007). To be able to carry out these tasks, the teachers must have good professional skills and qualifications. As a result, the intended good quality of education can be reached faster. In everyday life, however, everything about teachers has always been the talk of many people. Many people believe that the low quality of education is caused by the insufficient ability of teachers. In other words, teachers' performance usually leads to the inadequate ability of teachers in carrying out their tasks and functions properly. Government Law No. 14 of 2005 concerning Teachers and Lecturers is designed as an effort to organize and improve the quality of teachers' performance in Indonesia (Indonesian Government, 2005).

According to Suliswoyo, Nasir & Maryani (2016), the teachers believe they have tried hard to show and apply their maximum performance in carrying out their tasks and functions. However, due to different conditions among all of the teachers, not all of them can carry out learning activities properly. As a result, their performance seems poor (ibid.). Performance can be interpreted as a person's ability to carry out tasks to achieve goals and plans according to certain standards (Fusco, 2000). This idea is in line with an idea given by Samsudin (2006) who mentions that performance is the level of execution of tasks that can be achieved by someone using his capabilities to achieve certain goals that have been set.

The Indonesian government evaluates teachers' performance every year. The evaluation refers to the formal process to review and rate teachers' performance and effectiveness of the teaching and learning process in the classroom. Aguinis (2009) claims that performance evaluation can be defined as the ongoing process used to identify, measure and develop an individual's performance under an organization's strategic goals. At a school, the evaluation of the teachers' performance is carried out by the principal based on the format of evaluation that has been issued by the government. The results of the evaluation can be

used as an input for the preparation of the Sustainable Professional Development Program. Further, it can also be used as the basis for determining teachers' credit scores to foster their career, rank, and position. Ideally, the findings of the evaluation can also be used to provide feedback to teachers and guide their professional development (Sawchuk, 2015).

Based on the Riau Province Government Institution Performance Report (LkjIP) for the 2017 fiscal year, one of the obstacles faced by the Education Office in achieving good quality education targets is the low competence of teachers. Their average score in the given competency test was only 55.2, which is below the national standard. Of course, this is also one of the things that affect teachers' performance. Government Law No.14 of 2005 concerning Teachers and Lecturers states that teachers' performance consists of several components: (a) pedagogical abilities; (b) professionalism abilities (c) social abilities, and (d) personality. Meanwhile, PSDMPK-PMP Agency Ministry of Education and Culture (2012) add two more components: (a) teachers' abilities in carrying out the learning process; and (b) teachers' abilities in carrying out additional tasks relevant to school functions. Then, the purposes of this research were to obtain an empirical picture of (1) The principals' view on the performance of public elementary school teachers in Pekanbaru - Riau; (2) Principals' expectations for the teachers' performance in the future; and (3) challenges faced by principals to improve teachers' performance in the future. The findings and results of this research can be used as a reference by the government, especially the Education and Culture Office in Pekanbaru - Riau to design various policies in the field of education as well as to make various policies related to teachers' performance. Slow but sure, teacher competencies can be improved and a good quality of education will be real.

RESEARCH METHODOLOGY

This research is intended to discuss the principals' view on the performance of public elementary school teachers in Pekanbaru - Riau. The formulation of research questions are as follows: 1) What is the principals' view on the performance of public elementary school teachers in Pekanbaru - Riau?; 2) What are the principals' expectations for the teachers' performance in the future; 3) What are the challenges faced by principals to improve teachers' performance in the future?

This descriptive quantitative research was conducted at public elementary schools in Pekanbaru - Riau in May up to October 2019. Data collection was done in August 2019. All active public elementary school principals during this time became the population. There are 12 districts all together in Pekanbaru - Riau, and each district has a different number of public elementary schools. Through a proportional random sampling technique, 66 of 191 school principals spread across were selected as the sample (Cresswell, 2009).

The instrument used was a questionnaire addressed to the principal (Matthews & Ross, 2010). The principals are asked to give their response by answering the given questionnaire. For each item, the principals may give more than one response, depend on their view. Thus, the responses given by principals reflected their views on teacher performance.

Principals' views on teachers' performance are categorized into three levels namely: Good, Mediocre, and Insufficient. In the process of data analysis, this assessment is represented by numbers 1-3, where insufficient = 1 (with an interval score between 0-50), Mediocre, = 2 (with an interval score between 51 and 75), and Good = 3 (with an interval score between 76 and 100). The use of this number was only intended to facilitate the calculation and interpretation of research data without other purposes. Therefore, the average grade displayed was a general description and was not intended to measure the ability of each teacher. Data obtained in this research were analyzed through descriptive statistical analysis displayed in the form of tables and graphs.

