

Analysis of Teacher Performance in the Context of Successful Implementation of the Pancasila Student Profile Program at SDN 04 Birugo, Bukittinggi City

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Abstract

The author sees a gap or discrepancy between the expected ideal conditions and the existing reality. The ideal condition in question is a condition where young teachers have high performance. High teacher performance can be said to be an ideal teacher figure at school. This study aims to analyze teacher performance in the framework of the success of Pancasila Student Profiles in Elementary Schools in the City of Bukittinggi. This type of research is qualitative with the objects studied at SDN 04 namely the principal, teachers, and students. Data collection techniques were carried out in 3 ways, namely interviews, document review, and observation. The data analysis technique in the form of 3 (three) stages, namely (1) data display, (2) data reduction, and (3) conclusion. The results of the study show that basically the implementation of the Pancasila student profile program at SDN 04 Birugo, Bukittinggi City has been going well. But regarding the achievement results are still not optimal, which are described as follows; (1) The quality of teacher work is not optimal in implementing Pancasila student profiles. This is due to the not optimal cooperation between teachers and the timeliness of implementation which is measured according to the length of time it takes to achieve it compared to the target plan. (2) the factors that influence teacher performance in implementing the Pancasila student profile are the leadership factor of the school principal, the teacher's motivating factor towards an ideal teacher profile, factors of facilities and infrastructure and cooperation factors among teachers based on coordination and synergy. (3) The principal's efforts in improving teacher performance to improve the implementation of Pancasila student profiles are to motivate individual teachers to develop cooperative attitudes among teachers and to take a persuasive and democratic approach by applying a type of transformative leadership in issuing policies.

Keywords: Teacher Performance, Pancasila Student Profile Program

INTRODUCTION

Education is a systematic conscious effort to achieve educational goals in the form of developing the potential of students to have religious spiritual strength, intelligence, self-development, noble character and skills that are useful for themselves, society and their country. This is stated in Law No. 20/2003 concerning the National Education System.

A school consists of various resources that interact together to achieve the vision of the organization that has been set. In this case the role of human resources determines the success of achieving the vision and mission. The role of human resources in question relates to the performance of teachers in schools. Teacher performance determines the success of the school in achieving its goals. In the context of educational management, the term performance is the work performance or work results of teachers which are determined based on the quantity and quality they achieve in carrying out their functions at school.

One of the educational programs in schools is the concept of the Pancasila Student Profile. This program was launched based on the vision and mission of the Ministry of Education and Culture as stipulated in the Regulation of the Minister of Education and Culture Number 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture for

2020-2024, it is stated that the concept of Pancasila student profile is one of the aspects that must be achieved in in the educational process.

Pancasila students are the embodiment of Indonesian students as long-lived education students who have global competence and behave in accordance with Pancasila values. There are 6 (six) characteristics of the Pancasila student profile, namely (1) faith, piety to God Almighty, and noble character, (2) global diversity, (3) mutual cooperation, (4) independent, (5) critical reasoning, and (6) creative.

In order to achieve the Pancasila student profile above, of course, it requires readiness from teachers in schools, including in the implementation process. In this case, the implementation process will determine success. Success also has implications for work performance. Thus teacher performance is one of the most important factors in order to achieve the iPancasila student profile.

In a school there are teachers of various ages and work experience. Of course the age and work experience of a teacher will also determine how he carries out his duties. Not only that, the age and work experience of teachers also determine their performance in school. The results of Pandipa's research (2019) explain that teacher experience is directly proportional to their performance. The more experienced a teacher is, the better the performance of an inexperienced teacher. This is because experienced teachers already know what and how they do their assignments at school.

The link between the performance of young teachers on the success of the Pancasila Student Profile program can be identified according to the characteristics of the performance related to the implementation process of the Pancasila Student Profile. Where from the 6 (six) characteristics of someone who has high performance, 3 (three) items were identified that were not optimal from the attitude of young teachers, namely (1) a high sense of responsibility towards work, (2) having a comprehensive work plan and efforts to realize the plan in achieving goals, (3) utilizing concrete feedback in the work activities carried out related to the implementation of the Pancasila Student Profile. These three items will have a direct effect on the successful implementation of the Pancasila Student Profile in schools.

