



Portraying Teacher Performance Management in Schools Implementing Semester Credit System

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Abstract

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The purpose of this study is to reveal the management of teacher performance management in schools that implement the Semester Credit System (SKS). This study uses a qualitative approach with a multi-site study design, using in-depth interviews, observation, and study of documents in collecting data. Data analysis was carried out in stages. The results showed that teacher performance planning in schools that manage the SKS program includes planning for the needs of the SKS program (needs for materials, facilities, infrastructure, and program facilities as well as the program implementing team), learning planning in the SKS program, planning for placement in the SKS class, planning for mentoring and academic guidance, training planning, capacity building, and budget planning for the SKS program. Second, the implementation of teacher performance is carried out by (a) preparing the needs of the SKS program by forming a team for developing the SKS program curriculum and making SKS program guidelines. The team is chaired by the principal, the waka of the curriculum as program coordinator, and teachers as team members. The team is tasked with preparing program guides, providing academic advisors, creating curriculum structures, determining learning loads, and recommending the number of credits to students. (b) academic tests, psychology, grades V and VI report cards, UN scores for consideration. Placing students in the SKS class in the first semester and determining the SKS program students in the second semester. Provide KRS. (c) Provide academic services in the form of academic guidance, teachers become academic advisors, provide study plan cards (KRS), help students determine credits, make learning tools, analyze student development, and socialize the development of student learning outcomes. (d) making lesson plans, making other teaching tools through the MGMP forum, preparing teaching materials, teaching processes, and teaching assessments. Third, teacher performance evaluation is carried out by the principal on an ongoing basis. Evaluation is carried out through meetings (meetings), briefings, and supervision. Supervision using a format that already exists and is available at school.

Keywords:

management, performance, semester credit system

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INTRODUCTION

The Indonesian government innovated the 2013 curriculum by issuing the Minister of Education and Culture Regulation (Permendikbud) Number 158 of 2014 which regulates the implementation of the 2013 curriculum with a semester credit system (SKS) in primary and secondary education. The Regulation of the Minister of Education and Culture (Permendikbud) provides conditions for schools



that want to implement a semester credit system (SKS) and procedures for its implementation.

The implementation of the Semester Credit System (SKS) in a number of junior high schools (SMP) in Indonesia has experienced obstacles and tends to reduce teacher performance. This condition is due to the implementation of the Semester Credit System (SKS) prioritizing the active role of students, and encouraging less role of the teacher in learning activities. The teacher is only an individual who provides summarized material, while to get more complete material, students must look for it themselves. In addition, to implement the Semester Credit System, teachers must also be supported by more complete and up-to-date teaching equipment, especially related to mastery of technology (Pratama, 2022). Another problem faced by teachers is how difficult it is for students to make adjustments to the learning system, and most students do not have a basic knowledge base so they rely more on online databases such as Google as a source in the learning process. In addition, the implementation of the Semester Credit System in junior high schools also encourages students not to have strong reasoning, but tends to provide false achievement results.

Principals and teachers are getting more and more work than ever before. Teacher work activities increase such as revising SKS document drafts, compiling core competencies, basic competencies, designing syllabus and lesson plans, preparing learning tools and assessing learning tools, analyzing learning outcomes, following up on learning outcomes, and reporting student competency assessments. Teachers also have additional duties as academic supervisors with other tasks. This SKS program seems to demand maximum teacher performance.

However, teacher performance management is not widely known and has not been implemented well in schools (Mahony et al., 2004). Performance management is a new phenomenon in England, in 2000 the British government formalized and required performance management in schools. The effectiveness of the policy itself is mixed with little understanding of performance management concepts and practices (Brown & Heywood, 2005). Teacher performance increased after the new regulations made organizational and individual improvements through observation documents and teaching hours, training, and supervision of teacher performance (Morton, 2011).

Teacher performance can be measured by the achievement of learning objectives according to existing standards. Teachers who have good performance have to understand their duties and responsibilities as teachers. Good teacher performance has the ability to implement the curriculum, and explore it textually and contextually according to the lesson plan (Lailatussaadah, 2015). Several studies have shown that the level of teacher education has no effect on teacher professionalism (Eliyanto & Wibowo, 2013) Teachers who have status as Civil Servants (PNS) and non-PNS have no difference in performance (Safitri, 2016). They only differ in terms of perception of performance (Nur Aisyah, 2017).

The implementation of the Semester Credit System (SKS) tends to experience a number of problems in a number of schools throughout Indonesia, but this does not happen in the city of Yogyakarta. The problems faced by teachers are related to the process of providing the documents needed to calculate credit numbers and carrying out their duties and responsibilities in the form of documents. Most

teachers feel unprepared to accept changes to this system. Apart from that, a number of older teachers find it difficult to adapt to the SKS system even though the system is actually very good for encouraging increased teacher performance. (Wati et al., 2020).

Yogyakarta is an example of the quality of good teacher performance in implementing the SKS program. Yogyakarta is not only a tourist city but also an education city, the head of the Yogyakarta City education office, Edy Heri Atmosphere, revealed that the city of Yogyakarta always strives to improve the quality of education through the implementation of the SKS program at the beginning of the 2017/2018 academic year at seven junior high schools in the city of Yogyakarta, namely; SMP Negeri 1 Yogyakarta, SMP Negeri 2 Yogyakarta, SMP Negeri 5, SMP Negeri 7, SMP Negeri 8, SMP Negeri 16 and SMP Muhammadiyah 3 Yogyakarta.