RESULTS AND DISCUSSION

Results

The following are the results of a questionnaire analysis given to 66 school principals.

Teachers' Performance

First research question; How is the principals' view on the performance of public elementary school teachers in Pekanbaru - Riau?

The results of data analysis can be seen in Table 1.

Table 1: Principals' View on the Teachers' Performance

No	Statements	Mean	SD
1	Teacher's ability to recognize the characteristics of students.	2.91	0.29
2	Teachers' ability to understand learning theories and learning principles.	2.80	0.40
3	Teachers' ability in terms of curriculum development.	2.76	0.47
4	Teachers' ability in terms of learning activities that educate the students.	2.83	0.45
5	Teachers' ability to understand and develop students' potential.	2.89	0.40
6	Teachers' ability in mastering materials that must be taught.	2.77	0.49
7	Teachers' ability related to scientific concepts of the materials taught.	2.77	0.42

No	Statements	Mean	SD
8	Teachers' ability to manage the teaching and learning process.	2.86	0.35
9	Teachers' ability to manage classes.	2.92	0.27
10	Teachers' ability to choose and use suitable learning media and learning resources.	2.70	0.53
11	Teachers' ability to evaluate students' achievement.	2.88	0.37
12	Teachers' ability to communicate with students.	2.86	0.39
13	Teachers' ability to be sympathetic.	2.76	0.50
14	Teachers' ability to collaborate with school committees.	2.80	0.53
15	Teachers' ability to get along with colleagues and educational partners.	2.91	0.29
16	The teachers' stability and personal integration.	2.88	0.33
17	Teachers' sensitivity to changes and renewal of the situation.	2.68	0.59
18	Teachers' sensitivity to the development of science and knowledge.	2.67	0.62
19	The effort did by teachers to obtain the best results of work.	2.76	0.61
20	Teachers' discipline in carrying out tasks.	2.88	0.37
21	The sympathetic, attractive, flexible, and wise attitude of the teachers.	2.85	0.36
22	The critical attitude that teachers have.	2.79	0.41
23	The authoritative attitude that teachers have.	2.92	0.27
24	Teachers' discipline in terms of attendance, and work ethic.	2.88	0.37
25	Teachers' efficiency and effectiveness of teaching.	2.76	0.50
26	Exemplary of teachers both in speaking and behaving.	2.89	0.40
27	Teachers' ability to motivate students to learn.	2.89	0.40
28	Teachers' ability to carry out additional tasks that reduce their teaching hours.	2.77	0.49
29	Teachers' ability to carry out additional tasks that do not reduce their teaching hours.	2.70	0.50
30	Teachers' ability to carry out an additional task that less than one year.	2.74	0.51
Average Score		2.82	0.096

Table 1 explains the principals' views about the performance of the teachers at the schools they lead. The components of teacher performance are divided into six aspects: (1) pedagogical abilities; (2) professionalism abilities; (3) social abilities; (4) personality abilities; (5) abilities in carrying out the learning process; and (6) abilities in carrying out additional tasks. Based on Table 1, most of the principals considered that the performance of teachers in the schools they lead was quite good (Mean = 2.82). The performance that is considered the best is about an authoritative attitude that teachers have and their ability to manage the class with a mean score of 2.92 and teacher's ability to recognize the characteristics of students and teachers' ability to get along with colleagues and educational partners (mean = 2.91). However, the teachers' sensitivity to the development of science and knowledge is considered to still need to be improved (Mean = 2.67).

Statements number 1, t5 are related to the assessment of teachers' performance on the pedagogical aspects. In this case, the teachers are considered to have a very good ability to recognize the characteristics of students and develop their potentials. However, the ability of teachers to develop the curriculum is considered moderate (mean = 2.76). In terms of professional ability (no. 6-11), the teachers have excellent ability in managing the class, mastering the scientific concepts being taught, and giving an assessment (mean = 2.88 - 2.92). However, the ability of teachers to use learning media and master teaching materials still tends to be moderate (mean = 2.70 - 2.77).

The social abilities of teachers (no. 12-15) and personality abilities (no. 16-23) show that teachers have good abilities in building cooperation and communication with students, school committees, and colleagues (mean = 2.76 - 2.91). Teachers are considered to have a good ability to guide and carry out the learning process (no. 24-27). The teachers are also considered efficient, effective, discipline, and able to motivate students (mean = 2.76 - 2, 89). In terms of carrying out additional tasks (no. 28-30), teachers are considered able to carry out additional tasks (mean= 2.70 - 2.77). Overall, the average teachers' performance score can be seen in Figure 1.

