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Exploration of Work Performance of Teachers at Driving Schools

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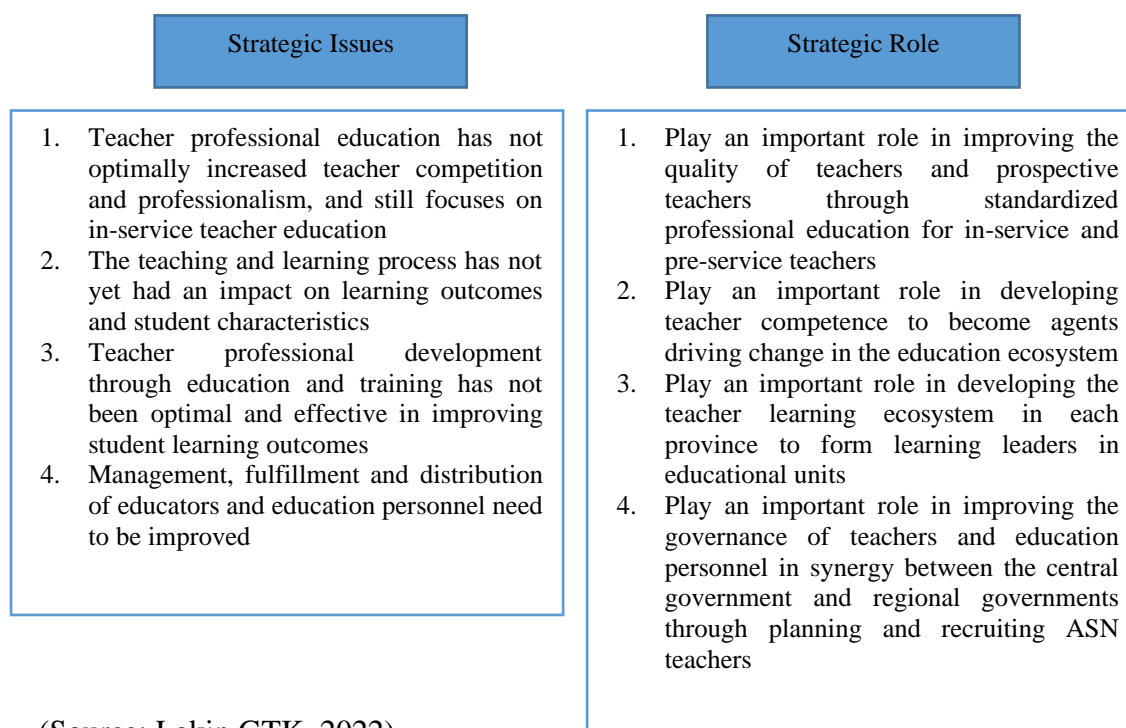
Abstract: Transformative Schools are educational transformations that focus on holistic student learning outcomes that include competencies consisting of literacy, numeracy, and character development. Many factors determine the progress of education in Indonesia, one of which the biggest is how to develop the potential of human resources (HR), in this research case study the educator, not only will determine the educational process, but also the character transferred from an educator to students will produce a golden generation, amid the decline in character in students in generation Z today. One of the things launched by the current government is the 'Merdeka Belajar' Program. Is one of the methods or ways carried out by the government or in this case, the Ministry of Education and Culture, Research and Technology to provide the widest possible opportunity for students to be able to explore their abilities in many ways, through 6-8 activities that can be followed while sitting in learning activities at school. Students are taught to be able to know, and be attractive in developing themselves, and be sensitive to changes in the environment, society, and all activities outside of school. Of course, the goal is to develop the potential of children or students. By using qualitative methods to determine how much impact the Transformative School has on students' self-development in particular, the data is described in a comprehensive qualitative Descriptive research table.

Keyword: Transformative Schools, Potential of children, Student Character, Educator, Student activities.

INTRODUCTION

The development of the world of education in Indonesia is currently facing global challenges, therefore in all fields in the future must appear innovative and professional in providing services. Currently, the determining factor for the success of a country is no longer seen from the abundance of natural resources it has, but rather lies in the excellence of Human Resources (HR). The quality of human resources is still one of the obstacles to the progress of education in Indonesia. In addition, there are other factors that determine the success of an education, such as changes in the curriculum, changes in the education system, facilities and infrastructure. The participation of all stakeholders in providing good performance is very much needed to overcome these problems.