SMPN 1 Yogyakarta, SMPN 5 Yogyakarta, and SMPN 8 Yogyakarta have implemented the SKS model since 2017-2018. Niken (Principal of SMPN 1 Yogyakarta) said that the teacher's performance was getting better after participating in the teacher working group (KKG) and subject teacher consultations (MGMP). The principal of SMPN 5 Yogyakarta, Nuryani Agustina, said the same thing. The principal of SMPN 8 Yogyakarta, Retno Wuryaningsih, said: there is a need for a forum or teacher organization that can accommodate and mobilize teachers to have skills in carrying out their roles and functions as professional teachers.

However, there are still problems in teacher performance management, including lack of parental support, lack of coordination between schools and supervisors and education boards. Teachers who lack discipline, teachers carry out tasks that are not in accordance with their educational background. There is no research on performance management at schools implementing the SKS program in Yogyakarta to date. However, the impact of the SKS program is very large for strengthening teacher performance and student competence. A report from the Yogyakarta City Education and Culture Office mentions the need to strengthen teacher performance in other schools in order to improve the quality of education in the city of Yogyakarta.

Several studies on teacher performance. Ainin (2013) found the ability of principals to create a conducive and innovative atmosphere can improve teacher performance. Rohmah (2014) principal managerial skills such as communication and cooperation can improve teacher performance. Kusnan (2013) principal managerial ability can improve teacher performance. Zubair (2010) teacher performance management in religious schools is carried out by planning through the establishment of programs and training, actively participating in the MGMP, providing facilities, and supervising. Implementation of performance through organizing teacher work, teacher job descriptions, and team formation. Implementation of performance by organizing the duties and functions of personnel. Team formation, to the management of activity funds. Monitoring is done by looking for deficiencies in the implementation of performance. Muhajir (2015) performance management has an impact on increasing teacher professionalism and increasing academic and non-academic achievements.

Based on this description, this research has several objectives, namely exploiting and analyzing teacher performance planning in schools implementing the 2013 curriculum program with the Semester Credit System (SKS), the second objective is analyzing the development of teacher performance in schools implementing the 2013 curriculum program with the semester credit system (SKS), while the third objective is to evaluate teacher performance in schools implementing the 2013 curriculum program with a semester credit system (SKS).

METHODS

The research was conducted at SMN 1 Yogyakarta, SMPN 5 Yogyakarta, and SMPPN 8 Yogyakarta. The three schools are excellent schools and pilot schools with international standards in Yogyakarta. Apart from that, each school that was used as the object of assessment was able to implement the Semester Credit System (SKS) to encourage increased teacher performance.

This research is a qualitative study where the concept that the researcher developed is narrative, namely to find out to what extent the implementation of the Semester Credit System is able to encourage increased teacher performance in several junior high schools in Yogyakarta City. This research was conducted using a direct survey using interview techniques with a number of sources.

In the research, the main variable studied was the implementation of the Semester Credit System (SKS), which was measured by indicators entered into the interview instrument. The indicators used are communication, resources, disposition and bureaucratic structure. (Irmawati, 2019), Meanwhile, teacher performance is seen from the scores obtained by each student from the semester examination process they have passed. The question concept presented in this research is an unstructured open question model.

The informants in this study were 3 principals and 12 teachers. The data collection procedure used observation, documentation, and interviews. Key interviews were taken from 3 principals and 12 principals to obtain information on teacher performance management. This research uses multisite analysis method. Researchers conducted an analysis in two stages. In the first stage, the researchers conducted an individual site analysis (single) and the second stage carried out a cross-site analysis by comparing sites I and II, to obtain provisional findings. The researchers continued the analysis by comparing sites I and II with site III to get the final findings. Furthermore, formulating conceptual propositions and compiling theoretical substance. The research data is then arranged according to the research focus.

RESULTS & DISCUSSION

Teacher performance planning

Performance program planning is designed to achieve the school's vision and mission. Medium term work plan (RKJM), school budget work plan (RKAS) and Permendikbud 1158 of 2014. Performance program planning is made by school

principals and teachers. Some of the things that are planned for the preparation of the SKS program include: socialization of Permendikbud No. 158 of 2014 concerning the implementation of the Semester Credit System (SKS) in primary and secondary education. Forming a team, preparing SKS program services for students. facilities and equipment, and program supervision.

Teacher performance programs are sourced from the vision and mission, strategies, objectives that have been designed together with school stakeholders. The draft has become a mutual agreement through joint deliberation. All agreed to realize this vision even though there was a change of principal.

