Educational Management

Performance of State Elementary School Teachers in the New Normal Era

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Article Info	Abstract
	The aim of this research is to examine teacher performance based on learning planning, learning, and learning evaluation. This research approach is qualitative in the form of case studies. Data acquisition is done by observation, interview, and document study. Data sources in this study include school principals, class teachers, and certain subject teachers. The data that has been collected is then analyzed using qualitative analysis, namely, the results of the study will be explained in words so that the researchers can describe the results of the research in depth in accordance with the actual conditions in the field. The results of research on several public elementary schools in the Gandrungmangu District of Cilacap Regency regarding teacher performance include (1) Learning Planning Aspects: From 34 teachers there are 20 teachers who can compile and create annual programs, semester programs, and learning implementation plans (RPP) independently while 14 other teachers still get help from other people and take references from the internet. (2) Aspects of Learning Implementation: In the use of learning methods and strategies as well as the delivery of material using the learning system (face to face) and online (online) by including parents in the implementation of learning, the use of media for learning includes mobile phones and laptop PCs, and learning resources use Package books, student worksheets (LKS), and websites. (3) Learning Evaluation Aspects: The teacher takes a system approach by paying attention to input, process, and output. The types of evaluations used are formative and summative.

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INTRODUCTION

Teachers are one of the key elements in the education system which is also a term for an educator. Based on Law Number 14 of 2005 concerning teachers and lecturers' article 1, "teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating

students in early childhood education in formal education, basic education, and secondary education". From a legal point of view, teachers have a very important task in education, so teachers are called professional educators. As a result, teachers are often seen as pioneers in achieving educational goals. Suparlan (2005) states that "the teacher can be interpreted as a person whose duties are related to efforts to educate the life of the nation in all its aspects, whether spiritual and emotional, intellectual, physical, or other aspects". The professionalism of the teacher must be maintained by maintaining his performance. Therefore, it is undeniable that the curriculum, infrastructure, and motivation of the best students will not function properly if they are not balanced with good teaching abilities.

Following up on the legal umbrella regarding teachers, there is Law number 14 of 2005-chapter 1 article 8 which states that "teachers are required to have academic qualifications, competencies, educator certificates, be physically and spiritually healthy, and have the ability to realize national education goals". Especially in the face of the current conditions that have experienced a downturn that has hit almost the entire world, especially in running the education system due to the existence of a dangerous virus known as the Covid-19 pandemic even though it has now entered the New Normal era. Nissim and Simon (2020) argue that "... Agility in education means the adoption of a flexible attitude toward teaching and learning..." ... Agility in education means the application of a flexible attitude towards teaching and learning… This can be interpreted to mean that education must be able to keep up with changes with a system that is carried out flexibly

so that people will still be able to get a decent education and broad knowledge.

In the New Normal era like today, the government has made various efforts, especially in evaluating teacher performance. This effort is made so that this nation is not left behind in the field of education even though it is facing a transitional era from the covid-19 pandemic era to the current new normal era. Therefore, it is important for the teacher to really do his job well. One way to tell if a teacher is doing his job well is to look at how well the teacher is performing. In order for education to be implemented properly, teachers must perform well. This is certainly something to look forward to, because teaching is a job that is recognized for its professionalism

The current situation in the field strongly shows that before the Covid-19 pandemic until the new normal era, there were teachers who still did not show their professionalism, especially during difficult times like this that changed the pattern of education. These changes include, among others, such as in the aspect of teacher learning planning, there are still many who are unfamiliar with the name Distance Education (PJJ) which is the current government policy. Online learning during the pandemic is distance learning, with teachers and students separated by distance (Santi et al., 2020; Wargadinata et al., 2020). In a distance learning (online) environment students can be anywhere independently and can interact with other teachers and learners (Singh & Thurman, 2019). Of course, distance learning is an educational transformation that requires online learning interaction between educators and students, which is a very difficult opportunity and challenge for teachers and students (Suhendro, 2020).