Along with the paradigm shift in the world of education, the Ministry of Education and Culture in 2020-2024 created education policies and strategies that will focus on the Independent Learning Policy. The Independent Learning Policy is a learning that is committed to providing quality education to all Indonesian people to support the achievement of National Priorities in improving quality and competitive human resources (Sherly et al., 2020). Teachers must demonstrate their teaching and learning skills to students to achieve the desired educational goals. Teacher performance is when teachers are able to carry out their duties and functions at school and lead quality learning activities (Djuhartono et al., 2021).



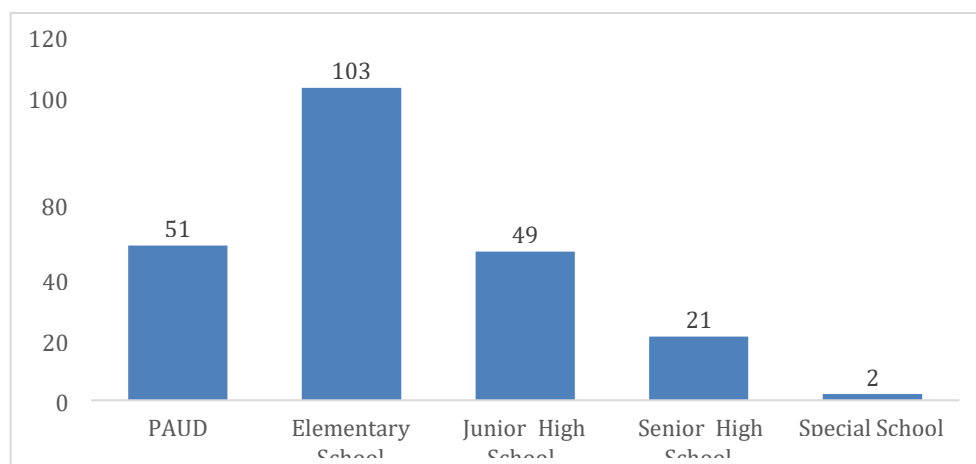
(Source: Lakin GTK, 2022)

Figure 1. Strategic Issues and Strategic Role of GTK 2022

The Directorate General of Teachers and Education Personnel faces a number of strategic issues related to the development of teachers and education personnel. Previous research explains that the policy of strategies for improving teacher competency also affects the quality of good graduates for students. Participatory school leadership is also very important for principals and teachers to become the best graduates (Ismail, 2021). The School Mover Program emphasizes the importance of the professional performance of principals and teachers in producing quality education and graduates (Desianti, 2022).

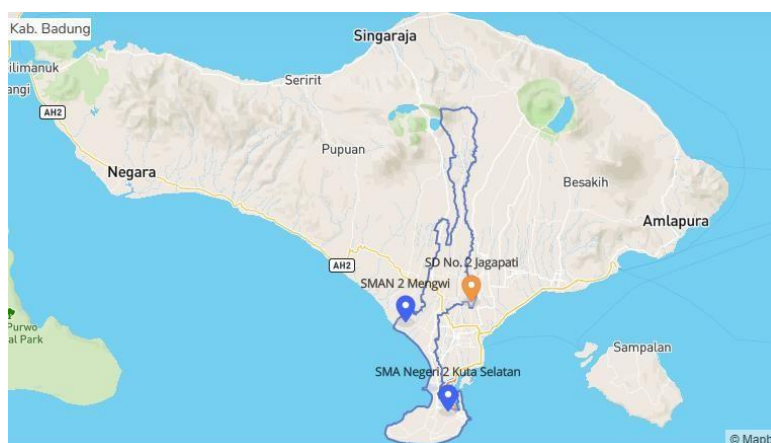
Efforts made to follow up on the issue by consistently making new breakthroughs in various education programs aimed at improving the quality and equity of education in Indonesia, one of which is the school mover program. The results of this study indicate that the School Mover Program aims to develop potential and improve students' academic achievement comprehensively to create an ideal student image with Pancasila values, which includes improving the quality of students' abilities and characters supported by the influence of good teacher performance which has an impact on improving the quality of graduates (Lalupanda, 2019). The school mover is a representation that is expected to be an initiator in bridging other schools to share solutions and innovations to improve the quality of learning, so that the right strategy is needed in managing the internal environment of the school, in order to achieve the quality and current education targets. Solutions related to schools as drivers and teacher performance must produce good and quality graduates, one of which is by

implementing the Guidelines for the Implementation of the School Mover Program regulated in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 1177/M/2020. The School Mover Program is a model of quality education units prepared by the Ministry of Education, Culture, Research, and Technology. The School Mover Program is a program created by the Ministry of Education, Culture, Research, and Technology, which aims to create a School Mover that focuses on developing student learning outcomes holistically (Marliyani, 2022).



