TEACHER PERFORMANCE ASSESSMENT DEVELOPMENT MANAGEMENT IN SMART SOCIETY 5.0 ERA

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Abstrak: *Penelitian ini bertujuan untuk membahas mengenai penilaian kinerja guru. Metode penelitian ini yaitu kualitatif diskriptif. Hasil penelitian menunjukkan, Standar Kompetensi Guru diera smart society 5.0 dikembangkan secara utuh dari 4 kompetensi utama, yaitu kompetensi pedagogik, kepribadian, sosial, dan profesional. Keempat kompetensi tersebut terintegrasi dalam kinerja guru. Terdapat indikator keterampilan mengajar (teaching skills) oleh guru yaitu, a) keterampilan bertanya (questioning skills); b) keterampilan memberi penguatan (reinforcement skills); c) keterampilan mengadakan variasi; d) keterampilan menjelaskan (explaning skills); e) keterampilan membuka dan menutup pelajaran (set induction and closure skills); f) keterampilan membimbing diskusi kelompok kecil; g) keterampilan mengelola kelas; h) keterampilan pembelajaran perseorangan. Simpulan, kinerja guru mempunyai spesifikasi atau kriteria tertentu. Kinerja guru dapat dilihat dan diukur berdasarkan spesifikasi atau kriteria kompetensi yang harus dimiliki oleh setiap guru.*
Kata kunci: Manajemen. Penilaian Kinerja Guru, Smart Society 5.0

Abstract: This study aims to discuss teacher performance appraisal. This research method is descriptive qualitative. The results of the study show that Teacher Competency Standards in the era of smart society 5.0 are fully developed from 4 main competencies, namely pedagogic, personality, social, and professional competencies. The fourth competency is integrated with teacher performance. There are indicators of teaching skills by teachers namely, a) questioning skills; b) skills to provide reinforcement (reinforcement skills); c) the skill of making variations; d) explaining skills (explaining skills); e) skills to open and close lessons (set induction and closure skills); f) skills in guiding small group discussions; g) class management skills; h) individual learning skills. In conclusion, teacher performance has certain specifications or criteria. Teacher performance can be seen and measured based on specifications or competency criteria that must be owned by each teacher.
Keywords: Management. Teacher Performance Assessment, Smart Society 5.0

Introduction

Smart society or society 5.0 was first launched in Japan on January 21, 2019, to create a human-centered society (Human Centered) and technology-based (Technology-Based). Society 5.0 is Artificial intelligence that pays attention to the human side related to all areas of life and is expected to become a new wisdom in the social order.(M. Pasaribu F. Z. 2020)

This concept was adopted by the Japanese government as an anticipation of turmoil and disruption due to the 4.0 industrial revolution which has given rise to various innovations in the industrial world, causing complex and ambiguous uncertainties.(Indar Sabri 2019) This anticipation arose from worries about the invasion of the industrial revolution 4.0 which continued to erode the values of human character that Japan had so far defended.

The era of disruption and VUCA (Volatility, Uncertainty, Complexity, and Ambiguity) made them have to develop concepts that highlight the human side of the technological tools they make. The era of disruption in question is the phenomenon of the emergence of digital technology that changes people's habits from the real world to the virtual world. Meanwhile, VUCA is a change that is so fast, and unpredictable, the factors that influence it are so many that it is difficult to control or control, and truth and reality are very subjective.

In the oration delivered by the Minister of Finance Sri Mulyani at the PGRI University in Semarang, to prepare for technological developments in the era of society 5.0, the government issued ten national priorities known as Making Indonesia 4.0.(Pristian Hadi Putra 2019) One of the agendas is to prioritize teacher quality in designing an appropriate curriculum.