The results of Bahri's research (2021) state that one of the successes of the Pancasila Student Profile is through the role of the teacher in collaborating with students' parents. Meanwhile Wibiyanto (2021) stated the results of his research that one of the obstacles to the successful implementation of the Pancasila Student Profile was the ability of the teaching staff, in this case teachers.

In connection with the above, in fact the performance of young teachers is still not optimal. It is known from the results of observations and interviews that the author conducted, it is known that young teachers tend to be arrogant so that they are less acceptable in the group. The lack of acceptance of young teachers in the internal environment of teachers in schools has an impact on teacher-to-teacher relationships. one particular task together.

Several senior teachers have conveyed the same thing about their assessment of young teachers where young teachers seem to close themselves off from working with other senior teachers. Young teachers tend to work alone in teams. Likewise with the behavior shown by young teachers in communicating both in formal and non-formal activities. This is related to ethics and moral values which cannot be said to be good.

With the personality of the young teacher above, it directly influences the working atmosphere of other teachers. This is directly related to the performance of the young teachers themselves. There is an attitude of irresponsibility in completing their assignments and not maximizing real and measurable feedback in every activity related to the implementation of the Pancasila Student Profile.

From the results of the interviews and observations as well as the literature study above, the authors then relate it to the implementation of the Pancasila student program. Whereas in the implementation of the program there are 6 characteristics that indicate that the Pancasila student program is declared successful, namely if students have attitudes and abilities in the form of (1) faith, fear of God Almighty, and have noble character, (2) global diversity, (3) work together, (4) independent, (5) critical thinking, and (6) creative. This means that if one of the 6 characteristics is not achieved, it can be said that the Pancasila Student Profile cannot be declared successful or successful in one school.

Based on the existing phenomena, and the research gaps and theoretical gaps above, the authors feel interested in analyzing teacher performance in the context of the success of Pancasila Student Profiles in Elementary Schools in Bukittinggi City. Where the author sees a gap or discrepancy between the expected ideal conditions and the existing reality. The ideal condition in question is a condition where young teachers have high performance. High teacher performance can be said to be an ideal teacher figure at school.

RESEARCH METHODS

This type of research is qualitative, which describes how the performance of teachers in elementary schools is related to the Pancasila Student Profile Program. This research is a qualitative research that is descriptive in nature and tends to use analysis of the data obtained. Moleong (2009) states that qualitative research is research that intends to understand the phenomenon of what is experienced by the subject holistically by means of descriptions in words and language in a specific natural context. The qualitative data in question is data obtained from observation sheets, field notes, interviews, and other documentation.

Data is a record or collection of information or information about something that is obtained through observation and searching for certain sources. The influence of data is very large on research results. Because, the research data will provide an overview of the research object. Then, the data can be used as a basis for research planning, reference for conducting research, solving problems in research, and as material for research evaluation.

The research location is at 04 Birugo Public Elementary School which is located at Jalan Sudirman, Aur Birugo Tigo Baleh subdistrict, Bukittinggi City. Research informants were school principals, teachers and students at SDN 04 Birugo City of Bukittinggi, as well as elementary school supervisors. The determination of informants for this study is based on the criteria that refer to Yusuf (2015) who argues that research informants are people who can provide information related to what will be studied.

Data collection techniques were carried out in 3 ways, namely interviews, document review, and observation. The data analysis technique was carried out by adopting the Miles and Huberman (1992) method in the form of 3 (three) stages, namely (1) data display, (2) data reduction, and (3) conclusion.

RESULT AND DISCUSSION

With the Pancasila Student Profile Program implemented at SDN 04 Birugo, what is inevitable is the adaptation of the school community or a shift from the 2013 Curriculum to the Independent Curriculum, periodically starting from Grades I and IV, and will continue with Grades II and V as well as Class III and VI.

With such a situation, the teacher's performance which has usually been optimal so far, can no longer be as usual. Many teachers complain about the need for rapid adaptation from the 2013 Curriculum to the Merdeka Curriculum. Especially for subject teachers who automatically have to change to the Independent Curriculum.