Teacher performance is measured using several indicators, namely assessing the completeness of teacher teaching documents, such as teacher lesson plans, and using statement instruments that are part of the interview process, namely the quality of learning content and objectives, learning materials, learning media, learning models and measuring learning outcomes for students. . When all procedures that are instruments for measuring teacher performance are fulfilled and meet the standards set by the government, the teacher's performance is declared very good, and vice versa (Astriani et al., 2023)

The teacher performance program is implemented every new school year. Teachers discuss programs according to their respective fields or represent fields (curriculum, student affairs, facilities and infrastructure, and public relations). Programs designed for a period of one academic year. Before the performance event, the teacher is given a decision letter containing the contents of each task and function. At this work meeting they make a work plan in the form of learning tools that contain annual programs and semester programs, time and place and other tasks. The teacher arranges the program according to the position, function and task. School program planning is formulated at work meetings. The work plan is prepared at the location (school) for several days and will be continued outside the schedule. The purpose of this performance is to equalize views in the implementation of tasks. Performances are held before the new school year. Furthermore, this work plan will serve as a joint guide.

The performance program in the SKS program involves teachers in a team to develop a curriculum structure for the SKS program which consists of various parties such as the principal, vice principal for curriculum, vice principal for student affairs, vice principal for facilities and infrastructure, vice principal for relations. community, parents, teachers and staff. Principals and teachers prepare plans based on the school's vision, mission, goals, laws and regulations regarding the semester credit system (SKS). Teacher performance planning at schools that manage the SKS program includes planning for the needs of the SKS program (needs for materials, facilities, infrastructure, and program facilities, as well as the program implementing team), learning planning in the SKS program, planning for placement in the SKS class, planning for academic guidance and guidance, training planning, capacity building and SKS program budget planning. The principal said: *“All teachers or teacher representatives are invited to discuss the program plan every new school year, at the beginning of each school year. The principal asked us to make a work program according to their respective fields. The work program is made based on the results of last year's program evaluation. Group discussions according to the field discussed the constraints of the previous year's program and*

how to overcome them. First of all create goals, each sector makes targets, along with the program budget. After everything is complete, it will be handed over to the vice of headmaster for curriculum affairs."

Implementation of teacher performance

Education with a package system is considered undemocratic because it ignores the differences in abilities and uniqueness of each child. The neglect of children's abilities and uniqueness has an impact on the delay in students developing their potential. Students can develop the quality of their abilities and uniqueness with the SKS program. This program democratically develops children's abilities and uniqueness. The principal said: students have different characteristics. Every student has different needs and possibilities. It is easy to see that learning speed, learning potential, and student interest in subjects are not the same. In fact, students will be more successful if they learn according to their potential and interests. Therefore, we need an educational model that can respond optimally to this reality.

Socialization of the SKS Program

The team held outreach to teachers, parents, and students at the time of introduction to the school environment. The team sometimes uses a special time to socialize the SKS program to students. Team performance increases as the socialization schedule increases. The SKS Program Team uses existing media facilities in schools such as LCDs, so that students understand more quickly. Rafa (student) said: at that time in class VII Margono explained the SKS program to the class in turns. Another student who strengthened the student's statement said: In short, the semester credit system can take more study load than others and graduate faster, that's the point, Ms.

SKS socialization to parents during school environment orientation, namely on the first day of school. The consideration is the first day parents take their children. Anggororini said: during the introduction to the school environment, parents come to take their children to school, just socialize to parents. Invite parents to a meeting, as well as the school committee and students.

The implementation of teacher performance in the SKS program is provided in the form of services, including: (1) needs services, (2) placement services. (3) academic guidance services, (4) learning services.

Need Service

In order for the implementation of this semester credit system model to run well, a special team was formed to handle the credit system program this semester. This team consists of 12 people consisting of principals, vice principals, teachers, TU, school committees, and supervisors. The SKS Curriculum Team compiles the curriculum structure of the SKS program, formulates KD, determines study groups, and academic supervisors. The curriculum structure has three patterns, namely the pattern of 4 semesters, 6 semesters, and 8 semesters.

This team then determines an academic supervising teacher who will help students determine the learning load, provide learning motivation, and help facilitate student learning activities. as stated by Anggororini: The teacher who will

be the academic supervisor will guide twenty or thirty students, who are more focused on providing academic guidance.

The SKS Drafting Team then made a SKS management manual. Next, formulate the Medium Term Work Plan and School Budget Work Plan as well as learning tools that are integrated with the 2013 curriculum, because schools implementing the 2013 curriculum will apply credits, it is necessary to make a work plan, budget plan and learning tools as support. Margono said: *Learning must be able to balance students with high learning speed with students with low speed. Academic advisors will help serve students. The Guiding Teacher also handles students who have learning disabilities. This team then carries out socialization to parents, organizes basic education data, and manages classes.*

Student Placement Service

The curriculum development team and teachers will determine the learning load for class VII in the second semester and have completed the first semester. The team and teachers conduct a study on student learning outcomes and determine which students will be included in the SKS program. Margono said: Schools are indeed tasked with determining the learning load, especially in the first semester, all learning loads are the same, after the first semester the SKS Program Team and teachers coordinate and select children with high, medium and low grades.

Before entering the SKS class, students take the SKS class placement test. The purpose of this activity is to see the ability of students in taking study time, by knowing the ability of students, the students will be placed according to their abilities. Ability tests are related to academic and psychological potential tests. Students who follow are not voluntary but must meet several requirements. Siti Astianti said: *Schools with the semester credit system model hold a placement test for students to take a pattern of 4, 6, or 8 semesters. This activity is held from 07.30 to 10.00 wib the material tested is academic potential and psychology. Students who take part have an average score of 8.80 and bring a report card. Students who get the highest score will be placed in class 4 semester.*

The team has analyzed the final exam scores to determine the number of study groups into two groups, namely groups of six semesters and four semesters. If students get a final score above 85 or the results of academic tests, psychological tests and interviews, students are placed in a four-semester pattern, otherwise if students get a final score of less than 85 or results from academic, psychological, and interview tests, students will be placed in class six patterns semester.