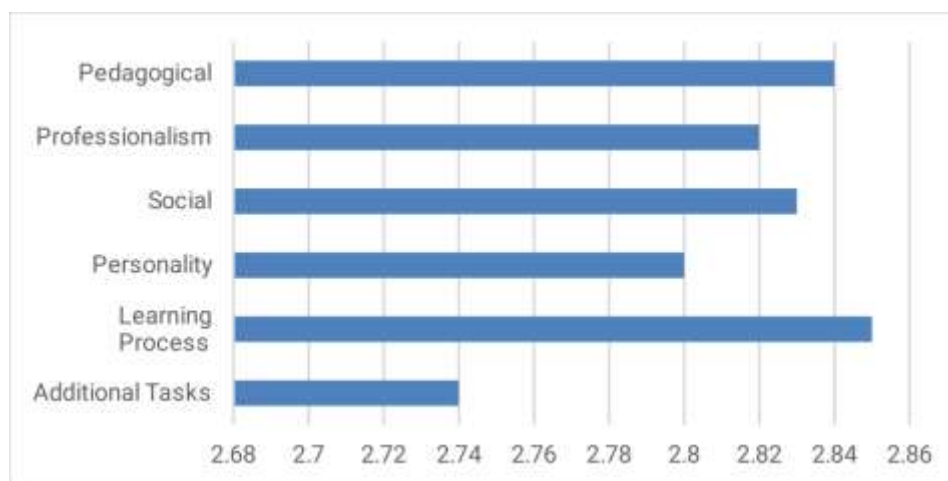


Figure 1: comparison of average teacher performance by category

Figure 1 indicates that the best performance of the teachers is in implementing the learning process, with an average mean score as many as 2.86. Further, the average scores of teachers' performance in other categories, namely pedagogic, professional, social, and personality are not quite different (2.80-2.84). However, the performance of teachers in carrying out additional tasks at school was assessed by the school principal as the performance with the lowest average score of all categories, namely 2.74.

Principals' Expectations

Second Research Question: What are the principals' expectations for the teachers' performance in the future?

Based on data analysis, the principals' expectations for the teachers' performance in the future are:

1. Teachers have to understand their tasks and functions well.
2. Teachers have to master knowledge in their fields.
3. Teachers have to continue their education to higher levels to have good academic qualifications which can ultimately improve their performance.
4. Teachers have to understand ICT use so that they can find information as to their teaching materials.
5. Teachers should be more creative in utilizing all existing facilities at schools for the benefit of learning and educational progress.
6. Teachers should be given opportunities to participate in various training to improve the quality of their skills.
7. Teachers must have a good motivation, work ethic, dedication and responsibility in carrying out their tasks and functions.
8. Teachers should be willing to innovate, abandon the old paradigm and dare to make changes by increasing knowledge, skills and insights needed to carry out the tasks.
9. Teachers must be active, creative, innovative, trustful, discipline, and becoming hard workers in implementing the learning process.

Challenges Faced

Third Research questions: What are the challenges faced by principals in improving teacher performance in the future?

Based on data analysis, the challenges faced by the principal regarding teachers' performance in the future are:

1. Lack of motivation of the teachers to continue their education.
2. Young teachers are lack understanding of educational psychology and its development.
3. Some teachers find it difficult to use technology in their teaching and learning activities.
4. Various problems happen because the teachers do not have the same level of pedagogic, professional, social and personal competence.

5. Not all teachers are creative and innovative.
6. Not all teachers have a sense of responsibility in carrying out their tasks.
7. Schools do not have sufficient funds to carry out various kinds of training.
8. Teachers have to prepare too many administrative activities so that they sometimes lack focus in carrying out their tasks.
9. Sometimes it is difficult to equalize teachers' perceptions in implementing the policies outlined by the government.
10. The income earned by some teachers is still too low so it is difficult to ask them to work optimally.

DISCUSSION

To provide the students with a good quality of education, good cooperation among school members should be maintained. In other words, school principals, teachers, and students will influence the implementation of academic performance and good operations of school very much (Jay, 2014). Everybody might agree that teachers can provide the students with education and help them very much to develop their educational and social competencies. Akinsolu (2010) has another opinion that supports this idea. According to Akinsolu, the availability of qualified teachers will determine the performance of students in schools. Lydiah & Nasongo (2009), however, say that the performance of students in their academic tasks has always been of special interest to parents, educators, government, and society at large.

