



The Performance Evaluation of Certified Teachers Using the Charlotte Danielson Model Approach

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Abstrak

Penelitian ini bertujuan untuk menilai kinerja guru yang telah lulus sertifikasi di SMA/SMK di Sumatera Utara dan Lampung ditinjau dari: (1) perencanaan dan persiapan pembelajaran, (2) Pengelolaan Kelas (3) Aspek Pembelajaran, dan (4) Tanggung Jawab Profesional. Penelitian ini merupakan penelitian evaluatif dengan menggunakan Model Charlotte Danielson. Subjek penelitian ini adalah sepuluh guru yang telah lulus sertifikasi. Penelitian dilakukan terhadap 10 guru dengan pendekatan kuantitatif. Pendekatan kuantitatif menggunakan teknik pengumpulan data berupa angket dan instrumen. Hasil penelitian ini adalah: (1) kinerja guru bersertifikat berada pada kategori Baik, dengan persentase besar sebesar 82,92%, (2) kinerja guru bersertifikat dari aspek Pengelolaan Kelas berada pada kategori Baik, (3) kinerja guru bersertifikat dalam berinteraksi dengan siswa selama pembelajaran berada pada kategori Baik, dan (4) kinerja guru bersertifikat menunjukkan kemampuan tanggung jawab profesional sebagai guru dikategorikan baik. Namun hasil tersebut masih belum dapat dikatakan sepenuhnya baik, karena dari aspek tanggung jawab profesional yang dinilai, aspek ini mendapat persentase terendah, yaitu 78,75%. Tentu saja tanggung jawab profesional guru bersertifikat di SMA/SMK di Provinsi Sumut dan Lampung perlu ditingkatkan lagi.

Kata Kunci: Guru Bersertifikat, Model Charlotte Danielson, Evaluasi Kinerja

Abstract

This study aims to assess the performance of teachers who have passed certification in High School/Vocational School in North Sumatra and Lampung in terms of (1) learning planning and preparation, (2) Class Management (3) Learning Aspects, and (4) Professional Responsibilities. This research is evaluative research using the Charlotte Danielson Model. The subjects of this study were ten teachers who had passed the certification. The research was conducted on 10 teachers with a quantitative approach. The quantitative approach uses data collection techniques in the form of questionnaires and instruments. The results of this study are: (1) the performance of certified teachers is in a Good category, with a large percentage of 82.92%, (2) the performance of certified teachers from the Classroom Management aspect is in a Good category, (3) the performance of certified teachers in interacting with students during learning is in a Good category, and (4) the performance of certified teachers shows the ability professional responsibilities as a teacher are categorized as good. However, the results are still not entirely good, because, the aspect of professional responsibility gets the lowest percentage, which is 78.75%. Of course, the professional responsibilities of certified teachers in High School/Vocational schools in the Provinces of North Sumatra and Lampung need to be increased again.

Keywords: Certified Teacher, Charlotte Danielson Model, Performance Evaluation

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DOI : <https://doi.org/10.31004/edukatif.v4i4.3154>

ISSN 2656-8063 (Media Cetak)

ISSN 2656-8071 (Media Online)

Edukatif : Jurnal Ilmu Pendidikan Vol 4 No 4 Tahun 2022

p-ISSN 2656-8063 e-ISSN 2656-8071

INTRODUCTION

Teaching is a professional position, so teachers must be able to carry out their duties professionally. A teacher is considered a professional, professional authority, recognized by society and ethics Regulations (Indarta et al, 2022). For this reason, the government has made various efforts to improve the quality of education, one of which is by improving the quality of teachers. This is understandable because the quality of the entire education system is closely related to the quality of teachers. Teachers have a strategic role in education and even other appropriate educational resources often mean nothing without the support of qualified teachers. Therefore, teachers have a very important role in efforts to improve the quality of education.

In the form of improving the quality and equity of education in Indonesia, the government has implemented several programs, one of which is by improving the qualifications, competencies, and professionalism of teachers and education by improving the welfare of teachers and education Sukirman, (2020). In this understanding, it means that in order to improve the quality of education, teachers are not only increased in competence or professionalism but also their welfare. This is because teachers are at the forefront of the implementation of education (Riyanda, 2020). It is the teacher who goes head-to-head with students, transfers knowledge and skills through mentoring and role models, and educates with positive values. In the hands of the teacher will be produced outstanding students, both academically, technically, emotionally, morally, and spiritually. This will produce future generations who are ready to face the challenges of our time. Therefore, teachers need to have high qualifications, competence, and dedication to carry out their professional duties (Jahidi, 2017)