Teacher Performance in SKS Guidance Services

After creating a curriculum structure and mapping of basic competencies for one semester, the curriculum team and teachers create and provide evidence of a Study Plan Card in the form of a card. The card contains, among others, the subjects that students will take and have taken every semester. Academic supervisors are obliged to help students determine the number of credits that students will take.

Academic supervisors play a very important role in the credit program. Academic supervising teachers are not only teachers who teach but also provide services to students in the SKS program. Hartati said: *Academic supervisors provide advice and recommendations to students so that students can optimize their*

abilities. The PA teacher provides guidance to one or more groups, monitors and analyzes student abilities, achievements, and student needs then recommends solutions to develop their potential optimally, guides filling out study plans (KRS), reports competency achievements, disseminates student credit program results to others. parents, collect all student development data in the form of a portfolio.

Academic supervisors are also tasked with providing counseling (counseling) to students to be more independent, dare to make their own decisions, and dare to choose. Wardinah said: *the task of the PA teacher is to provide consulting services regarding the development of student potential based on student potential data, provide positive recommendations on student self-development, provide group or group counseling services, submit assessment reports every semester.*

To improve the performance of teachers in providing academic services in the SKS program, the school held an activity to improve the service of the SKS program. The SKS Curriculum Team is the implementing committee for this activity.

Teacher Performance in Learning Services

Managing the class relates to the teaching plan. Each teacher prepares a Teaching Plan including for the SKS program. Riza Kurniawan said: *We made preparations in the first semester, identified KI and KD, analyzed the syllabus, formulated them in the teaching plan and learning resources. If the regular class we only make a teaching plan according to the material per meeting, but for the SKS class we have to make a teaching plan for one semester. To anticipate there are students who learn faster than other students. In independent classes or independent learning activity units students get learning materials in the form of modules that can be used for one semester.*

Teachers are increasingly improving themselves with heterogeneous and homogeneous classes. Teachers when in homogeneous and heterogeneous classes prepare different teaching strategies because in homogeneous classes students have an average learning speed while in heterogeneous classes there are three types of students in the class, namely fast learning, average, and below average.

Teachers who manage SKS classes with teachers who do not manage SKS classes have different strategies and methods in managing classes, including learning media. The teacher who manages the SKS class will prepare teaching materials using computer media through the help of power point. While the teaching method uses the lecture method and practice solving problems. Ukon P said: *I made learning slides and delivered them by means of lectures, in some materials I used the role-playing method, solving problems and using the game method. I make children who take part in the SKS program as teacher assistants, especially when solving problems that slow learners can't understand.*

Teacher performance is also increasing because schools have provided learning media based on Internet and computer technology (ICT). Internet and computer-based learning media will maximize learning and be more effective. This learning media provides convenience for teachers. All teachers have used LCD projectors and computers (laptops) as teaching media and are able to use them. Use a whiteboard and flipchart. Margono always wears a white shirt and tie every time

he teaches, uses an LCD, flipchart, paper clips and natural media around the school such as stones, paper, and so on.

The teaching method in the teaching and learning process must of course be correct and in accordance with the teaching material. Creativity is very important for teachers so that teaching becomes fun and not boring. Schools give trust to teachers to develop teaching methods for teachers. Classrooms have diverse characteristics that require different teaching methods as well; Niken said: *"Teachers have the freedom to choose the most appropriate method, most suitable for teaching materials, especially in the SKS class. Teachers need to develop high order thinking skills (HOTS). Information and communication technology (ICT) based learning. Internet and computer technology, Electronic-based learning (E-Learning). Learning through English Day.*

According to the teacher, learning facilities are very supportive of teachers in teaching and students learning. The science teacher said: *Teaching Textbook (BTP) Really supports the learning process and is efficient and effective. The Social Studies teacher also gave the same expression: Textbooks (BTP) make it easy for teachers and students to master the material, especially for students who are unable to hold practical materials. The existence of learning and teaching facilities supports the smoothness of the teaching process in accordance with the target in the form of teaching results in the form of teaching reports.*

Learning resources and teaching materials are readily available in schools. principals have provided various resources and teaching materials for teachers so that they can be used effectively and efficiently to improve teacher performance. It aims to provide convenience and assistance to teachers in classroom teaching. Effective and efficient learning in achieving learning objectives becomes a successful teaching standard in utilizing various teaching resources and materials. The principal has invited all teachers to use all teaching materials and resources. Niken said: it can be said that it has been effective because it can be seen from the results of teaching activities including being proud of their high test scores. Isn't learning outcomes successful when the learning objectives are achieved?