According to Champa et al., (2019) behavioral readiness refers to the skills used in doing things. However, before this pandemic took place, there were still many teachers who experienced various difficulties. Teacher readiness to teach online correlates with the readiness of parents and teachers (Aliyyah et al., 2020). In addition, strategies and motivations are needed that can guide learning behavior

(Richardson & Newby, 2006) because the online learning process cannot run directly without physical presence and communication which is often an obstacle in absorbing the material provided by teachers, especially for elementary school students. Not all primary school students aged 6-12 have access to technology to learn (Purwanto et al., 2020; Fauzi & Khusuma, 2020). While on the other hand, many primary school teachers have limited experience with online learning (Lapada et al., 2020). Therefore, there are often many students who sometimes do not understand what students should learn because not all parents have the same understanding, it can also be because of the different educational backgrounds of parents.

Teachers are incompetent for at least three reasons, namely (1) lack of training or educational experience in the development and use of learning technologies. This factor is said to be responsible for the inability of teachers to apply learning technology when teaching students (Kim 2020; Champa et al. 2019); (2) weak initiatives of elementary school teachers in applying technology-based media in learning because they feel sufficient with more traditional in-person teaching methods (Churiyah et al., 2020); and (3) schools are less able to facilitate technology-based learning and less motivating for teachers (Alea et al., 2020). For this reason, it is a consideration for teachers in carrying out online learning in the new normal period. Another factor is the unpreparedness of teachers teaching online due to a lack of ability and skill in using technology as a facility that supports learning (Giovanella et al., 2020).

Problems about teacher performance that exist today occur in all regions in Indonesia, including one of them Gandrungmangu district, Cilacap district, and Central Java province. Based on observations obtained by researchers from the Basic Education Office of Gandrungmangu sub-district regarding the minimum service standards of education by teachers in the new normal era, there are teachers who have not carried out tasks such as planning, implementing, and evaluating learning properly in the distance education system (PJJ) or known as SFH (School from Home). Distance Education is already a must in dealing with the current pandemic disaster, this agrees with Wahyuni, et al., (2021), that online learning as an ideal learning system during the pandemic brings many challenges for various parties. The effectiveness of online learning, of which is very dependent on teacher preparation. At the primary school level, the challenges are even greater due to the characteristics of elementary school students whose childhood has the ability to think logically and abstractly, rapid physical growth, and a critical period of self-esteem. However, the real condition is that most elementary school teachers have a low ability to teach online. Therefore, steps are needed to increase awareness and skills so that teachers are ready to teach. Other problems that occur such as teachers who have not been able to design an effective implementation of distance education in the distance education system (PJJ) or SFH (School from Home). Furthermore, from the data obtained by the researchers, these problems occur more in teachers at the elementary school (SD) level.

METHOD

This research is a research with qualitative methods using a descriptive approach or descriptive research. The type of research used in this study is a type of qualitative research. Arif Furqan (1992) This qualitative research is descriptive in the form of written discourse that can be observed from the subject itself. Although this research approach is a case study. Case study research is technically research that is carried out intensively, in detail, and in-depth on a certain symptom or phenomenon in an organization, or institution (suharsimi Arikunto, 2002: 120).

The research design in this study uses an exploratory case study research design. Berg (2007) revealed that exploratory case studies are methods that emphasize the exploration of a case in order to explore the basics of a research problem and make it easier for researchers to find various significant factors that interact with each other to determine a characteristic of related phenomena with individuals, communities, or

even institutions. In addition, exploratory case studies also emphasize the study subjects' understanding of what they listen to or feel, how they interpret the various information and actions they take, as well as solving problems and interacting with other people.