Based on a report from UNESCO in the 2016 Global Education Monitoring stated that education in Indonesia ranks 10th out of 14 other developing countries, and the ranking of teachers in Indonesia ranks last out of 14 developing countries. This is corroborated by data from the Ministry of Education and Culture as seen from the national average for the 2018 Teacher Competency Test (UKG) results which only reached around 53.02 or were below the minimum competency standard set at 55.00. And there are only seven provinces in Indonesia that can achieve the set UKG standards.(Sri Mulyani 2019)

Based on these data, several factors contribute to the low quality of teachers in Indonesia, namely: teacher education qualifications do not meet D4/S1 standards, internal and external self-development is not paid enough attention to, teacher appointment and recruitment seem haphazard, and teacher wages which are not up to the task. Therefore, teachers should have adaptive and transformative social potential in managing themselves and all the potential contained in them towards achieving life welfare in a balanced and sustainable order.(M. Fajar Ramadhan 2020)

Self-development that must be carried out by teachers can be through Continuous Professional Development (PKB), namely: self-development, scientific publications, and innovative works.(Ida Kintamani 2011) The actualization of the teacher is to integrate the mind and body which is balanced with emotional intelligence, because according to Goleman (1996) cited by Ningrum that emotional intelligence has advantages over intellectual intelligence if the determining factor is the success of living in society.(Muhammad Minan Zuhri et al. 2014)

The expected teachers are those who have the character of being trustworthy in carrying out their duties and functions as human beings who are appointed as caliphs of Allah on this earth. Because trust is the most basic thing for humans as caliphs to carry out social relations with their environment.(Epon Ningrum 2009) Character requires getting used to, because the character is not formed instantly, but must be trained seriously and proportionately.(Iwan Hermawan, Nurwadjah Ahmad 2020)

The teacher's task is not only to transfer knowledge but to emphasize character education in the form of morals, ethics, and exemplary, because if it is only related to the transfer of knowledge then this can be replaced by technology. Teachers must teach how students the ability to solve complex problems, the ability to think critically, and the ability to be creative. As the three mottos conveyed by Ki Hajar Dewantoro (Father of Indonesian Education), namely Ing Ngarso Sung Tulodho, Ing Madyo Mangun Karso, Tut Wuri Handayani which means in front of giving an example, in the middle of building will, behind giving good encouragement and influence towards independence.

Gradually, Indonesia began to improve teacher development with the issuance of a policy that required teachers to have academic qualifications following the demands of applicable law. Indonesia, has left a developing country and has become a country that has been considered developed since February 2020 by the United States through the Office of the US Trade Representative (USTR) or the trade representative office (US) at the World Trade Organization or WTO, should have started preparing teachers who can compete with other developed countries. And the most important thing that must be prepared in the smart society 5.0 era is the competence that can solve problems with a humanistic approach.

One way to meet and deal with it is to improve the quality of teachers who must be at the forefront of education. Technological progress is fast and still requires the education sector to be able to adapt to the digitalization of the education system which needs to be carefully packaged and prepared.

Act Number 14 of the Year 2005 concerning teachers and lecturers explained that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education, formal education, basic education, and secondary education. The government is trying to improve the quality of education, one of which is improving the quality of teachers because besides having the main task of teaching, the teacher is also the manager who is responsible for the teaching and learning process in the classroom.(Iwan Hermawan 2020)

To develop the potential of teachers developed an assessment of teacher performance (PKG) to measure the achievement of teacher competence as stated in the Regulations Minister tri PAN-RB No. 16, 2009 PKG is important to develop because the technical implementation is carried out at lower levels from supervisors, school principals, teachers, students, and parents of students. According to the Regulations Minister tri PAN-RB No. 16, 2009, PKG is an assessment carried out on each of the teacher's main tasks in the context of career development, rank, and promotion. The government is trying to improve the quality of teachers through policies issued. Policies carried out by the government regarding teacher quality, competence, professionalism, and improving teacher

welfare through certification. This policy is very important because teachers are at the forefront of improving the quality of education. Academically qualified students have skills, and emotional maturity will be produced by a teacher. Therefore, teachers are needed who are qualified, competent, and highly dedicated to carrying out their professional duties. PKG is needed to determine the quality of teachers in carrying out their duties.(A. Buchari 2018)