(Source: Ministry of Education and Culture, 2022)

Figure 2. Number of Transformative Schools Program in Bali, 2022



(Source: Ministry of Education and Culture, 2022)

Figure 3. Allocation of Transformative Schools in Badung Regency in 2022

Through the Decree of the Director General of Early Childhood Education, Primary Education, and Secondary Education Number 6555/C/HK.00/2021 concerning the Determination of Education Units Implementing the Mover School Program, 382 high schools have successfully qualified as Mover Schools. Bali has 21 high schools verified as Transformative schools and 5 Transformative high schools are allocated to Badung Regency. State Senior High School 2 Mengwi is one of the schools included in the category of Transformative schools led by the Transformative principal and there are many transformative teachers in it, which makes State Senior High School 2 Mengwi good educational relevance and considered capable of running all programs in the Transformative school education transformation component. (Murniarti, 2021) revealed that the Transformative teacher is a teacher who can mobilize other teachers in the implementation of

independent learning, where the Transformative teacher has been equipped with readiness to keep up with the times which is closely related to technology and information that can be used in the implementation of learning at school. Figure 4 shows the Teachers and education personnel of State Senior High School 2 Mengwi.

Supposedly, in the field of education, if it has optimized its human resources well, it will easily accept technological developments and apply them optimally as a Figure 5. However, the reality in the field is that the current condition of educators is not fully prepared to support IT-based learning. It is undeniable that the duties of educators will always shift, which means that teachers must continue to strive to develop creativity and innovation in the application of technology in learning. The learning paradigm will shift towards the use of digital technology, with this technological shift and a younger generation that is more technologically literate, becoming one of the challenges in the 4.0 era in the world of education.



(Source: State Senior High School 2 Mengwi website)

Figure 4. Teachers and education personnel of State Senior High School 2 Mengwi



(Source: Bali Province Disdikpora)

Figure 5. Guidance on the Use of ICT for Education

From the results of preliminary observations and interviews with several educators, it is concluded that the problems faced by State Senior High School 2 Mengwi are not a few educators who state that there are difficulties in managing to learn using the new paradigm, especially in applying technology, both in the learning process, media operation and assessment (e-report). This condition shows that not a few teachers are still stuttering in technology, which ultimately makes them burdened with their teaching and learning tasks.

In addition to constraints on technological progress, the reality in the field shows that there is inequality between State Civil Apparatus (ASN) and Non-State Civil Apparatus (non-ASN) educators, especially in compensation, both in granting permits, leave, and career

opportunities. Where with the same heavy task complexity, busy teaching hours, and high task intensity, the compensation provided is not proportional to the responsibilities received by non-ASN educators. This inequality can affect motivation in improving the performance of educators. (Imroatus, 2016) states that motivation and compensation are closely related to the performance that an employee will produce. Given that there is still little research that examines or examines specifically Transformative schools, this research needs to be done to know and explore comprehensively related to work performance and strategies carried out in Transformative schools, to be able to provide maximum contribution and loyalty to improve performance in providing learning to achieve the goals and quality of education in Transformative schools.

Based on the explanation that has been presented, the formulation of the problem in this study is: How is the implementation of performance strategies applied by educators of State Senior High School 2 Mengwi in achieving the goals and objectives of the Transformative school?, Based on the formulation of the problems, the purpose of this study is to describe the implementation of performance strategies applied by educators of State Senior High School 2 Mengwi in achieving the goals and objectives of the Transformative school. It is hoped that this research 1. For Science, will provide insight into the development of science in the field of management and human resources science. In addition, it is hoped that this research can be used as a source of reference for future researchers. 2. For Researchers, The results of this study are expected to add insight and knowledge in developing matters related to human resource management. 3. For Academics, The results of this study are expected to be a source of information or reference for other researchers to conduct further research. 4. For Movers, High School The results of this study are expected to be input and consideration in improving the performance of educators in the teaching and learning process.

METHOD

The research design in this study was conducted using a descriptive qualitative method using a case study approach. This study attempts to explain in depth the work performance of educators at SMA N 2 Mengwi which is a driving school and to determine the strategies used in providing contributions and loyalty in improving performance in order to provide maximum learning. Data collection in this study uses data disclosure which according to the researcher the data already has a match with the research object, which is able to provide a picture related to the research object. The data that has been collected and presented in qualitative research that will explain (describe) and provide an overview of the problems that will be discussed in this research. The data sources in this study use primary data and secondary data. Informants in this study were selected using purposive sampling techniques. The informants selected were informants who were affected by the implications related to the focus of the research, so that the informants selected by the researcher were 6 people, including ASN and Non-ASN Education Personnel with a bachelor's degree in education from an A-accredited PTN and at least 1 year of teaching so that they have broad insight and understanding of the teaching and learning process at the SMAN 2 Mengwi Driving School. The data analysis technique used in this study is the interactive data analysis technique by Miles and Huberman.