Usually, subject teachers and class teachers do not interact too often in the learning process with their students. Each teacher has a focus on learning activities and making their respective lesson plans. Teacher performance is measured from the achievements of their students and performance reports every year. Everything is in good condition.

Meanwhile, when faced with the implementation of the Pancasila Student Profile, teachers and subject teachers are required to interact and coordinate. Interaction and coordination among teachers is not actually difficult, but because this is something new, teachers have difficulty arranging schedules for it. However, independence is important in performance but interaction and coordination are also one of the performance indicators.

Teacher Performance at SDN 04 Birugo City of Bukittinggi

In connection with the planning of the Pancasila student profile program learning program, the authors conducted interviews with school principals and obtained information that in implementing the Pancasila student profile program, the principal had made and given SKs to class I teachers, class IV teachers, Religion teachers, and PJOK teachers. In order to be able to work together and collaborate to determine the program they will create for the learning that will be given to students. The school principal gave the freedom given to the school to choose the implementation schedule for P5 (Project for Strengthening Pancasila Student Profiles), namely per day, per week, or per month and per two months. Thus, SDN 04 Birugo takes the P5 implementation system to be carried out once a week or it is called per-week, namely every Saturday. The time for implementing the P5 is taken from 20% to 30% of the compulsory learning hours. In practice, the teachers have tried independently to add insight and knowledge about the Pancasila student profile program through the Merdeka Teaching Platform (PMM). Inside PMM there are inspiration videos, self-training, proof of work, and community. Even though all learning is available in PMM, the teacher has also conducted training to increase knowledge.

Furthermore, the results of interviews with teachers obtained information that the application of the learning model used was Project Based Learning (PBL) so that students had more valuable experience and could be critical in learning activities. Learning about Pancasila student profiles applies 6 dimensions and P5. In determining the project to be carried out, class I and class IV teachers collaborate to determine a project to be made, so that there is cooperation. But in socializing the implementation of the Pancasila profile program it has not been fully implemented. This is due to the activities outside the school of the teachers concerned are not sufficient to meet a predetermined time target. Furthermore, information is also obtained that the 6 dimensions in the Pancasila student profile have not all run optimally in learning. This is caused by the existence of several dimensions that are often used and there are several dimensions that are rarely used by students. The dimensions that are often used include dimension 1, namely faith; fear God Almighty; and have a noble character, as well as the 3rd dimension, namely working together. Then the dimension that is rarely used in learning, for example, is dimension 6, which is creative, this is because students who sit in class I have not been able to find creative ideas in participating in learning. In carrying out the Pancasila student profile program, teachers have tried to find materials in making teaching materials.

From the results of the author's interview with the school supervisor, information was obtained that teachers must have skills in making teaching modules/RPP because it is the first step before carrying out learning. The teacher must prepare media, methods, and material to be

conveyed to students. In addition, it was found that there was still a lack of teacher understanding of the Pancasila student profile program because it took time to master it. However, the results of implementing the Pancasila student profile program have not been obtained because the program has only been running for 3 months at SDN 04 Birugo, Bukittinggi City. However, teachers continue to make efforts to carry out this program in accordance with what is expected.

In connection with the implementation of the Pancasila student profile program in the learning program, the authors conducted interviews with teachers and obtained information that in providing learning, teachers use various ways to convey material to students and the independent curriculum is designed to be flexible and flexible in managing education for schools according to circumstances. their respective school environment. This gives space for the teacher to be free in determining the learning process for students. One of the ways used by NF teachers is to include learning material in the form of games or games. Besides that, in applying the 6 dimensions to the Pancasila student profile, the DW teacher has applied it to daily activities. One example is the first dimension, namely having faith and piety to God Almighty and having a noble character, applied every morning before starting lessons by praying and reading the Qur'an. During the implementation of the project, the teacher gives freedom to students to work and produce a product from the available materials. In the process of implementing the project, the teacher gives an assessment of students according to the process of implementing projects carried out by students. However, it was found that in implementing the Pancasila student profile program, the teacher had not fully mastered it. This is evidenced by the teacher's lack of understanding regarding the process of designing learning, namely assessment. In implementing the project on the Pancasila student profile program, the funds spent to make the project are borne by students and parents of students. This is because in semester I, SDN 04 Birugo City of Bukittinggi chose the P5 theme, which is about local wisdom with a project in the form of regional specialties because it adapts to the area where the school is located in Bukittinggi City.