The focus and activities studied were the performance of State Elementary School teachers in the New Normal Era in Gandrungmangu District, Cilacap Regency. The subjects of this study were Teachers and Principals. Teachers as the main actors of education make teachers educators, mentors, and role models for students. The Principal can also be asked for information about the teacher's performance because basically the Principal and the Teacher only get additional duties contained in the duties of the Principal. The teacher performance study focused on the teacher's tasks in planning learning, implementing learning, and evaluating learning. The data validity techniques used in this study were increased persistence, triangulation, and member check with Milles and Huberman'sinteractivee data analysis model.

RESULTS AND DISCUSSION

The topic of discussion in this study was the performance of state elementary school teachers in the *new normal* era in Gandrungmangu District, Cilacap Regency. The aspects discussed in this study are contained in the Ministry of National Education (2008: 22-24), namely as an indicator of teacher performance assessment carried out on three learning activities in the classroom, namely planning learning activity programs, implementing learning activities, and evaluating/assessing learning.

Learning activities cannot be separated from a plan because the activity will run well if good planning is made as well. In this *new normal era,* many teachers are supposed to prepare effective and efficient learning. In order to create effective and efficient learning, teachers need to make plans for one such as compiling annual programs and semester programs, syllabuses, and lesson plans. Annual programs and semester programs are made to be a reference for learning

activities that can be carried out according to student needs. Meanwhile, in its preparation, each teacher has their own way. Agreeing with Hidayat (1990) in Dimyati's book (2011) stated that the tools that must be prepared in learning planning include: 1) Understanding the curriculum, 2) Mastering teaching materials, 3) Compiling teaching programs, 4) Implementing teaching programs and 5) Assessing teaching programs and the results of the teaching and learning process that has been implemented. The teacher starts the planning aspect as a performance benchmark, the teacher must know the learning curriculum that applies in the institution or school the teacher is working in. As in this *New Normal* era, there are still many teachers who have to adapt because of an emergency such as *the Covid-19* pandemic. But in detail, not all teachers prepare for this aspect of planning themselves. There was interference from others in the process of drafting it.

In accordance with the stages in the basic tasks of the teacher, after the planning aspects in learning are compiled and agreed upon, the next step that occurs is the aspect of implementing learning. The implementation in learning can be said to be a forum for how the planning that has been made by the teacher is carried out. Whether or not the implementation of learning is smooth or not starts with how the teacher arranges the learning plan. What are the things that will be done and given by the teacher to the students as a form of teacher action with planning made through education?

In the aspect of implementing learning, there are several indicators that can be assessed, namely the use of learning methods and strategies, the delivery of material, and the use of media and learning resources. Regarding the use of learning methods and strategies in this *new normal* era, teachers are required to be active and creative in teaching students so that learning runs as expected. Teacher readiness can be understood as the teacher's perception of the abilities and skills necessary to integrate technology into classroom teaching activities (Inan & Lowther, 2010; Fauza et al., 2021).

Learning also needs to optimize the use of learning time so that learning materials can be delivered given the *Covid-19 pandemic.* Efforts so that learning runs smoothly and all subject matter can be conveyed to students, the government always upgrades new rules when entering this new normal era such as the implementation of an emergency curriculum when the 2013 curriculum is still actively carried out. To face the *new normal* situation, teachers are ready with other policies such as the implementation of the 2013 curriculum and the emergency curriculum, this is in accordance with research from Saitri (2017), it is proven that before the *Covid-19* pandemic Teachers were ready to implement two curricula at once, namely the KTSP curriculum and the 2013 Curriculum, Teachers used more creative and innovative learning strategies in accordance with the provisions of the 2013 curriculum, Teachers are able to evaluate student learning in accordance with applicable curriculum provisions, namely in cognitive, affective, and psychomotor aspects, teachers teach not only materially oriented but also a moral responsibility. In addition, student satisfaction in the face of this distance learning system is highly expected to increase the enthusiasm for learning, student satisfaction reflects how learners perceive their learning experience (Alqurashi, 2019). Other rules were also conveyed to keep education running but the pandemic did not hit again. In the *new normal* era, students have started face-to-face learning at school by complying with health protocols, face-to-face learning time is limited to only 2 hours including rest, and students who enter school are divided into two times (some enter in the morning and enter noon) in order to comply with health protocols, namely keeping a distance, learning for 6 days entering school is divided into 50% offline 50%, but in the new normal era, it becomes 75% offline 25%. However, teachers always come to work or always come to school as before the pandemic by complying with health protocols and even though learning is carried out offline or online so that the principal can also always supervise and control the implementation of learning in accordance with planning.

