

Management of Teacher Performance Development in Context of Aceh Policy Act No 9 Year 2016 about Implementation of Education

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Abstract: The purpose of this study is to describe the factors underline the development of teacher performance. This research uses case study method and fenomenologi method. The subjects in research are House of Representatives, Parliament, Legislative Assembly and the Education Office of Banda Aceh City, Bappeda, Regional Secretariat, District Education Council, Sub-district and Community. The data in this study consist of primary data and secondary data obtained by interview and direct observation. The result of the research shows that *First*, the plan of quality development of junior high school teachers in Banda Aceh City cannot be separated from strategic planning. *Second*, the development of the quality of junior high school teachers has a positive impact. *Third*, the conceptual model of teacher quality development of SMP that can be implemented in the framework of improving the quality of junior secondary education in Banda Aceh city by weighing a number of assumptions. *Fourth*, there are two supervisory patterns implemented in the development of the quality of junior high school teachers in Banda Aceh City, direct and indirect supervision. The conclusion of this research is, the teacher quality improvement planning model should contribute to the goals and objectives of education, comprehensive, and efficient. Comprehensive planning reflects a hierarchy of activities during the planning process; every point of activity not only shows levels but also as a coordinated entity.

1 INTRODUCTION

In the civilization of any nation, including Indonesia, the teaching profession means strategic because its bearers have a genuine task for humanity, to humanize, to educate, to civilize and to build character. The strategic meaning of teachers at the same time necessitates the recognition of teachers as a profession. Bringing forth of act (UU) No. 14 Year 2005 on Teachers and Lecturers, is a tangible form of recognition of the profession of teachers with all dimensions.

Act number 44 years 1999 on Aceh privileges and act number 11 years 2006 on Aceh government which are based on act number 11 years 2006 on Aceh government, the government of Aceh has authorities to manage and handle government affairs in any public sectors except central governance affairs that includes government affairs in a national scale, foreign policy and national fiscal and certain affairs in religion. In a democratic system of government,

regional autonomy becomes mandatory that must be run. For this reason, Article 18 Paragraph (2) constitution 1945 of provincial, regency and municipal governments are given the authorities to regulate and manage their own government affairs. In order to fill Aceh's regional autonomy in accordance with the act in the year 2001, the Province of Aceh established an education system in accordance with the act intent and the socio-cultural distinctiveness of the Acehnese people.

The educational system here is the Islamic education system as has been formulated in the act no. 23 year 2002. This act is refined to the act of Aceh number 5 years 2008. The function of Aceh's education is as an effort to develop all aspects of student's personality in order to actualize the civilized and dignified Acehnese society. However, the purpose of the implementation of education here is explained explicitly to develop all the potential learners to be human beings who believe and are pious to *Allah SWT*, noble character, knowledgeable,

intelligent, capable, creative, independent, democratic and responsible. As the general purpose of education, the education in Aceh is to accelerate the achievement of the goals and targets of the national policy on education for all.

The problems of education in Banda Aceh City is in quality. These reflect at least two aspects of teacher quality and school management. These two aspects are important determinants of teaching and learning at the school level. One of the relevant agendas is to improve the performance of junior high school teachers. The agenda is based on the mindset that the quality of educational outcomes is determined by the quality of the teaching and learning process. The quality of teaching and learning process is only possible to be conducted by high-quality teachers. Therefore, the Banda Aceh City government declares the direction of teacher performance development as follows, (1) improving educator awards based on professionalism and dedication; (2) improving teacher welfares to meet the needs of the professionals; (3) improving the arrangement of educator career in coaching system; (4) equating teacher distribution between schools and subjects. Through the implementation of Aceh education act, the development of teacher performance will lead more initiatives to the abilities of educational decision-takers in schools.