Supervision

The principal continues the results of his supervision in the classroom (informal) to formal supervision together with other teachers. The head gives direction and corrections again. Such supervision can improve teacher performance. Arief Suhendarto said: *the principal reprimanded him in a common language, not directly striking one of the teachers, but I think I can understand the meaning.*

The discipline performance of teachers at SMP Negeri 1 Yogya has a fairly good discipline because there is an attendance form in the teacher's room. This attendance form is used as teacher performance data. This attendance form is very important for teachers because it is an indicator for submitting a rank. The teacher will think long if he is not present. Teachers who are not disciplined will be hampered by promotion. Niken said: *the attendance check form is really effective, because they think for a long time if they are not disciplined, their rank will be hampered and also other needs.*

Teacher performance evaluation

The evaluation of the performance of teachers, PA teachers, and counseling guidance teachers can be seen from several aspects, such as: (1) showing excellent performance according to the results of academic supervision; 2) demonstrate technical and methodological abilities; 3) demonstrate its ability in learning innovation, technology and art development; 4) demonstrate a responsible attitude, commitment to the success of the implementation.

Assessment is an activity to determine the effectiveness of activities that aim to obtain data on the success or failure of the implementation of a program and the results will be used as material for improvement and refinement of the next program. The evaluation of the implementation of the semester credit system (SKS) program at SMP Negeri 1 Yogyakarta is carried out in three ways, namely sudden assessment, monthly assessment, and quarterly assessment. As Niken stated: *An assessment that I carry out suddenly or class inspection in the middle of the month or the end of the month, at least once every three months, or at the end of the semester. However, whenever there is something that I need to convey to the teachers, I immediately do it suddenly. The third-month assessment that I do most often.*

Assessment of the SKS Program usually uses direct supervision of the teacher. Supervision or monitoring and evaluation of teacher performance at least once a year. Performance supervision is carried out by the principal and vice principal. The purpose of teacher performance evaluation is to determine their performance in carrying out learning in the classroom. Margono said: "Once a month there is a random and sudden meeting and briefing regarding important issues.

The evaluation uses an existing format and is provided by the vice principal for the curriculum. The assessment is carried out every month to assess the obstacles and constraints of the SKS program, then consult the principal and the SKS program team. Assessment of learning outcomes already has an assessment format. The assessment is per competency, while the mid-term and end-semester evaluations are carried out per student according to the student's learning speed in completing teaching and learning activities. The school level exam is once a year on condition that all KD in the subject have been completed.

The results of the evaluation are used as improvements to improve teacher performance. Assessment needs to be followed up, by following up on the results of the assessment, creations and innovations will appear. Points of assessment results to the attention of all school residents for performance improvement.

Schools use authentic assessment in assessing teaching outcomes. Aspects of assessment in three learning domains, namely cognitive, affective, and psychomotor. Anggororini said: *"Well, the three aspects that are assessed are knowledge, attitude, and skills. Attitude assessment is enough with observation, knowledge and psychomotor using tests, students convey certain material while being assessed.*

Impact of Teacher Performance

The professional ability of teachers is increased by developing the SKS program, developing learning tools for one semester which usually can only

complete learning tools for one meeting. The pedagogical productivity of teachers is high. This will be very beneficial for students who are trying to achieve the target of four semester credits. Niken said: *Teachers have the freedom to choose learning methods for the SKS class, and use a high order thinking skill (HOTS) approach in learning. Understand the material in more depth by carrying out offline and online maple surgery. Learning media has also used internet and computer technology. Teachers quickly adjust to the pandemic conditions. Learn by using internet technology.*

Professional ability to identify school needs, structure SKS curriculum, create syllabus, analyze KI and KD and create learning tools such as lesson plans. Carry out learning with the right strategy because it has to deal with heterogeneous conditions. Some learn fast, average and slow. After that the teacher is required to evaluate learning. This shows that the ability to master the character of students. developing curricula utilizing internet and computer technology, conducting assessments, facilitating students' abilities through the SKS program have increased so that the SKS program has an impact on the pedagogical competence of teachers.

Teachers gain professional skills through training and workshops on in-house training activities facilitated by the MGMP. Teachers gain the ability to analyze curriculum, develop curriculum, compose syllabus and lesson plans, develop learning methods, media, and strategies, plan, implement, and evaluate learning. Mastering the meter of learning. The ability of teachers is increasing, this shows that the SKS program has an impact on the professional competence of teachers.

Teacher performance increases directly proportional to student learning outcomes that increase. The results of the national exam, in 2013/2014, graduates of SMP Negeri 5 Yogyakarta got a score of 87.38 but in 2019-2020 graduates of SMP Negeri 5 Yogyakarta reached a value of 95.35 and entered the first 10 best UN scores in Indonesia.

The social ability of teachers is increased by carrying out socialization of the SKS program to school committees, parents, and stakeholders at the beginning of the year. The teacher provides information about the SKS program to parents. The principal also arranges the teacher's room so that they can face each other and face to face so that openness occurs. This shows that the ability to communicate and build relationships with fellow educators, parents and the community, the ability to adapt to new programs, adapt to new work spaces is increasing. This shows that the SKS program has an impact on the social competence of teachers.

Discussion

Teacher Performance Development Program

Preparation or performance planning is a process of preparing the teacher's work agenda, carrying out its duties and functions, including compiling syllabus, annual programs, semester programs, making lesson plans, developing teaching tools, teaching strategies and assessments. The planning of teacher performance programs in the three schools is based on a clear vision, mission, goals, rules or legal basis and involves multi-stakeholders. The three schools strive to continuously develop various educational services to improve teacher performance and student achievement, as well as produce qualified graduates.