In addition to other forms of efforts that have been carried out by the government to improve the welfare and quality of educators, the government has set a policy for educators, namely the policy of issuing the certification. This is good news that should be accompanied by teacher professionalism. Professional teachers are required to continuously develop in accordance with the times, science, and technology, as well as the needs of the community including the need for quality human resources, and can compete in regional, national, or international forums) (Utomo et al, 2019). Teacher certification is a proficiency test process for prospective teachers or teachers who want to get recognition and/or improve their abilities in accordance with the majors they choose (Kartomo & Slameto, 2016). The fulfillment of the competency standards contained in the teacher certificate is a competency certificate for educators. The implementation of Certification plays a role in advancing the national education system through increasing teacher competence, which can improve the quality of education, become a special concern for teachers, or can be in the form of rewards for teacher performance, with strict administrative supervision (documentation), but effectively Monitoring aspects of the learning implementation process are implementation of certification needs to be improved. One of the obstacles is that the current school supervisor is not a subject supervisor, but is still a supervisor of the learning process for all subjects at school (Hasan, 2017).

Teachers who have been certified must have creative abilities, good teaching performance in carrying out their daily duties as teachers and educators, be able to innovate, and be highly motivated so that they can be reflected as professional teachers who describe the teacher's ability in the teaching process as seen from his good performance. Performance is a complex problem in school organizations, one of the challenges faced by school agencies in managing all certified and non-certified teachers is to encourage the morale of all teachers even though the predicates are different, to be able to achieve optimal performance that has an impact on improving the quality of education (Kartowagiran, 2011). Coupled with the outbreak of the Covid-19 outbreak which caused anxiety among teachers, students, and parents (Riyanda, et al, 2021) where teacher performance deserves attention.

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Safitri & Sos (2019) argues that performance is the output produced by the functions or indicators of a job or a profession within a certain time. A job or profession has a number of functions or indicators that can be used to measure the results of the work. Furthermore, Ratnasari & Siregar (2020) defines performance as the result of work achieved by a person based on job requirements. A job has certain requirements to be carried out in achieving goals (job standards). Octavia (2019) explains that the term performance comes from the word job performance or actual performance, namely the quality and quantity of work achieved by an employee in carrying out his duties in accordance with the responsibilities given to him. It can be concluded that performance is the result of a person's work achieved in carrying out the work or task that has been given to him following existing requirements or rules. The success of teachers to create a conducive student learning process, and leading to high student learning gains or outcomes, are all a reflection of a teacher's performance. In carrying out their roles and functions in the learning process in the classroom, teacher performance can be seen in their activities of planning, implementing, and evaluating the learning process whose intensity is based on the moral and professional attitudes of a teacher (Mahanani et al, 2014).

In several studies that have been conducted, the performance of certified teachers is still below the minimum performance standard. Further research Kurniawan (2011) with the title " Implementasi Kebijakan Sertifikasi Guru Dalam Rangka Peningkatan Profesionalisme Guru di Kota Yogyakarta" concludes that there has not been a significant increase in teacher professionalism in terms of the impact of accreditation policies. Enforcement of accreditation policies seems to be purely welfare-oriented, with less focus on the quality of teaching. Meanwhile, research by Yusrizal et al (2011) shows that teachers who are certified and receive allowances are not fully high-performing. Research by Diksa & Aufa (2018) also shows that certified teachers (professional teachers) perform no better than uncertified teachers. Teacher performance decreases because they feel they are no longer being assessed and there are no sanctions after certification.

In line with that, research conducted by Nim (2015) on the perception of uncertified teachers on the work ethic and teaching performance of certified teachers also concluded that the teaching performance of certified teachers did not meet the very good criteria, still not different from the teaching performance of teachers. non-certified. Therefore, it is necessary to evaluate the performance of teachers who have been certified on an ongoing basis based on (1) learning planning and preparation, (2) classroom management, (3) the learning process, and (4) professional responsibility. So it is necessary to evaluate further the performance of teachers who have received certification with the Charlotte Danielson model approach.

METHOD

This research is evaluative research. Evaluative research conducted by researchers includes the type of evaluative research on human resource performance. This study aims to carry out evaluations and describe data in the form of existing information and statements about the performance of certified teachers. The study was conducted on 10 certified high school/vocational school teachers in North Sumatra and Lampung provinces.

