



DOI: <https://doi.org/10.38035/dijdbm.v4i6>

Received: October 23<sup>rd</sup>2023, Revised: November 13<sup>rd</sup>2023, Publish: November 20<sup>th</sup>2023

<https://creativecommons.org/licenses/by/4.0/>

## Teacher Supervisor Assessment Process Level I (IV/b) and above at the Aceh Provincial Education Quality Assurance Institute

Ismail<sup>1</sup>, Anwar Thaib<sup>2</sup>, Gunawan<sup>3</sup>

<sup>1</sup>Universitas Iskandar Muda, Banda Aceh, Indonesia, [ismail.ismail85unida@gmail.com](mailto:ismail.ismail85unida@gmail.com)

<sup>2</sup>Universitas Iskandar Muda, Banda Aceh, Indonesia, [thaib.anwar72unida@gmail.com](mailto:thaib.anwar72unida@gmail.com)

<sup>3</sup>Universitas Iskandar Muda, Banda Aceh, Indonesia, [gunawan350@gmail.com](mailto:gunawan350@gmail.com)

\*Corresponding author: [ismail.ismail85unida@gmail.com](mailto:ismail.ismail85unida@gmail.com)<sup>1</sup>

**Abstract:** The government makes efforts to prepare teachers and also makes efforts to provide guidance for teachers in carrying out teaching duties. One of these guidance efforts is to prepare for promotion by determining the number of credit points periodically. In this case, there are several rules that must be met by teachers so that promotion can be carried out through assessment with a credit point system. Currently, the average teacher has the ranks of Level I Arranger (III/d), Supervisor (IV/a), and Level I Supervisor (IV/b), to achieve the ranks above, of course there is a process that must be gone through, namely submitting a proposal for promotion to an official institution that has been appointed by the government to handle the process. The formulation of the problem in this study is how the Assessment Process for Level I Supervisor Teachers (IV/b) and above at the Aceh Provincial Education Quality Assurance Institute, and what obstacles are faced in the assessment process for level I supervisor teachers (IV/b) and above at the Aceh Provincial LPMP to support the role of the Integrated Service Unit at the Aceh Provincial LPMP for Educators and Education Personnel. In this study, the researcher used a descriptive qualitative method, data validity techniques with triangulation techniques. Triangulation technique, namely researchers use different data collection techniques to obtain data from the same source. The data collection techniques in question are interviews, observations, and documentation where the data source is primary data from research informants. The results of the study indicate that the Assessment Process for Level I (IV/b) and above Teacher Supervisors at the Aceh Province LPMP from the perspective of its duties and functions has not been maximized, due to lack of socialization, very limited human resources, and obstacles in the Assessment Process for Level I (IV/b) and above Teacher Supervisors are also still very many, such as differences in credit scores in PAK and SKKP, there are still many things that need to be fixed so that the desired results can be achieved optimally.

**Keywords:** Assessment Process, Teachers, Quality of Education, Promotion, Credit Points.

## INTRODUCTION

The success of national development can essentially be determined by human resources, the government always tries to improve the utilization of state apparatus in all fields, especially human resources through educational institutions. The government makes efforts to prepare teachers and also makes efforts to provide guidance for teachers in carrying out teaching duties. One of these guidance efforts is by preparing for promotion through determining the number of credit points periodically. In this case, there are several rules that must be met by teachers so that promotion can be carried out through assessment with a credit point system.

The government expects the current teacher figure to be able to appear as a professional educator figure as stated in Law Number 14 of 2005 concerning Teachers and Lecturers, that: "teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in Early Childhood Education on the formal education path, Basic Education, and Secondary Education".

Regulation of the Minister of State for Empowerment of State Apparatus and Bureaucratic Reform Number 16 of 2009 Concerning Teacher Functional Positions and Their Credit Points. Currently, the average teacher has the ranks of Level I Arranger (III/d), Supervisor (IV/a), and Level I Supervisor (IV/b), to achieve the ranks above them, of course there is a process that must be gone through, namely submitting a proposal for promotion to an official institution that has been appointed by government to handle the process.

The duties of the Aceh LPMP are in accordance with the Regulation of the Minister of Education and Culture Number 27 of 2018 concerning Details of the Duties of Work Units within the Aceh Education Quality Assurance Institute, Article 1 point n which reads: carrying out facilitation of the assessment of functional position credit points for Middle Teachers with the rank of Level I Instructor (IV/b) to Main Teachers with the rank of Main Instructor Group (IV/e) in the provincial area of its work area.