Mukhlisuddin Ilyas (Mukhlisuddin Ilyas, 2016) stated that World Bank research results in 2013 mentioned that the development of Aceh's education sector is still concerned with infrastructure development, but left the development of the quality of education. For this reason, the school facilities in Aceh are sufficient, but the quality of educators is lacking. It can be concluded that the existence of educational facilities is not worried, while what need to be arranged is in the quality development sector that must be the priority. One factor is to develop a new classroom, but it is more important to provide the laboratory equipment, teacher certification, and improving the quality of faculty and graduation of students. Public Expenditure Analysis and Capacity Strengthening Program research result through the program of CPDA-World Bank by funding from AusAid. It is also mentioned that the amount of education spending and the availability of good facilities, not in line with the achievement of the quality of education in Aceh.

Based on the above problems, to improve the management of teacher performance development in the context of the Act of Aceh policy number 9, 2015 on the implementation of education (planning, implementation and supervision of the development

of teachers' performance). It is needed to bring the concept of appropriate strategies for teacher performance development, including the factual condition of education, city government policies in quality improvement, and teacher performance development programs, so that they can play the role as expected.

2 LITERATURE REVIEW

2.1 Work Management Concept

The Increase quality of Human resources will manifeste in the performance of human resources in carrying out the duties and roles that carried on in accordance with the organization, therefore efforts to manage and develop the individuals performance in the organization becomes very important in society (Tanuwibowo and Sutanto, 2014).

Colquitt, Lepine (Colquitt, Lepine, 2011) occupies an important position in an organization to improve organizational performance that will be crucial for the sustainability of the organization in answering and anticipating changes that occur due to globalization with a higher level of competition. He suggests several strong factors that drive on the importance of performance management. With such conditions, the effort to keep developing performance in an appropriate direction with organizational goals and the demands of change is to be a very strategic thing in an organization, especially when considering that changes that occur in society is very fast and require an adaptive and proactive response (Ahdiyana, 2015). Therefore, work management can be the appropriate and decisive way to improve the ability and performance of the organization from the strategic level of the organization up to the level of the individual in facing all demands due to the occurred changes.

2.2 Development of the Acer Performance

In essence, the performance of teachers is behaviors that are acted by teachers in performing their duties as educators and teachers to teach in front of the class, in accordance with certain criterias (Mustika Indira, 2014). Teacher's performance will be visible in daily routine work. Performance can be seen in such activities aspect and tasks in doing tasks and the way how to do it. By understanding the performance concepts mentioned above, it will be obviously seen

what teacher performance is. (Asrar-ul-Haq and Kuchinke, 2016).

Wardani, Herpratiwi and Sasmiasi (Wardani, Herpratiwi and Sasmiasi, 2015) explained that the innovative performance to improve the quality of education and to depict the characteristics/ features or performance activities must be done by teachers. With such an understanding, the innovative performance of teachers is a performance that applies new things in the role and tasks assigned by the teacher; therefore, the understanding of teachers' innovative performance needs to be viewed in the context of the implementation of tasks and obligations that must be implemented by teachers as educators at school (Ulfah, 2014).

2.3 Aceh Policy Act on Teacher Performance Development

The main objective of education in Aceh is to accelerate the achievement of national education goals and targets for all (education for all), ie every Acehnese is entitled to a quality and to an Islamic education in line with the development of science and technology (Suraiya, Pascasarjana and Banda, 2015). The mandated main content by Law Number 11 Year 2006 regarding Aceh Government (UUPA) was to ensure the implementation of an Islamic values-based education system and ensure that all high school and college graduates can compete in the global, regional and national labour market. They then will become the ones who build better socioeconomic, political, and community life of Aceh (Pemerintah Republik Indonesia, 2014).

By establishing UUPA, the improvement of quality of education becomes strategic. Moreover, by addressing high attention to this sector as mandated in UUPA, Aceh needs a long-term strategic direction in the field of education. Similarly, Law No. 44 of 1999 on the Implementation of Special Feature of the Special Province of Aceh, also emphasizes the need for great attention to education. Based on UUPA, the implementation of education is one of the obligatory affairs which become the authority of Aceh government in the Aceh scale to implement education and the allocation of potential human resources (Aceh act Number 5 Year 2008 on the Implementation of Education).