The research approach used is a simple quantitative and qualitative approach. The quantitative approach uses data collection techniques in the form of questionnaires and questionnaire instruments and the Teacher Performance Assessment Rubric which is a translation of the Charlotte Danielson model teacher performance assessment rubric Danielson (2007), based on (1) learning planning and preparation, (2) classroom management, (3) the learning process, and (4) professional responsibility. The data from the results of filling in the observation questionnaire uses a scale of 4.

The results of the Charlotte Danielson Model Teacher Performance Evaluation are stated in the following four categories:

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Achievement:	86% - 100%	= Very good
	71% - 85%	= Good
	51% - 70%	= Enough
	< 50%	= not enough

RESULTS AND DISCUSSION

Learning Preparation and Planning

The results of the study stated that the 10th teachers studied had made good preparations and learning planning.

Table 1
Results of Teacher Performance Evaluation on Learning Preparation and Planning

Component	Total score	Max score	Percentage
Demonstrate knowledge of competency standards and learning strategies	32	40	80 %
Demonstrate knowledge of the characteristics of students	34	40	85 %
Selection of learning objectives	31	40	77,5 %
Demonstrate knowledge of appropriate learning materials used	34	40	85 %
Designing logical learning	33	40	82,5 %
Assessing student learning	35	40	87,5 %
Achievement Level	82,92 %		
Category	Good		

The table above shows that according to the Charlotte Danielson Rating Scale, teacher scores are in a good category, with some areas being very good. In other words, the teacher has been able to set goals carefully and sequence learning activities well. In preparing the lesson plans, teachers must correctly understand the components that must be in the lesson plans (competency standards, basic abilities, components of ability achievement, learning objectives, time allocation, learning methods, learning activities, assessments, and learning resources). However, there are several aspects of the study plan that need to be improved, namely the plan for the use of learning methods, learning resources, and media used in research. In addition, the teacher did not make lesson plans according to student characteristics, so there was only one lesson plan for all students, and each student had different characteristics.

Class Management

In this assessment, all teachers have a good performance in managing the class during learning.

Table 2
Results of Class Management Teacher Performance Evaluation

Component	Total score	Max score	Percentage
Creating a learning atmosphere that is filled with mutual respect and good relations	34	40	85 %
Develop a learning culture	33	40	82,5 %
Manage class	36	40	90 %
Regulating student behavior	33	40	82,5 %
Organizing the classroom	33	40	82,5 %
Assessing student learning	34	40	85 %
Achievement Level	84,58%		
Category	Good		

Table 2 above proves that the scores of teachers on the classroom management assessment are in a good category and some sub-assessments are very good, for Charlotte Danielson's assessment ratio. The teacher's performance, among others, is shown by the behavior of all teachers who always try to respect students and

improve the learning culture in the classroom with various activities so that children are not bored exploring lessons in class or during upgrading outside the category. Not only that, the teacher has succeeded in managing the attitude of students who do not follow the existing provisions, such as when students do not do their homework, so the teacher asks students to run around the square. The teacher uses polite speech in delivering the lesson module, as a result, the students are captivated or enjoy the teacher. Because the curriculum used today is the 2013 curriculum, upgrading is not always tried in categories, teachers often invite categories to go during the course. Students are asked to make observations in close areas, and dialogue with friends. With upgrading procedures outside of school, students are not bored to practice so that they can master the lesson well.

Aspects of Learning

In the aspect of the learning process, based on the results of the vice-principal rubric, all teachers have good performance.

Table 3
Results of Teacher Performance Evaluation from the Learning aspect

Component	Total score	Max score	Percentage
Communicate with students	33	40	82,5 %
Using question and answer and discussion techniques	34	40	85 %
Involving students in learning	35	40	87,5 %
Provide feedback for students (assessment)	35	40	87,5 %
Demonstrates a flexible and responsive attitude (quick response)	36	40	90 %
Achievement Level			86,5%
Category			Very Good

Based on the results in the table above, the teacher obtained a score of 86.5% on the Charlotte Danielson Rating Scale for learning, some of which were very good. However, in reality, according to the opinion of some students, there are still teachers who always guide students to work on questions and only provide some explanations. Some teachers punish students for not doing homework or making up lessons. Sometimes the teacher speaks too fast when explaining the topic, so the students still don't understand the topic. In learning, the teacher uses a discussion system both in small and large groups. By creating a group system, students will interact with their friends. Students practice working together with friends.