From the results of the author's interviews with students, information was obtained that students enjoyed participating in the learning given by the teacher. Students are given the freedom to make works from materials determined by the teacher. That way students are given freedom and are not limited based on the teacher's orders. Students can learn and produce works independently according to the abilities that each student has. This makes students more enthusiastic and do not feel bored while participating in learning conducted at school.

With regard to assessments or assessments in the Pancasila student profile learning program, the authors conducted interviews with teachers and obtained information that the assessment of P5 activities referred to 6 dimensions consisting of the dimensions of faith, piety to God Almighty, and noble character; global diversity dimension; cooperative dimensions; independent dimensions; critical reasoning dimension; and the creative dimension. So that in learning students are not judged by the results, but by the process of learning. With the time allotted for the implementation of the Pancasila student profile program at SDN 04 Birugo, Bukittinggi City, at the end of the lesson it is hoped that there will be changes in the character of students such as having a sense of responsibility, a sense of togetherness or mutual cooperation, and there is a sense of independence from within the student, this cannot be separated from the direction of the teacher in giving examples to students during the implementation of learning. Furthermore, the teacher conducts his own assessment by making his own questions according to the ability level of students. This is because each student has different abilities and cannot be equated between those who have high abilities and those who have low abilities.

Factors Influencing Teacher Performance in Achieving the Success of the Pancasila Student Profile Program

In connection with the factors that influence the success of the Pancasila student profile program, the authors obtained information that several factors that influenced the success of the implementation of the Pancasila student profile program were the collaboration and cooperation carried out by class teachers with subject teachers, namely PAI and PJOK. Without cooperation, it will be difficult to run the program effectively and efficiently. Furthermore, it is supported by the necessary facilities and infrastructure for the implementation of the Pancasila student profile program. In addition, it is also influenced by the motivation of the teacher concerned. Without motivation from within the teacher, the implementation of the program will not be carried out optimally. Besides that, the success of the Pancasila student profile program is the leadership of the school principal. The existence of the school principal is not only a symbol of whether or not it exists, but its existence can have a positive impact on the school. The success of the school in achieving its goals is highly dependent on the leadership of the principal who is able to mobilize all the resources owned by the school effectively and efficiently.

Efforts Made by Principals to Improve Teacher Performance in Achieving the Success of the Pancasila Student Profile Program

From the results of the interviews, the authors obtained information that the school principal had prepared steps for implementing the Pancasila student profile program at SDN 04 Birugo, Bukittinggi City in a structured manner. Starting from giving directions, choosing teachers who will carry out according to the SK to assigning the teacher to make programs that will be used in learning. Furthermore, the school principal always supervises the implementation of the Pancasila student profile program which is carried out by class I, class IV, Religion teachers, and PJOK teachers. Supervision carried out by the principal is an effort made to improve teacher performance in implementing the program. By increasing teacher knowledge and understanding regarding the program through training available online and face to face.

CONCLUSION

From the results of the research conducted, it was concluded that basically the implementation of the Pancasila student profile program at SDN 04 Birugo, Bukittinggi City has been going well. However, the results are still not optimal. In detail, several things that form the conclusions of the results of this study are: (1) The quality of teacher work is not optimal in implementing the Pancasila student profile. This is due to the not optimal cooperation between teachers and the timeliness of implementation which is measured according to the length of time it takes to achieve it compared to the target plan. (2) the factors that influence teacher performance in implementing the Pancasila student profile are the leadership factor of the school principal, the teacher's motivating factor towards an ideal teacher profile, factors of facilities and infrastructure and cooperation factors among teachers based on coordination and synergy. (3) The principal's efforts in improving teacher performance to improve the implementation of Pancasila student profiles are to motivate individual teachers to develop cooperative attitudes among teachers and to take a persuasive and democratic approach by applying a transformative leadership type in terms of issuing policies.

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