Looking at the importance of teachers' performance, the findings of this research indicate that the performance of elementary school teachers in Pekanbaru - Riau is fairly good, especially in the aspect of their ability to carry out learning activities. This is of course caused by a sense of moral responsibility that they must bear in carrying out their tasks and functions as the teachers. The findings of this research also indicate that according to the principals' view, the ability of teachers to carry out additional tasks at school was 2.74. Teachers' performance in this aspect obtained the lowest average score although still can be categorized in the good category. This finding is in line with the principals' expectations related to teachers' performance in the future. The principals say that teachers should be given opportunities to participate in various training to improve the quality of their skills. Unfortunately, they do not have sufficient funds to carry out various kinds of training. Therefore, considering the issue of funding shown in this study, various parties such as the government must jointly work together with principals to solve the problems related to training and funding provision (Abubakar, 2015).

Other expectations of the principals are: the teachers have to understand their tasks and functions well, master knowledge in their fields, and continue their education to a higher level. Moreover, the teachers also have to understand about the use of ICT and other

existing facilities at schools. All of these expectations are logical. To fulfill these expectations, the right strategies are needed. One of the right strategies according to Shulhan (2017) is to form teamwork. The principals, teachers, employees, students, committees and other relevant parties can construct a solid team to reach the school success. All team members must have a sense of responsibility and mutual respect. The principals may act as the facilitator but all decisions are made based on an agreement with the school community. The principals, as an effective leader, have to play their roles to get the best things the teachers have.

Among challenges faced by the principal regarding teachers' performance in the future is that the teachers do not have the same level of pedagogic, professional, social and personal competence. To equalize the ability of teachers, the government has implemented Teacher Certification Activities. These activities seem not completely solve the problem yet. According to Yala and Wanjohi (2011), teachers' experience and professional qualifications become the prime predictors of students' academic achievement. However, based on questionnaire analysis, it was also found out that, according to the principals, teachers have to prepare too many administrative activities so that they sometimes lack focus in carrying out their tasks. Ideally, teachers should not be burdened with various administrative tasks, but they must focus on carrying out learning activities.

A study conducted by Maicibi (2003) highlights that the increasing workload of the teachers, large size classes, other topics and programs, and changing curricula are major demotivating factors in many countries. The teacher must focus on mastering knowledge and skills and trying to manage the class well and solve problems that occur in class wisely. Although not making much preparation, such as preparing lesson plans or various kinds of learning tools, an experienced teacher will be able to carry out learning activities of a particular topic for students (Stringfield & Teddlie, 1991). Besides, Shehnaz Tehseen (2015) argues that the size of classes and heavy load makes teachers resistant to new teaching methodologies and other innovations. The similarity of this situation with Indonesian education (Sulisworo, Nasir, & Maryani, 2016) might speak to the findings in this study which show that the score of teachers' performance related to innovation and development sensitivity are among the lowest in the data.

Other challenges faced by the principal are related to the lack of abilities of the teacher in using technology in their teaching process, lack the motivation to continue their education, less creative and also lack a sense of responsibility in carrying out their tasks. These situations are a little bit of danger and illustrate a negative attitude of the teachers. As Wirth & Perkins (2013) suggest that there is a significant contribution to the teacher's attitude to students' attention in classrooms, the negative attitudes might weaken students' engagement in the classroom. Moreover, teachers' characteristics are strong determinants of students' performance (Adu & Olatundun, 2007). Then, the important roles of the principals: as a motivator, manager, educator, supervisor, innovator, leader, and administrator need to be

implied. If the principal can carry out effective management, significant improvements in teacher behavior and performance will come to reality.

CONCLUSION

The purposes of this research are to obtain an empirical picture of (1) The principals' view on the performance of public elementary school teachers in Pekanbaru - Riau; (2) Principals' expectations for the teachers' performance in the future; and (3) challenges faced by principals to improve teachers' performance in the future. Based on data analysis, some conclusions can be drawn. First, the best performance of teachers according to the principals is the performance of teachers in implementing the learning process. However, the performance of teachers in carrying out additional tasks in schools was rated by principals as the lowest performance of all categories.

Secondly, the principals' expectations of the teachers' performance in the future mainly are related to improving four teachers' competencies: pedagogical, professionalism, social and personality abilities as well as the ability to utilize technology and equipment available at school. Various problems happened at school because of the issues of teacher's ability in improving these competencies. Thirdly, the challenges faced the principals, however, are related to lack of willingness of teachers to continue their education and limited funds to participate in various training. Some suggestions that can be given: (1) the principals and the government should work together in improving the quality of teachers. They must try to find out the factors that can motivate teachers in increasing their willingness to improve their performance; (2) the principals and the government must also provide opportunities, funds, and facilities to improve the various abilities of teachers. Working conditions, administrative support, and principals' behavior are considered as the most influential factors that are believed to improve teachers' performance.

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