PKG is an assessment of each item of the teacher's main task activities in the context of career advancement, rank, and position Regulation Minister tri PAN-RB No. 16, 2009. The implementation of this task includes the teacher's ability to master the knowledge and apply knowledge and skills, as compensation needed according to the mandate of the Minister of Administrative and Bureaucratic Reform No. 16 of 2009. Assessment may involve formative aspects that focus on developing performance to develop a career, carrying out professional learning, and feedback. From a summative aspect, assessing performance is to evaluate performance for career advancement, promotion, demotion, or even termination of employment. Performance appraisal is carried out to assess teacher competence according to their duties and functions at school.(Kusumawardhani 2017) Therefore, performance appraisal needs to be carried out every year as a process of developing teacher careers and promotions for promotions or functional positions and has an impact on teacher quality.

The Georgia Department of Education has developed a Teacher Performance Assessment which was later modified by the Ministry of National Education to become a teacher ability assessment tool (APKG). This assessment tool highlights three main aspects of teacher ability, namely: lesson plans, learning procedures, interpersonal relationships, and learning assessment.(Andriyuan 2018) Then one of the fundamental changes in the development of teacher resources and competencies is the development of Learning Supervision now is the presence of Teacher Performance Assessment (PKG) which was previously more administrative (class supervision), now becomes more practically oriented, quantitative, and qualitative, so it is hoped that teachers will be more eager to improve their performance and professionalism. So that a positive correlation appears between the quality of Formative Teacher Performance Assessment Management Implementation by the role of the Madrasah head on the quality of learning management in the classroom which ultimately improves the quality of Education.(Juliana, Murniati 2022)

The success of the quality of management of education in Madrasahs is largely determined by the management of the Madrasah head and the whereabouts of the teacher, both from the scientific insight possessed by the teacher (competence), the scientific relevance of the teacher to the subjects he teaches, and the experience of participating in the training he has attended. However, in reality, the teacher's performance has not been fully supported by an adequate degree of competence mastery. Therefore, there is a need for a comprehensive effort to improve teacher competence and performance.

From the description of the problem, then the assessment of teacher performance by the Madrasah head becomes very important in the management development of teacher performance assessment at MTs Negeri 6 Kediri. Teacher performance evaluation at MTs Negeri 6 Kediri has an impact on improving the quality of classroom management by teachers, as the spirit of education, and is the soul of an educational unit institution whose quality must be continuously improved. Based on the description above, the researcher is interested in conducting research with the title Management Development of Teacher Performance Assessment (PKG) for teachers at MTs Negeri 6 Kediri.

Methode

Method research used is method study qualitative descriptive, in implementation study This applies three technique data collection ie observation, interview, And documentation. Study qualitative descriptive aim For describe, describe, explain And answer in a manner more detail problem to be researched with learning maximum Possible an individual something group or something problem.(Hartono 2019) Meanwhile, the reason researchers chose this type of descriptive research was to be able to provide more in-depth research results about Teacher Competency Assessment Development Management in the Era of Smart Society 5.0. on Mts Country 6 Kediri.

Findings and Discussion

The results showed that the performance of teachers at MTs Negeri 6 Kediri had certain specifications or criteria. Teacher performance can be seen and measured based on specifications or competency criteria that must be owned by each teacher. Based on the Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007 concerning Academic Qualification Standards and Teacher Competency. It was explained that the Teacher Competency Standards were developed as a whole from 4 main competencies, namely pedagogic, personality, social, and professional competencies. The fourth competency is integrated with teacher performance. There are indicators of teaching skills by the teacher, namely, a) questioning skills; b) skills to provide reinforcement (reinforcement skills); c) the skill of making variations; d) explaining skills; e) skills to open and close

lessons (set induction and closure skills); f) skills in guiding small group discussions; g) class management skills; h) individual learning skills.(Sugiono 2019)

Teacher Performance Assessment Instrument

Various instrument models can be used in evaluating teacher performance. However, two models are most appropriate and can be used as the main instrument, namely the rating scale and the observation (sheet). Rating scales measure the appearance or behavior of other people (individuals) through statements of behavior in a continuum or category that has meaning or value. Categories are made in the form of ranges from the highest to the lowest. This range can be symbolized by letters (A, B, C, D) or numbers (4, 3, 2, 1), or in the form of words, ranging from high, medium, less, low, and so on.(Nasional 2007)