The purpose of the Semester Credit System is to provide services to students so that they are accommodated according to the potential, uniqueness, and abilities of each child. The development of potential is based on the level of ability, so that the school provides several learning services according to the level of student ability as measured by the previous education level. The school also conducts tests to measure the level of students' abilities before entering the SKS program.

The teacher prepares plans, including service programs for the needs of the SKS program, compiling academic service programs, compiling service programs for placing students in SKS classes, compiling learning service programs and training programs, and developing the capacity of teachers implementing the SKS program.

The phenomenon of the SKS program through the policy of Permendikbud 158 of 2014 shows the phenomenon of compliance. The central government makes policies that apply nationally so that all educational institutions are required to implement these policies, including the SKS program. Moreover, the government prepares implementation guidelines and technical guidelines for the SKS program. Teachers follow the implementation instructions and technical instructions. All schools that have met the requirements for implementing the SKS program will become a pilot project for the SKS program. This compliance is distributed in stages from the central, regional, district/city levels, educational institutions, and students. Education policy as an instrument of compliance for all levels of education and students. In other words, the central government as the center of power carries out beneficial and normative involvement to all levels of education that meet the requirements for implementing the SKS program.

The three schools showed that the SKS program was running well and could improve teacher competence in the program and indirectly improve teacher performance. This shows that the compliance of schools and students in carrying out the SKS program is one of the factors that influence the success of the SKS program. However, the results of previous studies did not include the compliance variable as one of the factors that influenced the success of the SKS program or teacher performance.

Several factors that affect teacher performance, for example those that affect teacher performance include work motivation and work discipline (Aisah, 2020, Maswar, 2020)), positive work environment and work culture (Adha et al., 2019). Leadership, motivation and discipline (Sutanja, 2019); (Prabowo, 2020) Leadership style (Aisah, 2020). Compensation (Herlina, 2020); (Kirana & Pradipta, 2021). Competence and work climate (Triastuti, 2019). Training, competence, motivation (Nugroho & Paradifa, 2020). Occupational health safety, positive work environment, and workload (Parashakti & Putriawati, 2020). Organizational culture and Quality work of life (Irmayanthi & Surya, 2020). individual factor (teacher competence) which consists of pedagogic competence, personality competence, professional competence and social competence affect teacher performance (Pratiwi et al., 2021) Teacher certification and MGMP program implementation (Suheri dkk., 2021). Teacher discipline has a significant effect on teacher performance, teacher professionalism affects teacher performance, teacher discipline and teacher professionalism jointly affect teacher performance (Rosmawati dkk., 2020).

Another finding from this study shows that the service factor is one of the factors that becomes the success variable of the SKS program. Teachers in all three school locations provide academic, learning, class placement, and consulting services. Teacher performance is manifested in the form of services in the SKS program. Previous research has not included service as a factor influencing teacher performance in the SKS program.

The SKS program shows the phenomenon of high student achievement. The SKS program helps students achieve high scores. Students from the beginning are directed to achieve high achievements according to their respective abilities, they indirectly need motivation to achieve achievements through the credit system. David McClelland's high motivation theory explains a person's desire to achieve high performance. The results of research on achievement motivation show the importance of setting targets or standards of success. Employees with characteristics of high achievement motivation will have a high desire to work. Employees are more concerned with satisfaction when the target has been achieved than the reward for the performance. It's not that they don't expect rewards, it's that they love a challenge. There are three kinds of needs that are owned by each individual, namely the need for achievement (Achievement motivation) which includes personal responsibility, the need to achieve achievement, feedback and taking moderate risks. The need for power (Power motivation) which includes competition, influencing others. Need for affiliation (Affiliation motivation) which includes friendship, cooperation and feelings of acceptance (Ridha, 2020).

Students who take the credit program individually have a need for achievement which includes a sense of responsibility and a desire to achieve achievement through the credits program with a system of 4 credits, 6 credits, and 8 credits. The results of previous studies indicate that motivation is one of the factors that can improve performance. Teachers in the three locations individually have a need for affiliation which includes friendship, cooperation, and a feeling of acceptance through the various services provided in the SKS program.

Making plans aimed at improving the overall performance of teachers (Solahudim, 2013), involving teachers is part of performance planning (Ahyar 2018) So planning means encouraging teacher work activities, building expectations and commitment. Planning is an activity that is based on goals and has a purpose, produces work programs, and involves people.

The results of this study also strengthen the previous theory, namely the theory of goal setting. This goal setting theory explains that a person's behavior is determined by two cognitions, namely content (values) and intentions (goals). Variables in employee performance are employee development, work environment, employee reward system, employee behavior and leadership style. the effect of goal setting on performance shows that in 90% of studies, specific and challenging goals result in higher performance than easy goals, "do your best" goals, or no goals. Goals influence performance by directing attention, mobilizing effort, increasing persistence, and motivating strategy development. Goal setting is most likely to improve task performance when the goals are specific and challenging enough, have sufficient ability (and ability differences are controlled), feedback is given to show progress in relation to the goal, rewards such as money are given for goal attainment, experimental or manager supports, and the goals set are accepted by the

individual. No reliable individual differences emerged in the goal-setting studies, perhaps because goals are usually set rather than self-set. The need for achievement and self-esteem are perhaps the most promising individual differences variables (Aulia, 2020).