Based on the Circular of the Ministry of Education and Culture 67506/A.3.3/KP/2016 Concerning the Proposal for the Assessment of Credit Points for Middle School Teacher Functional Positions, Level I Supervisor Rank, Group IV/b and above, that the submission of files is addressed to the Director General of Teachers and Education Personnel, Ministry of Education and Culture up to the Head of the Aceh Province Education Quality Assurance Institute (LPMP), PO BOX 150 Aceh Besar as the Joint Secretariat of the Central Assessment Team domiciled in Aceh Province.

In serving various interests of teachers, especially concerning the assessment of credit points for Level I (IV/b) Supervisors and above, the Aceh Province Education Quality Assurance Institute (LPMP) has appointed a secretariat team to handle the assessment of teacher credit points. The Secretariat Team consists of 9 people who have been proposed by the Head of the Aceh Province LPMP and have been approved by the Directorate General of Teachers and Education Personnel.

The Aceh Province Education Quality Assurance Institute (LPMP) through the Aceh LPMP media/website has conducted socialization regarding the requirements and things that must be prepared by teachers in applying for promotion, the results achieved by teachers who propose promotion from Level I (IV/b) Supervisor and above should be more optimal or there are no more obstacles or barriers that make the teacher have to make a new proposal again. It seems that the socialization that was carried out felt less targeted because if it was only through the Media, because not all teachers are active in social media, it would be better if the socialization was carried out face to face because it would be more effective.

After the assessment process is complete and the results are out, many teachers are confused or do not understand the contents of the rejection letter of the credit score assessment results (HPAK). Many teachers complain because there is no socialization regarding the Credit Score Assessment. The lack of understanding of these teachers makes them have to make new

proposals again. Actually, what causes teachers to still have to correct the same mistakes, even though they have been proposed before. Maybe the teachers still do not understand the contents of the rejection letter at the time of the previous assessment or the lack of information regarding the administration a promotion that makes teachers less aware of how to actually make a good and correct List of Credit Score Assessment Suggestions.

The objectives of this study are: To find out how the assessment process for Level I (IV/b) and above Supervisory Teachers at the Aceh Province Education Quality Assurance Institute (LPMP) is carried out. And to find out what obstacles are faced in the process. assessment of Level I (IV/b) guidance teachers and above.

## **THEORITICAL REVIEW**

### **Public Service Theory**

According to Sinambela in Pasolong (2013:128), public service is any activity carried out by the government towards a number of people who have any activity that is beneficial in a group or unit, and offers satisfaction even though the results are not tied to a physical product.

According to Lucas W. Robert in Wulandari (2015:287) Customer Service is a service to customers who have the ability in knowledge, skills, and enthusiasm of employees to deliver services and products owned both internally and externally to achieve satisfaction. Regarding satisfaction as the main target of service, it consists of two large components, namely: Services and Products

### **Organizational Theory**

Organizational Science is part of administrative science because organization is one of the elements of administration, so the discussion of organization will give rise to organizational science as a branch of administrative science. The definition of organization according to Hasibuan (2013:24) is "a formal, structured and coordinated association system of groups of people who work together to achieve certain goals".

According to Waldo in his book, Silalahi (2011:124), states: "Organization is a structure of relationships between people based on authority and is permanent in an administrative system". The definition of organization is also mentioned by Weber, quoted by Silalahi. (2011:124), states: "An organization is a social relationship system, where each individual who collaborates carries out an interaction process with other individuals."

### **Human Resource Theory**

Human Resource Management is very important for companies in managing, organizing, and utilizing employees so that they can function productively to achieve company goals. Human resources in the company need to be managed professionally in order to create a balance between employee needs and company demands and capabilities. This balance is the main key for the company to be able to develop productively and fairly. The many advantages possessed by an organization or company will not be able to maximize productivity and business profits without a community of skilled, competent, and highly dedicated employees to the organization, therefore human resource management is needed to manage the workforce, so that all goals that have been set can be achieved.