The Government of Aceh and Regency/ Municipal Government in accordance with their authority try to implement the Aceh privileges in the field of quality education. In the implementation of education in the field of policy as referred to Article

14 paragraph (1) and paragraph (3) letter a, states that the Government of Aceh has authorities; to establish the strategic plan of education for Aceh; to implement coordination and synchronization of education policies and programs between districts/ cities; to set Aceh's standard of education; to carry out the socialization and education standard of Aceh; to carry out facilitation to increase the competence of educators and education personnel.

3 RESEARCH METHODOLOGY

3.1 Research Approach

This research used qualitative approach. The approach intends to support the achievement of the research objective, which is to gain a deep understanding of the quality of junior high school teachers, including several aspects; (1) the cornerstone of quality development of junior high school teachers in research areas, factual condition of junior high school; vision of teacher development program; and the policy of Banda Aceh government in improving the quality of education, (2) The efforts of the Education and Culture Department of Banda Aceh City in managing the development program (planning, implementation, and evaluation), and components of the management system (input, process and output) competency of junior high school teachers.

3.2 Method and Research Procedure

In accordance with the intention to be obtained in this study, then the methods used as follows:

- a. Case study method.
- b. Phenomenal Method.

3.3 Respondents

The subjects in this study are institutional analysis, consisting of Banda Aceh Representative House, Education and Culture Office of Banda Aceh City, Bappeda, Regional Secretary, Regional Education Assembly, District and Community. The amount of data source can be increased according to the related data at the time of data collection taken in the field

3.3.1 Analysis and Data Collection Techniques

Data in this research consist of primary data and secondary data. Primary data were collected using

deeply interview and direct observation techniques. The interview form used was semi-structured. Observations are made directly and more closely to all elements of the school committee.

Besides interviews and observations, data collection is also conducted in seminars. The seminar was conducted to deepen and to sharpen the data. This was done by inviting the representatives of parents, principals and educators, surrounding communities and related figures. While the secondary data were obtained through the study of literature related to the research problem, such as books, journals, documentation and other relevant previous research results.

3.4 Processing and Data Analysis

The Process started from editing, coding to facilitate sharpening and developing categorical and data tabulation in more detail. Other data were analyzed in detail by using content analysis) in qualitative descriptive approach (Mukhtar, 2013). Data reduction was done as an effort since the beginning of the research was begun continuously to avoid the accumulation of data over. Researchers also collect the data continuously to deepen and to sharpen any previous findings of each data that can remain relevant to each other. Decision-making on various factors studied is done through processing, analyzing, and separating from various well-collected data, phenomena, interviews from scattered into clear and accurate concepts and meaningful.

4 RESEARCH RESULT

4.1 Condition of Development Program System

The implementation of quality improvement program for junior high school teachers in Banda Aceh City has potential to be developed all the time to avoid the weaknesses occurred, to get the opportunities that can be achieved, and to face the future challenges that must be minimized. The power of Banda Aceh City Government to realize the SMP quality teacher development program are in: (1) junior high school teachers are largely motivated enough to achieve the ideal level of professionalism, (2) number, quality, and capacity of the support resources of the teacher quality improvement program are readily available, (3) partnership relations of Banda Aceh city government with various institutions and universities is needed.

Nevertheless, there are several weaknesses found in the aspects of: (1) mapping and needs analysis which were not in line with the needs of junior organizational development; (2) "sectorial ego" and overlapping tendencies between the Education Authorities and Personnel, Education and Training Agency of Banda Aceh city; (3) performance and work culture of program organizational authorities are somehow rigid and bureaucratic.

In addition, there were also weaknesses in the form of: (1) the attitude some of junior high school teachers who feel satisfied with the work performance and educational background they had; (2) the recruitment practices and selection of prospective development participants who are suspected to prioritize teachers who have personal closeness with policy makers.

4.2 Assumption Model of Development Management

The implementation of teacher's professional duties should be adapted to the normative demands. In this case, article number 20 of Law No. 14 of 2000 on Teachers and Lecturers emphasizes teachers in performing their professional duties. Based on the mandate of the act, it is clear that the development of teacher quality includes not only the aspect of his capacity as teacher, but also the aspect of his positive attitude toward the work situation. The understanding of the values should be embraced by the educator, and the effort to make himself as the role model for his students. The policy of Education development in Indonesia is summarized in three basic strategies, they are: (1) expanding access and equity of education; (2) improving quality, relevance, and competitiveness; (3) strengthening governance, accountability and public imaging (MoNE, 2005: 5). The first priority of education development is to direct to the equal distribution of basic education opportunities through the development of facilities and the provision of educational personnel.