In order for teacher competence and performance to be achieved, there are several suggestions for teachers, including: (1) teachers need affiliation compliance in order to carry out the SKS program, (2) students need normative compliance in order to achieve the SKS target. (3) teachers and students need affiliative and normative compliance. (4) participating in competency training for the SKS program, (5) motivational training for SKS program managers, (6) determining the workload according to the ability of teachers, (7) the leadership style of the principal. (8) The principal supervises the SKS program manager, (9) compiling performance indicators, (10) performance standards, (11) performance auditing, (12) awarding rewards, (13) compiling performance plans (program objectives, (14) SWOT analysis, (15) managing program implementation.

Implementation of Teacher Performance Program

Teacher performance management is successful if the teacher implements a performance program by providing various forms of service activities in the SKS program such as providing services for the needs of the SKS program, providing academic services, providing student placement services in SKS classes, providing learning services and developing teacher capacity.

Before carrying out the performance, there are several activities that need to be carried out, including: (a) the selection and design of service programs. (b) Select program mentors to improve teacher performance. Enabling participants to learn in terms of knowledge, skills, attitudes, learning styles, motivation, meaning conditioning, empowerment, and enabling comfortable programming (environmental conditions and events), (c) Include small group activities for learning teams (d) Ensure manager participation , (e) Socialization of teacher performance programs to prospective participants (Sianturi, 2021).

The SKS program is coordinated by the vice principal for the curriculum, as well as other fields, namely the field of infrastructure, student affairs, and public relations. All fields are members of the SKS program implementing team. The SKS program curriculum drafting team functions to prepare all the needs of the SKS program starting from guidelines or guidelines for implementing the SKS program, compiling the SKS curriculum structure, identifying KI and KD, determining study groups, and determining SKS classes. This team activity is a form of service for the SKS program which is summarized in the service needs of the SKS program.

The SKS program team also provides placement services to SKS class students through academic tests, psychological tests, and documentation requirements such as report cards and UN scores. The team will place students in classes according to test results. The test scores above 264 are placed in the fourth semester grade, the student scores above 225 but below 263 are placed in the sixth semester grade. students with grades above 195 but below 224 are placed in grade 8 semesters. students whose grades are below 194 are placed in class 10 semesters. It can also be above 85 placed in the fourth semester grade and below 85 placed in the sixth semester grade. this team provides academic services by providing

academic guidance in this case the teacher becomes an academic supervisor. providing study plan cards, helping students determine credits, making learning tools in the credit class, analyzing student development, socializing student competency achievements and student learning outcomes.

Teachers make lesson plans, make other teaching tools through the MGMP forum, prepare teaching materials, teaching processes and assessing teaching. The task of the teacher in the SKS program is to identify KI and KD, compile a syllabus and make lesson plans. In the teaching process the teacher adjusts the teaching method in the SKS class because the SKS class is heterogeneous. Teachers must also master the teaching model, students in the SKS class have three characters, some are fast in learning, some are average and some are slow learners. The teaching model is very helpful for the three learning characters.

Basically, teacher performance is the ability of teachers to perform or complete tasks and functions. The ability of teachers to carry out and complete their duties is part of the teacher's competence. The implementation of activities in the SKS program in various forms of services requires competence. The better the teacher's competence, the higher the performance. The more teacher competence is achieved, the more teacher performance increases.

Sianturi (2021) suggest involving the team in program implementation, program socialization to participants. Harahap (2020) also suggested that teachers be given training in curriculum, MGMP, and school principals as program supervisors. The principal becomes the supervisor or head of the SKS program, while the teacher becomes a member of the SKS program team. Teachers receive training through MGMP, training and performance.

The principal assigns tasks to teachers according to their respective fields. All fields develop programs according to their duties and functions. Or create a mutually agreed team. According to Solehudin (2021), this division of tasks is a way for leaders to improve teacher performance. The forms of teacher performance implementation include: (a) Peer consultation with (b) Curriculum training, (c) specialist training, d) pre-service training, (e) MGMP, and (f) democratic leadership type madrasa leaders; g) Teacher performance f) supervised by class supervisor (Harahap, 2020). The government is working on various initiatives, to improve teacher performance, including: (a) teacher certification programs, (b) development of national and local curricula, (c) training-based teacher capacity; d) procurement of textbooks and learning tools, (e) procurement of educational facilities and infrastructure, (e) and quality of schools through the performance of qualified teachers affecting the quality of learning, quality of graduates, quality of education, and achievement of educational goals (Lailatussaadah, 2015).

The steps taken by school leaders to improve teacher performance include; (a) involving school members in the preparation of the school's vision, mission, and programs, (b) routine training, (c) personal approach, and coaching, including (d) giving bonuses, rewards and punishments (Mukhadasin & Kuswandi, 2020). Organizing school principals to improve teacher performance using methods such as the division of tasks and authority to teachers and school employees in accordance with the school's organizational structure that has been prepared and agreed upon. Actuating the principal's leadership to improve teacher performance by creating a safe school environment by paying attention to intrinsic & extrinsic

motivation based on the school (Solehudin, 2021). Thus positions and positions in the school structure and program are part of the teacher's performance.