Observation is a way of collecting data that is commonly used to measure individual behavior or the process of occurrence of an activity that can be observed both in natural situations (actually) and artificial situations.(Sugiyono 2017, 139) The teacher's behavior in teaching is the most suitable thing to be assessed by observation. Of course, the appraiser must first prepare sheets containing the aspects to be assessed. In the sheet, there is a column next to the aspect to be assessed, where the appraiser can provide notes or ratings regarding the quantity and/or quality of the aspect being assessed. Assessment can be given in the form of a check mark (√).(Imam Gunawan 2014, 143)

Observation scoring sheets can also be made in an unstructured form. That is, the assessor (observer) does not give a check mark, but writes notes regarding the condition of the aspects being observed. This is usually done when the things observed are not certain what they look like and how they appear. For example, an assessment of a new teacher's ability to manage a class. Even though the classroom management grid is clear, the new teacher who is being assessed may exhibit unpredictable behavior in dealing with students in the class. This is done especially when the assessor uses a qualitative approach.

Implementation of Teacher Performance Assessment

The basic theory used as the basis for assessing the quality of teacher performance according to Mithcell is cited from barnawi And arifin that is:

Performance = Motivation x Ability

From this formula, it can be said that motivation and ability are elements that function to shape teacher performance in carrying out their duties as teachers.(Sugiyono 2017, 93)

Motivation

Motivation has various meanings both related to individual behavior and organizational behavior. Motivation is an important element in human beings that plays a role in realizing success in business or individual work. According to Sudarwan Danim motivation is defined as strength, encouragement, need, enthusiasm, pressure, or psychological mechanisms that encourage a person or group of people to achieve certain achievements following what they want.(Barnawi 2014, 26)

According to El Apart & Hartini, This something is a drive for various needs of individual life, starting from physical needs, a sense of security, social, esteem, and self-actualization.(Sudarwan Danim 2012, 2) The approach that can be used is the financial incentive approach as stated by Adam in Boulton,(Elpisah 2019) the work standards approach as explained by Mostofa, and the job analysis and wage structure approach, namely classify attitudes, skills, and knowledge to match individual abilities and skills with job requirements.(Boulton M. J., Smith P. K. 2010) Task analysis is a process of measuring employee attitudes and determining the level of importance of work to determine compensation decisions. Based on the above approach, among teachers, the teacher's position can be seen in an applicative way as a way of motivating teachers to improve their abilities.

Ability

Ability can be seen as a general characteristic of a person related to knowledge and skills that are manifested through action. Ability is an important factor in increasing work productivity, ability relates to the knowledge and skills possessed by individuals. According to Pasaribu, skills and abilities are two things that are interconnected.(M. Mustofa 2018) A person's ability can be seen from the skills that are manifested through his actions. Regarding capabilities in the sense of teacher skills Karo-Karo and Rohani explained that the teacher's professional skills refer to an educational activity that has a positive impact on the learning process and students' personal development. Forms of action in education can be in the form of teaching skills as an accumulation of knowledge acquired by teachers while studying, such as in SPG, PGSD, or the like.(Karo-Karo 2018)

Performance

Performance or performance in the context of the teaching profession is an activity that includes lesson planning, implementation of learning/KBM, and assessing learning outcomes. Teacher performance has certain specifications/criteria. Teacher performance can be seen and measured based on competency specifications/criteria that must be possessed by each teacher. Based on the Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007 concerning Academic Qualification Standards and Teacher Competency. It was explained that the Teacher Competency Standards were developed as a whole from 4 main competencies namely, 1) pedagogic competence; 2) personality; 3) social; 4) professional. The fourth competency is integrated into teacher performance.(M. Zaini F. 2020)

The role of the teacher in question is related to the role of the teacher in the learning process. The teacher is a very dominant determining factor in education in general because the teacher plays a role in the learning process, where the learning process is the core of the whole educational process.(imron Arifin 2019)