Autonomous Management of Educational Resources. Autonomy of education encourages the creation of regional independence to improve education services for the community in the region. The change of authority structure brings forth to two consequences to the region. First, who will be the decision takers of various macro policies in the field of education? How are the position and role of region in the context of micro policy implemented? Secondly, to what extent the region positions itself as the decision taker, if something happens in the provincial or central policy?

From the perspective of educational management resources, including the development of the quality of teachers by the regional government, the autonomy and change of authority structure requires: (1) responsive vision to changes and challenges of the future; (2) appropriate, anticipatory, and flexible planning related to curriculum, readiness of educational resources, and program development; (3) adjusted steps and corrective measures.

4.3 Element Model Management Development

Based on the above assumptions, it can be further constructed the management model of SMP teacher performance development, which contains the elements of vision, planning criteria, and implementation aspects as seen in the following:

1. Vision

There are two important aspects to be considered in the management of SMP teacher performance development in Banda Aceh city. First, the vision should reflect similarly of views and mutual commitment that besides negating the sectorial ego. Second, to designing the program and process of quality development of junior high school teachers by involving the elements and institutions that are competent for it, for example Higher Education, educational advocacy institutions and professional organizations of teachers.

2. Planning.

The development of the quality of junior high school teachers in Banda Aceh is considered good enough because it contains a comprehensive diagnosis of development needs. However, the plan does not meet the contribution to educational goals and objectives, the primary aspect of planning and education, the absorptive power of educational planning, and the plan efficiency.

3. Implementation

a. Recruitment and Selection Aspects

To overcome these weaknesses, it is necessary to develop effective recruitment criteria, through: (1) establishing guidelines; (2) sending out brochures and announcements; (3) checking the validity of compliance; (4) assessing the recommendations of superiors and co-workers; (5) assessing achievement; and (6) conducting selection.

b. Aspects of Development Process

Teachers: (1) are sensitive and responsive to new opportunities and challenges; (2) are not fixed on routine activities related to bureaucratic functions; (3) have a futuristic and systematic insight; (4) have the ability to anticipate; (5) are the observant of new sources and opportunities; (6) have the ability to combine sources of resource mix, and (7) have the ability to optimize available resources.

c. Aspects of Post-Development Policy

Teacher quality improvement program means to improve and deepen: (1) mastery of science (2) application of science or problem solving; (3) personal and social skills; (3) motivation and commitment

5 CONCLUSION

The development of teacher quality is positioned as the leading sector in the constellation, enhancement and accessed quality to education. There are some important managerial implications that should be paid attention from the stakeholders of policy and education in Banda Aceh City. The reorientation of education accountability from accountability to horizontal accountability has been applied. This is a logical part of education management which has been conducted in the region. Reorientation of education accountability from vertical accountability is not only for vertical institutions, but also for all education stakeholders. The inevitability of horizontal accountability relates to the paradigm of regional autonomy that pinned on community empowerment. In terms of education implementation, the public is very concerned to figure out the direction of financing education, the function of schools as learning service centers, capacity building and education.

The teacher quality improvement-planning model should contribute to educational goals, comprehensive, and efficient. Comprehensive planning reflects a hierarchy of activities during the planning process. Every point of activity not only shows the level but also the coordinated entity. Appropriate planning will: (1) provide sensitivity and direction; (2) focus efforts made by the organization; (3) guide every activity of the organization; and (4) assist in organizational progress assessment.

There are several criteria in the recruitment and selection process of teacher that need to be developed: (1) guidelines setting form the legal basis; (2) sending out brochures and announcements; (3) checking the validity of compliance with requirements and morality; (4) assessing the

recommendations of superiors and co-workers; (5) assessing achievement and work ability; and (6) conducting selection on the basis of efficiency and manpower. While the development program must meet the criteria of efficiency, quality, and relevant.

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