Based on the results of research in several State Elementary Schools, it can be concluded that 58% of teachers can compile annual programs, semester programs, and compile RPP and 42% of teachers have not been independent in making annual programs, semester programs, and compiling Learning Implementation Plans (RPP). For the syllabus, it is known that schools that use the 2013 curriculum syllabus are made by the Central Government.

In this new normal era, starting learning has not been able to be on time because students must adapt again considering that in the era of the Covid-19 pandemic, all students were laid off or in other words studied at home. However, in this new normal era, students can already do face-to-face or offline learning (outside the network) and also online (online). So that in the new normal era, it is expected to be able to meet the learning needs of students but in fact, knowledge or subject matter fully cannot be conveyed because at the time of offline (face-to-face) learning is limited with recommended class hours and online learning is limited with communication tools.

The allocation of offline learning during the new normally uses a class portion of 75% offline and 25% online with a limited with learning time of 7 hours of lessons every day and 1 hour of lessons is 30 minutes. If in one class there are many students, the offline learning time will be divided into two (half of the number of students who enter in the morning half of them enter the afternoon) this is a recommendation from the government to maintain and comply with health protocols, namely keeping a distance.

So actually, during online learning, parents of students must also be included in order to help the learning process. But in the actual situation, there are still obstacles in including parents of students in learning the online system (online) just as there are still many parents who were not even in school before so they still have difficulty in teaching their children, some students live only with their grandparents in the village who are old while the parents of students work outside the city. Therefore, teachers are required to be creative so that students get knowledge by occasionally visiting students' homes by forming

small-scale study groups. Therefore, teachers must have technical knowledge that will later be able to manage and apply technology optimally in the learning process (Champa et al., 2019; Spoel et al. 2020). To gain proper knowledge and understanding teachers can go through training and educational experience (Champa et al., 2019).

Another learning strategy to deliver material online is with electronic media, books, and internet platforms. Cognitive online teaching readiness is the ability of teachers to think critically and creatively design a concept in solving problems or to carry out tasks in online learning (Abdullah et al., 2017). Teachers will use various learning media such as electronic devices, namely mobile phones (HP) and laptops connected to the internet. With this electronic media, teachers can deliver material with the WA group application. if what is used is a cellphone, the teacher will give a command to study the material in the material book or listen to the video made by the teacher and the command to do the assignments that the teacher has given in a language that is easy for students to understand. There are also variations of learning media using laptops connected to the internet, namely learning is carried out using PC applications such as Zoom Meet, Google (meet and form), and Microsoft Office (PowerPoint) to be a means of delivering material by teachers.

Various obstacles faced by teachers when entering the new normal era are that teachers must be able to condition students so that they can be disciplined again in offline or face-to-face learning at school. Meanwhile, in online learning, the obstacles experienced by teachers are due to the limited facilities owned by students because not all students have cellphones and laptops (PCs) that are adequate for online and not all educational institutions, both elementary and secondary schools, can enjoy the internet. If there is an internet network, the condition is still unable to cover online media (Syah, 2020). In addition, students will feel depressed by something like this and it will be difficult to direct and control themselves, student control and motivation are

needed in a learning system like this (Carter et al, 2020).

Meanwhile, obstacles in online learning such as the limited communication tools used in online learning, internet signals that are not available, and many parents of students who cannot cooperate in their participation in educating their children. The solution to the obstacles above is the division of study groups on a small scale, variations in providing lesson materials (videos and practical assignments), and holding Gulling programs (itinerant teachers) to provide knowledge and provide understanding to students and their parents.