The learning process is a process that contains a series of teacher and student actions on reciprocal relationships that take place in educational situations to achieve certain goals, in which the process contains multiple roles from the teacher. The role of the teacher includes many things, namely, the teacher can act as a teacher, class leader, mentor, regulator of the learning environment, lesson planner, supervisor, motivator, and evaluator.(T. 2020)

Based on the description of the competence and role of the teacher, of course, one can identify the ideal performance of a teacher in carrying out his role and duties. Performance is performance or performance. Performance can also be interpreted as work performance or work implementation or performance results.(LAN (Lembaga Administrasi Negara) RI. 1992) Performance is output derives from processes, humans otherwise, meaning that performance is the result of a process carried out by humans. From the opinion above it can be concluded that performance is a form of behavior of a person or organization with achievement orientation. A person's performance is influenced by several factors such as ability, capacity, held, incentive, environment, and validity.(Said 2018)

Indicators of Teaching Skills by Teachers
Questioning skills

In the learning process, asking questions plays an important role. This is because questions that are well structured and techniques for asking the right questions will have a positive impact on students. The benefits of asking questions by the teacher to students are, a) increasing student participation in learning activities; b) arousing students' interest and curiosity about a problem being discussed; c) developing patterns of thinking and ways of active learning from students, because in essence thinking itself is asking questions; d) guiding students' thinking processes, because good questions will help students to be able to determine good answers; e) Focus students' attention on the problem being discussed.(Aswaruddin 2021)

Good questions are, a) clear and easy for students to understand; b) provide sufficient information to answer the question; c) focused on a particular problem or task; d) give enough time for students to think before answering questions; e) give questions to all students equally; f) give a friendly and pleasant response so that students dare to answer and ask questions; g) guide students' answers so they can find the correct answer for themselves.

Reinforcement Skills

Reinforcement is any form of response whether it is verbal (expressed in direct words such as good, smart, yes, right, exactly right, and so on), or nonverbal (usually done with gestures, gestures, approaches, and so on). This is part of the modification of the teacher's behavior towards student behavior which aims to provide information or feedback (feedback) to students for their actions as an act of encouragement or correction.

Reinforcement can also mean a response to a behavior that can increase the likelihood of the behavior recurring. These actions are intended to reward or encourage students so that they are more active in participating in learning interactions.

According to Saefullah, the purpose of giving this reinforcement is to, a) increase students' attention to learning; b) stimulate and increase learning motivation; c) improve learning activities and foster productive student behavior. There are 4 ways to provide reinforcement, namely, a) reinforcement to certain individuals. Strengthening must be clear to whom it is directed, namely by mentioning their name, because if it is not clear it will be ineffective; b) reinforcement of student groups, namely by giving awards to groups of students who can complete assignments well; c) provision of reinforcement in an immediate manner. Reinforcement should be given as soon as possible

after the expected student behavior/response appears. Delayed reinforcement tends to be less effective; d) variations in usage. The type of reinforcement given should be varied, not limited to one type because it will cause boredom, and over time it will be less effective.(saefullah 2014)

Variation Skills

Stimulus variation is a teacher's activity in the context of the learning interaction process aimed at overcoming student saturation so that in teaching and learning situations, students show persistence, enthusiasm, and full participation. The purpose and benefits of various skills are to a) raise and increase students' attention to relevant learning aspects; b) provide opportunities for the development of students' talents; c) cultivate positive attitudes toward teachers and schools through more lively teaching methods and a better learning environment; d) provide opportunities for students to obtain the preferred way of receiving lessons.

There are three principles of using various skills that teachers need to pay attention to, namely, a) variations should be used with a specific purpose that is relevant to the goals to be achieved; b) variations must be used smoothly and continuously so that they will not damage students' attention and do not interfere with learning activities; c) well planned, and explicitly stated in the lesson plan (RPP).(Aswaruddin 2021)

Explaining skills

The skill of explaining in learning is the presentation of information orally which is organized systematically to show the existence of a relationship with one another, for example, cause and effect. Submission of information that is well planned and presented in an appropriate sequence is the main characteristic of explaining activities. Providing explanations is a very important aspect of teacher activities in interacting with students in the classroom.