### **Credit Score Theory**

Credit Points are points given based on an assessment of the achievements that have been achieved by a teacher in completing the detailed activity items used as one of the requirements for appointment and promotion in the teaching position. Determination of the assessment results given based on credit points for appointment and promotion in the teaching position based on:

1. Decree of the Minister of Empowerment of State Apparatus No: 84 of 1993 concerning Functional Positions of Teachers & their credit points.
2. Joint Decree of the Minister of Education and Culture & Head of the State Administration Agency No: 0433/P/1993 and No: 25 of 1993 Concerning Guidelines for the Implementation of Teacher Functional Positions and their Credit Points.
3. Decree of the Minister of Education and Culture No: 025/O/1995 concerning Technical Instructions for Provisions for the Implementation of Teacher Functional Positions and their Credit Points.

## **METHOD**

This study uses a descriptive method with a qualitative approach. Basically, this qualitative is more concerned with the process aspect, in the process each step taken to explore information related to the Assessment Process of Level I (IV/b) and above teacher credit points, so that it is expected that the data obtained will be more in-depth and reliable and more meaningful.

## **RESULTS AND DISCUSSION**

In serving the process of receiving the List of proposed credit point assessments (DUPAK), the Directorate General of Teachers and Education Personnel has appointed Po. Box 150 Aceh Besar to receive files sent by Level I (IV/b) and above teachers. When the files have been received at Po. Box 150 Aceh Besar, the files are then delivered by the post office to the Aceh Province Education Quality Assurance Institute (LPMP). Furthermore, the Assessment Team Secretariat records the files into the Dupak Status Information System (Simstapak) application of the Aceh Province LPMP. To find out how the services provided by the Assessment Team Secretariat, the researcher conducted an interview on June 22, 2022 with one of the members of the Assessment Team Secretariat of the Aceh Province Education Quality Assurance Institute (LPMP), stating that: "The process of receiving the List of proposed credit point assessments (DUPAK) is still not optimal, even though it has been running from year to year, there are still many obstacles that occur in the field. The Assessment Team Secretariat only accepts files sent via Po. Box 150 Aceh Besar, not delivered directly to the Aceh Province Education Quality Assurance Institute (LPMP)."

The results of the researcher's interview on June 28, 2022 with one of the teachers of Sibreh State Elementary School, obtained information that: "All files received by the Secretariat of the Assessment Team of the Aceh Province Education Quality Assurance Institute (LPMP) come from files that are submitted through PO Box 150 Aceh Besar, therefore they are not allowed to bring the files to LPMP directly, because that violates the rules that have been set by the Directorate General of Teachers and Education Personnel". Based on the results of the interview above, it can be concluded that the indicator that the service for the process of receiving files for the List of proposed credit point assessments (DUPAK) has been determined by the Directorate General of Teachers and Education Personnel (Dirjen GTK), for Aceh Province the sending of files is addressed to the Directorate General of Teachers and Education Personnel up Head of LPMP Aceh with the address PO BOX 150 Aceh Besar as the Joint Secretariat of the Central Assessment Team domiciled in LPMP. All files received are files sent via PO Box 150 Aceh Besar. Files brought directly or delivered to the Aceh Province LPMP will automatically not be accepted by the Aceh Province LPMP Assessment Team Secretariat.

Next, the Assessment Team Secretariat records the List of proposed credit point assessment (DUPAK) files to the Dupak Status Information System (Simstapak) application at <http://lpmp-aceh.com/pak>, this is done to make it easier for teachers to check the progress of their files. In this application, teachers can see the status of their files and also ask questions.

Based on the observation results, after the data entry to the Simstapak application is complete, the Assessment Team Secretariat then inputs the files to the [Simpakguru.gtk.kemdikbud.go.id](https://simpakguru.gtk.kemdikbud.go.id) application to print the teacher achievement assessment sheet or often called the PP sheet. Based on the results of the interviews and observations above, it can be concluded that the indicator that the data entry to the application has been maximized, there are obstacles not because of application factors but more because of the incomplete documents sent so that the input process to the application is delayed.

In serving teacher consultations who want to know the results of the assessment, file status, or other problems related to DUPAK. Various problems from teachers who propose DUPAK, ranging from results that have not appeared, results that have come out remains the same as the previous assessment, even though a new proposal has been sent, some have exceeded the value of the predetermined value but still do not meet the requirements to pass or the files are still not assessed. In this case, the Assessment Team Secretariat provides maximum service until the teacher is satisfied with the information and explanation provided by the Assessment Team Secretariat. Based on the conclusions of several indicators above, it can be concluded that the dimension of the service process for receiving files for the List of credit point assessment proposals (DUPAK) has been determined by the Directorate General of Teachers and Education Personnel (Dirjen GTK), the data collection of files to the application has also been maximized, the obstacles occur not because of the application factor but more because of the incomplete requirements.