Next is the aspect of learning evaluation that needs to be considered. Learning evaluation is the process of obtaining the necessary information data to determine the extent to which the learning process has occurred in order to make an assessment of the necessary improvements with the aim of maximizing results. Evaluation in learning activities to find out whether the subject matter has been delivered well and understood by students in the era of the *Covid-19* pandemic until the *current new normal* era, there are many evaluations at the end of each learning (formative) and evaluations at the end of the theme (summative).

This means that evaluation with a formative function is an evaluation that is carried out as feedback to the teacher as a basis for improving learning and the teacher can hold the necessary remedial program. The form of formative evaluation is seen from the learning outcomes of students offline and online by looking at the results of homework and daily tests or tests. Meanwhile, evaluation with a summative function is an evaluation that determines the value of progress or learning outcomes of students in certain subjects, as material for providing reports to various parties, determining class increases, and determining whether students pass or not. The form of summative evaluation is the result of midterm tests and odd and even semester tests. Because it has entered *the new normal*, the test is carried out offline. So that teachers can control the honesty, objectivity and independence of students in the

face of daily tests as well as midterm tests and semester tests. Teachers take a systems approach that pays attention to inputs, processes, and outputs.

According to (Arikunto, 2016), the learning evaluation technique is divided into two, namely test techniques and non-test techniques. Test scoring is an information collection tool, compared to other tools, the test is more due to full limitations. The test has a dual function, that is, to measure learners and to measure the success of educational programs. The evaluation of the types of tests themselves can at least be divided into two types, namely: descriptive tests (descriptions) and objective tests. The test of the form of the description is like a limited description, that is, when answering this form of limited description, the student must indicate certain things as a limit. Although the student's response sentences vary, there must always be important points contained in the systematics of the answers in accordance with the predetermined and desired limits in the questions. While a free description means that students are free to answer questions in their own way and students are free to express opinions according to their abilities. Therefore, each student has a different way. However, teachers must still have references and benchmarks to correct student responses.

Assessment or evaluation is obtained from the results of tests and non-tests given to students to be considered in the teacher making improvements. The various test evaluations are alternative elective tests, multiple-choice tests, true and false tests, and matchmaking tests. Meanwhile, non-test evaluations such as assessments measure the ability of students directly with real tasks. The assessment is also based on the KKM standards that apply in each school.

Therefore, parents are expected to be able to convey things that are obstacles to the implementation of learning. If the problem is not immediately conveyed, it is very likely that the school does not know what the obstacles are happening. Schools pay more attention to obstacles that occur outside of student learning activities. Because this also greatly affects the implementation of learning in the new normal. In addition, at the evaluation stage, no assessment indicators have been achieved. Evaluation activities are only carried out and are too widespread. It is hoped that other researchers can develop similar research by exploring using other aspects related to teacher performance in the new normal era.

CONCLUSION

Based on the results of research on the Performance of State Elementary School Teachers in the *New Normal* Era, Gandrungmangu District, Cilacap Regency, it can be concluded with the following research focus: (1) Aspects of learning planning consisting of the preparation of annual programs, semester programs, syllabuses, and Learning Implementation Plans (RPP). Teachers no longer compile and make syllabuses but still compile learning implementation plans (RPP) and carry out learning. (2) The implementation of learning in the *new normal* era is carried out in two ways, namely face-to-face or offline learning (outside the network) and distance or online learning (online). During online learning, teachers mostly use the WhatsApp application as a tool for delivering materials and schoolwork to students. In addition to using the WA application, teachers also use PCs or laptops in teaching online using *zoom, google (meet* and *form)* applications. Obstacles that arise during offline learning such as decreased levels of student discipline, untimely learning, and limited class hours. (3) The form of learning evaluation carried out by teachers in Gandrungmangu District, Cilacap Regency, provides a formative learning evaluation at the end of each learning and a summative evaluation at the end of each theme or semester.

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