According to Gultom, the purpose of providing explanations in learning is, 1) guiding students to be able to understand concepts, laws, propositions, facts, and principles objectively and reasoning; (2) involving students to think by solving problems or questions; (3) get feedback from students regarding their level of understanding and to overcome student misunderstandings; and (4) guide students to appreciate and get a reasoning process and use evidence in solving problems.(T. Gultom 2020)

The components in explaining this are two things. First, plan. Explanations made by the teacher need to be well-planned, especially concerning the content of the material and the students themselves. The content of the material includes the analysis of the problem as a whole, determining the types of relationships that exist between the elements associated with the use of formulas, laws, and generalizations that are following the relationships that have been determined. Matters related to students should pay attention to individual differences in each student, be it age, developmental tasks, gender, abilities, interests, socio-cultural background, talents, and the child's learning environment.

Second, the presentation of an explanation. The results of presenting an explanation can be improved by paying attention to the following matters, a) clarity, that is, explanations should be given using language that is easily understood by students, avoiding the use of unnecessary words; b) the use of examples and illustrations, namely providing explanations preferably using examples that have something to do with something students can encounter in everyday life (contextual); c) applying pressure, namely in giving explanations the teacher must focus students' attention on the main problem/topic and reduce information that is not too important; e) the use of feedback, namely the teacher should provide opportunities for students to show understanding, doubt, or lack of understanding of students when the explanation is given.

Skills for Opening and Closing Lessons (Set Induction and Closure Skills)

Opening a lesson (instruction set) is an effort or activity carried out by the teacher in learning activities to create preconditions for students so that their mentality and attention are focused on what they will learn so that these efforts will have a positive effect on learning activities. Closing the lesson (closure) is an activity carried out by the teacher to end the learning activity. This activity is intended to provide an overall picture of what students have learned and determine the level of student achievement and the level of success of the teacher in the learning process.

The components of opening and closing lessons as explained by Setiawati are, a) opening lessons with components that include attracting students' attention, generating motivation, providing references through various efforts, and providing apperceptions; b) closing the lesson in a way that the teacher has to do is, a) reviewing the mastery of the subject matter by summarizing or concluding the learning outcomes; b) do an evaluation. the forms of the evaluation carried out by the teacher include demonstrating skills, applying new ideas to other situations, exploring students' own opinions, and giving written questions.(N. Setiawati A. 2020)

Skills for Leading Small Group Discussions

Group discussion is an organized process involving a group of students in informal face-to-face interactions with various experiences or information, drawing conclusions, and solving problems. Students discuss in small groups under the guidance of the teacher or friends to share information, solve problems or make decisions.

Several components need to be mastered by the teacher in guiding group discussions. First, focusing students' attention on the objectives and topics of the discussion, by formulating the objectives and topics to be discussed at the beginning of the discussion, raising specific issues, noting changes or deviations from the discussion's objectives, and summarizing the results of the discussion. Second, clarify the problem, to avoid mistakes understanding in leading a discussion a teacher needs to clarify or describe problems, ask for student comments, and describe student ideas by providing additional information so that the group participating in the discussion gains a clearer understanding.

Third, analyze the views of students. The existence of differences of opinion in the discussion, requires a teacher to be able to analyze in a way clarifying the things that are agreed upon and things that need to be agreed on besides examining whether a reason has a strong basis. Fourth, increasing the number of students, namely asking challenging questions, giving appropriate examples, and giving time to think and provide students' opinions with full attention.