The Credit Point Assessment Results (HPAK) are the values given to teachers who have proposed a List of Credit Point Assessment Proposals (DUPAK) and have not yet met the requirements or can be said to have not passed to obtain the Credit Point Determination (PAK), HPAK given to the teacher in the form of a sheet of paper that has been printed by the Assessment Team Secretariat. The results of the researcher's observation on June 27, 2022, that teachers can actually check the results directly through the application, but due to the lack of socialization, many teachers still do not know how to view or download the results. The results of the researcher's interview on June 27, 2022 with a teacher at SMA Negeri 1 Lhokseumawe, Lhokseumawe City, obtained information that "The Credit Point Assessment Results (HPAK) were only found out when they came directly to the Aceh Province Education Quality Assurance Institute (LPMP), because of the difficulty when viewing directly on the website <https://epak.gtk.kemdikbud.go.id>, due to not understanding how to view or download the results". Based on the results of the observations and interviews above, it can be concluded that the indicators are: Many teachers have not been able to download or see the results of the assessment through the application <https://epak.gtk.kemdikbud.go.id> and they can only download or find out the results when visiting the Aceh Province LPMP.

The Aceh Province Education Quality Assurance Institute (LPMP) provides adequate facilities and infrastructure to provide services to visiting guests, including guests who want to ask or consult about the List of proposed credit point assessments (DUPAK). Based on the results of the interview above, it can be concluded that the indicator is: "To provide maximum service, the Aceh Province LPMP provides supporting facilities and infrastructure to facilitate and provide comfort to every guest, especially teachers who are taking care of promotions, although there are still shortcomings in terms of facilities and infrastructure, of course this should be followed up in the future".

In serving teachers who consult on DUPAK issues, the Assessment Team Secretariat delivers detailed, accurate and transparent information. The data and information delivered are in accordance with what the teacher concerned wants. Based on the interview results above, it can be concluded that the indicator is: "The information delivered is in accordance with what the teacher needs, although sometimes you have to wait two or three days to get the information."

The average service time lasts around 20 minutes to 30 minutes. Sometimes only 15 minutes, but because when conditions are quiet or there are not many visitors, teachers usually want to linger with various questions outside of DUPAK issues. Of course, that is not something that is disturbing for the Assessment Team Secretariat. Based on the results of the interviews above, it can be concluded that the indicator dimension is: "The information provided is in accordance with what teachers need, although sometimes they have to wait two or three days to get the information."

Teachers who visit the Aceh Province Education Quality Assurance Institute (LPMP) receive information that is clear and easy to understand by the teacher concerned. Clear information, meaning that it does not cause various interpretations, can make it easier for teachers to understand. Based on the interview results above, it can be concluded that the indicator in providing information, the Assessment Team Secretariat always tries to ensure that teachers who receive information can easily understand the information provided.

Based on the results of several conclusions from the indicators above, it can be concluded that: Many teachers have not been able to download or do not know how to see the results of the assessment via the application <https://epak.gtk.kemdikbud.go.id> and they can only...download or find out the results when visiting the Aceh Province LPMP. In fact, the results are very much needed because they are the basis for the next proposal. The Aceh Province LPMP also provides supporting facilities and infrastructure to facilitate and provide comfort to every guest, especially teachers who are taking care of promotions, although there are still shortcomings in terms of facilities and infrastructure. In providing information to visiting teachers, it is also good, only teachers still have difficulty understanding it.

The process of receiving files for the List of proposed credit point assessments (DUPAK) for Level I (IV/b) and above teachers has been determined by the Directorate General of Teachers and Education Personnel (Dirjen GTK), the data entry into the application has also been maximized, the obstacles occurred not because of the application factor but more because of the incompleteness of the document requirements sent so that the input process to the [Simpakguru.gtk.kemdikbud.go.id](https://epak.gtk.kemdikbud.go.id) application was delayed. That the obstacles occurred not because of the application factor but because of the incompleteness of the document requirements sent so that the input process to the [Simpakguru.gtk.go.id](https://epak.gtk.kemdikbud.go.id) application was delayed.

This is in line with the opinion of experts who say that: Service is "an effort to help prepare (take care of) what is needed by a person or other person, towards us which forms a binding relationship of rights and obligations of each party". (Rusydi, 2017).