Professional Responsibilities

The data is presented as follows:

Table 4
Results of Teacher Professional Responsibilities from the Learning aspect

Component	Total score	Max score	Percentage
Reflecting on teaching	30	40	75 %
Take accurate notes	27	40	67,5 %
Communicate with parents of students	31	40	77,5 %
Contribute to schools and education agencies	35	40	87,5 %
Developing a professionalism	36	40	90 %
Demonstrate professionalism	30	40	75
Achievement Level			78,75%
Category			Good

The table above shows that the teacher's score on the aspect of professional responsibility is in the good category with a total percentage of 78.75. However, there is one component that gets a score with a sufficient category, namely, Take accurate notes based on Charlotte Danielson's evaluation scale. Thus, the performance of certified teachers in high school/vocational schools in the provinces of North Sumatra and Lampung in the

aspect of professional responsibility is in the Category of Very Good. The results of class observations showed that the average teacher showed very good performance in showing his professional responsibilities as a teacher. In accordance with the components of the professional responsibility of the teacher is reflected in several indicators as follows (1) Reflecting on teaching. (2) Make accurate notes (student attendance, learning journals). (3) Communicate with the parents of the students. (4) Contribute to schools and education agencies. (5) Develop a profession. (6) Demonstrate professionalism.

The results of the performance evaluation of each Domain-certified teacher based on the Charlotte Danielson Model show that the level of achievement for the aspects of Preparation and Planning, Learning Process, and Professional Responsibility falls within the interval of 86% - 100%, which is in the category of Good. The results of the performance evaluation of certified educators based on the results of this study indicate that their professional duties as educators have been carried out well, thus contributing to the quality of education in high school/vocational school provinces of North Sumatra and Lampung. According to the researcher, the improvement in the quality of teachers is due to the school's efforts to improve teacher professionalism in a sustainable and controlled manner. These efforts include routine training every semester and routine supervision of the Principal on a daily, weekly, monthly and periodic basis. In addition, the development of teacher assessment is also carried out exclusively through key performance indicators. This course is in line with the duties of teachers under Article 1 paragraph (1) of Law no. 14 of 2005 concerning Teachers and Lecturers whose function is to improve the quality of education (Article 4 of Law 14/2005). The findings of this study support the research conducted by Istinganah et al (2020) which concludes that (1) the performance of certified teachers in planning and preparing for learning is in a good category, (2) the teacher's performance in managing the classroom is in a good category, (3) the performance of certified teachers in interacting with students during learning is in a good category, and (4) the performance of certified teachers in demonstrating their professional responsibilities as a teacher is categorized as quite good.

Based on these findings, the instrument developed by Charlotte Danielson can be used as a more effective teaching performance measurement tool. This finding is of course contrary to previous findings (Rosli & Rossi, 2014; Nim, 2015) which state that the implementation of teacher certification policies still has an implementation gap because there are still many certified teachers whose performance quality is doubtful. However, from the research findings, it is stated that certified teachers have improved overall quality even though there are still certain domains that must be maximized. In line with the findings above, Dodson (2017) said in his writing that his research concluded that the performance of professionally certified teachers in the implementation of learning with the class management sub-component was only categorized as good enough, the sub-component using learning methods was also included in the quite good category, as well as the sub-component use learning methods. The components of the use of media and learning resources are categorized as quite good. Findings from various countries also state that the Charlotte Danielson Model has been recognized as a framework/reference for a teacher performance assessment that reflects the true professionalism of teachers. This is very helpful for decision-making in assessing teacher performance in accordance with the nature of certification.

CONCLUSION

Based on the findings and discussion of the evaluation research results as described previously, it can be concluded that four things are in accordance with the research problems that have been formulated, namely (1) the performance of certified teachers in high school/vocational schools in the provinces of North Sumatra and Lampung in planning and preparing learning is in the Good category with a large percentage of 82.92%, (2) the performance of certified teachers in high school/vocational schools in the provinces of North Sumatra and Lampung in the Class Management aspect is in a Good category, (3) the performance of certified teachers in

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high school/vocational schools in the province North Sumatra and Lampung in interacting with students during learning are in a Good category, and (4) the performance of certified teachers in high school/vocational schools in the provinces of North Sumatra and Lampung in demonstrating their professional responsibilities as a teacher is categorized as Good. The results of the performance evaluation of certified teachers in high school/vocational schools in the provinces of North Sumatra and Lampung based on the four domains/components of Charlotte Danielson are in a Good category with an achievement rate of 83.19%. However, this result still cannot be said to be completely good, because from the aspect of professional responsibility that is evaluated, this aspect gets the lowest percentage, which is 78.75%. Of course, the professional responsibilities of certified teachers in high school/vocational schools in the provinces of North Sumatra and Lampung need to be increased again.

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