Fifth, providing opportunities to participate, is done by provoking questions from students who are reluctant to participate, giving opportunities to students who have not asked (silent) first, preventing a monopoly of conversation, and encouraging students to comment on their friends' questions. Sixth, closing the discussion, namely making a summary of the results of the discussion, following up on the results of the discussion, and inviting students to assess the process and results of the discussion. Seventh, things that need to be avoided are dominating or monopolizing conversations in discussions, and allowing deviations in discussions to occur.(Aswaruddin 2021)

Classroom Management Skills

Classroom management is the teacher's skill for creating and maintaining optimal learning conditions and returning them if there is interference in the learning process, such as stopping student behavior that diverts class attention, providing rewards for students who are on time in completing assignments, or setting productive group norms.

There are components to managing the class. First, skills related to creating and maintaining optimal learning conditions, such as showing responsiveness, giving attention, focusing group attention, giving clear instructions, reprimanding students when they deviant actions, and providing reinforcement.

Second, skills related to returning to optimal learning conditions, are related to the teacher's response to ongoing student disturbances with the intention that the teacher can take remedial actions to restore optimal learning conditions. Teachers can use strategies in the form of, a) behavior modification, namely the teacher should analyze the behavior of students who experience problems/difficulties and try to modify this behavior by applying systematic reinforcement; b) the teacher uses a group problem-solving approach by facilitating tasks through collaboration among students and maintaining group activities; c) find and solve the behavior that causes the problem.(Deddy Erwandi M, Supyan Sauri 2022)

In addition to the two types of skills above, other things that need to be considered by the teacher in classroom management are avoiding excessive interference, stopping explanations without reason, inaccuracies in starting and ending activities, deviations, and overly confusing attitudes.

Individual Learning Skills

This learning occurs when the number of students faced by the teacher is limited, namely between 3-8 people for small groups, and one for individuals.

The nature of individual learning is, a) the occurrence of interpersonal relationships between teachers and students and also students with students; b) students study according to their own pace and abilities; c) students receive assistance from the teacher according to their needs; d) students are involved in planning learning activities. The teacher's role in individual learning is as an organizer, resource person, motivator, facilitator, counselor, and at the same time as activity participant.

The components that need to be mastered by the teacher regarding individual learning are, a) the skills of holding a personal approach; b) organizational skills; c) guiding skills and facilitating learning, which allows teachers to help students progress without experiencing frustration. This can be achieved for teachers who have skills in providing reinforcement and developing supervision; d) skills to plan and carry out learning activities, including helping students set goals and stimulating students to achieve these goals, planning learning activities

with students which include success criteria, steps of learning activities, time and learning conditions, acting as supervisors and helping students assess own achievement.(Kemendikbud 2013)

Conclusion

Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System,(Kemendikbud 2013) Law of the Republic of Indonesia number 14 of 2005 concerning Teachers and Lecturers,(Republik Indonesia 2005) and Government Regulation of the Republic of Indonesia Number 19 of 2005 concerning National Education Standards state that teachers are a professional educator. Teachers as professionals have an important role in learning. The role of the teacher in learning is to make learning designs, carry out teaching and learning activities, and act to teach or teach.(Daryanto 2005, 5) Various efforts have been made to improve the quality of national education, for example developing national and local curricula, increasing teacher competence through training, procuring books and learning tools, teacher certification, procurement and repair of educational facilities and infrastructure, and improving the quality of school management.

But it seems that all these efforts have not shown maximum results. It has been proven when people still talk about low-quality school graduates, even from a moral point of view the students seem to be declining, honesty is very lacking, courtesy is absent, lack of discipline, lack of responsibility, lack of shame, corruption everywhere, and so on. These are all products and outcomes obtained during going to school.(Buchari Alma 2009, 123–24) Therefore, as an important component in the teaching and learning process, it must play an active role and place its position as a professional in actualizing all the competencies it has. To achieve the goals that are targeted at improving the quality of education, this is where teachers need to improve the quality of their performance in learning as figures who play a very important role in advancing the world of education. To have good performance, teachers are required to have adequate academic abilities and be able to apply the knowledge they have to students to advance the quality of student learning. This determines the teacher's ability to determine how to convey material and manage teaching and learning interactions. Teacher performance has certain specifications or criteria. Teacher performance can be seen and measured based on specifications or competency criteria that must be owned by each teacher with still guided by applicable regulations.

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