Evaluation of Teacher Work Programs

Teacher performance evaluation serves for teacher careers and positions. To improve careers and positions, teachers need the results of a performance assessment termed PKG in accordance with the regulation of the national minister of education number 35 of 2010 concerning technically carrying out functional positions and credits.

Performance evaluation is carried out to provide an assessment of the work or work performance obtained by the organization, team or individual. Performance evaluation as an appraisal process by an appraiser (official) who conducts an appraisal (appraisal) collecting information about the assessed performance (employee) that is being assessed (appraise) which is formally documented to assess the appraised performance by comparing it with performance standards periodically to assist HR management decision making. Performance evaluation is a formal system used to evaluate employee performance periodically determined by the organization (Manafe, 2022: 173).

The purpose of evaluating the performance of public service providers is (a) Knowing the performance achievements of public service providers. (b) Provide suggestions for improvement to improve the quality of public services through the use of evaluation results. (c) Ensuring the quality of performance evaluation of public service providers starting from planning, implementation, reporting (Manafe, 2022: 161).

The three research locations show that evaluation is carried out every semester or once at the beginning of each academic year. The evaluation of the SKS program includes several previously planned programs. The three research locations have developed a service program for the needs of the SKS program, providing learning program services in the SKS program, providing student placement program services in the SKS class, academic consulting service programs and academic guidance, programs for providing facilities and infrastructure for the SKS program as well as capacity building for academic supervising teachers.

Performance evaluation has four components: planning, organizing, implementing, and monitoring teacher evaluation programs. The planning stage establishes the objectives, formats, and procedures for implementing the teacher evaluation program. The aim is to evaluate the applied profession and improve the overall performance and assignment of teachers. At the organizing stage, the organizational structure of the teacher evaluation program takes the form of a line organization consisting of the principal, curriculum coordinator, student coordinator, and facilities and infrastructure coordinator. The teacher performance appraisal phase is carried out annually for all staff, both teachers and staff, simultaneously. To facilitate the evaluation of teacher performance, the principal informs all teachers and staff about the timing, methods and procedures of the evaluation process. The Monitoring Phase of the Annual Teacher Performance Program after the assessment program is implemented to identify gaps for future improvement ahmad (Arifandi, 2020).

The evaluation results show that the three research locations have been quite good at managing the SKS program. The obstacle that arises is the use of internet-based learning. This happens because not all teachers master the internet but their learning motivation is high so they can still adapt to the credit program. The results of the evaluation show that students who are accelerated and graduate faster do not have a place to continue their education and have to wait for students who are slower in the same academic year. This problem involved the Yogyakarta education office to find a solution. In general, the evaluation results show that the SKS program in the three research locations is good.

This finding is strengthened by Sianturi's research (2021) that evaluation activities are carried out using the program. Programs that have been tested have proven their success. The principal as the evaluator coordinator, assisted by the vice principal, oversees the performance program, identifies gaps in results (Sholehudin, 2013). Identify teacher performance each year, inform the timing and techniques of evaluation and identify gaps for improvement in the following year (Arifandi, 2020).

The evaluation model in the three schools, although similar to Torrington's cyclical evaluation model, starts from compiling job expectations, performance support, implementing performance and evaluating performance and then making improvements to ensure improvements are made. Planning cycle (work expectations), implementation (performance support from the government/office, routine coaching), and evaluation (Briefing, Meeting, and sudden supervision) improvement of performance standards – impact. This model is a combination of the management model of Torrington and Blanchard & Ridge. However, in the SKS program, impact is part of the management process so that impact is a new finding in research.

CONCLUSION

The preparation of teacher performance programs in schools that manage the SKS program is to develop plans that are based on the vision, mission, school objectives, clear laws and regulations. Planning for teacher performance at schools that manage the SKS program includes planning for the needs of the SKS program (needs for materials, facilities, infrastructure, and program facilities as well as the program implementation team), learning planning in the SKS program, planning for placement in the SKS class, planning for academic guidance and guidance, planning training, capacity building and SKS program budget planning.

The implementation of teacher performance is carried out by (a) preparing the needs of the SKS program by forming a team for developing the SKS program curriculum and making SKS program guidelines. The team is chaired by the principal, the waka of the curriculum as program coordinator and teachers as team members.

The team is tasked with preparing program guides, providing academic advisors, creating curriculum structures, determining learning loads, and recommending the number of credits to students. (b) academic tests, psychology, grades V and VI report cards, UN scores for consideration. Placing students in the

SKS class in the first semester and determining the SKS program students in the second semester. Provide KRS. (c) Provide academic services in the form of academic guidance, teachers become academic advisors, provide study plan cards (KRS), help students determine credits, make learning tools, analyze student development, socialize the development of student learning outcomes. (d) making lesson plans, making other teaching tools through the MGMP forum, preparing teaching materials, teaching processes, and assessing lessons Teacher performance evaluation is carried out by the principal on an ongoing basis. Evaluation is carried out through meetings (meetings), briefings, and supervision. Supervision using a format that already exists and is available at school.

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