Many teachers have not been able to download or see the results of the assessment through the application <https://epak.gtk.kemdikbud.go.id> and they can only download or find out the results when visiting the Aceh Province LPMP. The Aceh Province LPMP also provides supporting facilities and infrastructure to facilitate and provide comfort to every guest, especially teachers who are taking care of promotions, although there are still shortcomings in terms of facilities and infrastructure. In providing information to visiting teachers, it is also good, but teachers still have difficulty understanding it in detail.

Many teachers have not been able to download or do not know how to see the results of the assessment via the application <https://epak.gtk.kemdikbud.go.id> and they can only download it or find out the results when visiting the LPMP Aceh Province. According to Kotler in Pusparani and Rastini (2014), the higher the level of quality, the higher the level of satisfaction felt by consumers, with high levels of satisfaction felt consumers then consumers will recommend the product to others.

## CONCLUSION

The Assessment Process for Level I (IV/b) and above Supervisor Teachers at the Aceh Province Education Quality Assurance Institute (LPMP) has not been maximized. From the receipt of the Credit Point Assessment Proposal List (DUPAK) files that have been determined by the Directorate General of Teachers and Education Personnel (Dirjen GTK), due to the incompleteness of the document requirements sent, the input process to the <https://simpakguru.gtk.kemdikbud.go.id> application has been delayed. Many teachers have not been able to download or do not know how to view the results of the assessment via the <https://epak.gtk.kemdikbud.go.id> application and they can only download or find out the results when they visit the Aceh Province LPMP.

Obstacles that hamper the Assessment Process for Level I and above Supervisory Teachers, due to the lack of socialization in the Regency/City regarding the List of Credit Point Assessment Proposals (DUPAK) which causes many teachers to not know about the procedures for proposing DUPAK. As well as the limited human resources which cause the tasks carried out by the assessment team secretariat to increase. Other errors are caused by the party issuing the PAK for Level I (IV/b) Supervisory Teachers who do not know the procedure for the PAK format for Level I (IV/b) Supervisory Teachers in the Regency/City

## Recommendation

In order for the assessment process for Level I (IV/b) and above teachers to run optimally, the Aceh Province Education Quality Assurance Institute (LPMP) should hold a socialization regarding the requirements for the Credit Point Assessment Proposal List (DUPAK) document, as well as the problem of teachers having difficulty opening or downloading results from the application <https://epak.gtk.kemdikbud.go.id> it is very necessary to hold a socialization regarding the procedures for viewing or downloading assessment results from the application.

In order to reduce the obstacles that hinder the assessment process for Level I (IV/b) and above teachers, or even eliminate them altogether, the Aceh Province LPMP should disseminate information related to the results after the assessment of Level I (IV/b) and above teachers and there needs to be coordination between the Aceh Province Education Quality Assurance Institute (LPMP) with the Provincial Education Office and the Regency/City Education Office regarding the Determination of Credit Points (PAK) IV/b so that it is in accordance with the established procedures.

## REFERENCES

- Alwi, Syafaruddin, (2013). Human Resource Management. Second edition. Yogyakarta: BPFE Yogyakarta.
- Alwi, Syafaruddin, (2015). Human Resource Management. Second Edition. Yogyakarta: BPFE Yogyakarta.
- Ambar T. Sulistiyani and Rosidah. (2013). Human Resource Management. Yogyakarta: Graha Ilmu Cetak. First.
- Arikunto, S. (2013). Research Procedures: A Practical Approach. Jakarta: Rineka Cipta.
- Chaerudin, Ali. (2019). Human Resource Education and Training Management. Sukabumi: CV Jejak member of IKAPI.
- Daryanto, & Setyobudi, I. (2014). Consumers and excellent service. Yogyakarta: Gava Media.
- Enifah, Ernik. (2012). Strategy for Improving the Quality of Human Resources (HR) as an Effort to Maximize Company Productivity (Case Study at KJKS BMT Bina Ummat Sejahtera Lasem). Semarang: Walisongo State Islamic Institute.
- Fandy, Tjiptono. (2014). Marketing Services. Andi: Yogyakarta.
- Fandy, Tjiptono. (2015). Marketing Strategy, 4th Edition, Andi Offset: Yogyakarta.

- Frimayasa, A. (2017). *Implementation of Excellent Service to Meet Community Expectations for Public Services in Makasar Village, East Jakarta*: Bina Sarana Informatika University.
- Hardiyansyah, H. (2018). *Public Service Quality: Concept, Dimension, Indicators and Implementation*. Gava Media.