RESULTS AND DISCUSSION

Data on All Resources to Support Transformative School

Comprehensively, this chapter will discuss in detail the research findings, specifically discussing one school, State Senior High School 2 Mengwi, which will become a pilot object

in terms of Transformative School, especially in Bali, Indonesia. In Table 2, why do we need to look at one or more of the facilities in one of the essential Transformative Schools?

Table 2. Facilities at State Senior High School 2 Mengwi as one of the Transformative Schools

| No | Room Type | Total |
|----|----------------------------|-------|
| 1 | Classroom | 30 |
| 2 | Natural Science Laboratory | 2 |
| 3 | Language Laboratory | 1 |
| 4 | Laboratory Computer | 4 |
| 5 | Library | 2 |
| 6 | Student Bathroom | 25 |
| 7 | Teacher's Bathroom | 7 |

Table 3. List of Classes of the Teaching Staff at Transformative Schools

| Class I | Class II | Class III | Class IV | Number and Status of Teachers | | |
|---------|----------|-----------|----------|-------------------------------|-----------------------|---------------|
| | | | | Civil Servant | Non-permanent Teacher | Honor Teacher |
| 29 | 3 | 34 | 6 | 43 | 22 | 7 |

Table 4. Number of Teachers who teach specific subjects

| No | Subjects | Teachers with civilservant status | Teachers with Non-Civil Servantstatus (Non-PNS) | Total |
|----|--|-----------------------------------|---|-------|
| 1 | Balinese language | 3 | - | 3 |
| 2 | Hinduism | 5 | - | 5 |
| 3 | Christianity | 1 | - | 1 |
| 4 | Islamic religion | 1 | - | 1 |
| 5 | Pancasila and CitizenshipEducation (PKN) | 2 | - | 2 |
| 6 | Sosiolog | 3 | 1 | 4 |
| 7 | Bahasa Indonesia | 6 | - | 6 |
| | English | 5 | 1 | 6 |
| 9 | Mathematics | 9 | - | 9 |
| 10 | History | 4 | - | 4 |
| 11 | Physical and Health Education | 5 | - | 5 |
| 12 | Cultural Arts | 3 | - | 3 |
| 13 | Biology | 3 | - | 3 |
| 14 | Physics | 3 | 1 | 4 |
| 15 | Chemistry | 3 | - | 3 |
| 16 | Geography | 3 | 1 | 4 |
| 17 | Information and Communication Technology | 1 | 1 | 2 |
| 18 | Economy | 6 | - | 6 |
| 19 | Japanese | 2 | - | 2 |
| 20 | Guidance Counseling | 3 | - | 3 |

The Transformative school program is one form of transformation effort in the field of education that focuses on developing holistic student learning outcomes to realize the Pancasila Student Profile. This program includes competencies and characters that begin with

superior human resources (principals and teachers). The implementation is carried out in an integrated and gradual manner (four stages). The establishment of a Transformative school program can bring several benefits to schools such as being able to improve educational quality results within three school years, improving the competence of principals and teachers, accelerating the digitalization of schools, becoming a catalyst for change for other schools, get intensive assistance for school transformation, get additional budget for purchasing teaching materials for learning with a new paradigm, and most importantly, the acceleration of the Pancasila Learner Profile. This program will indirectly cause multiplayer effects for schools and local governments.

The Transformative school program consists of five interrelated and inseparable interventions, including 1. Consultative and asymmetrical assistance. 2. Strengthening school human resources such as principals, school supervisors, supervisors, and teachers through intensive training and mentoring programs with expert trainers provided by Kemdikbud. 3. Teacher learning with a new paradigm oriented towards strengthening competence and character development. 4. Data-based planning, and 5. School digitalization by utilizing various digital platforms.

State Senior High School 2 Mengwi is one of the Transformative schools led by the Transformative principal. For this reason, the principal is one of the important variables in the Transformative school program. The principal must be able to provide direction, guide, and motivate all elements of the school to have one vision and mission, namely moving towards better education so that it can produce better quality graduates. The principal's ability in leadership, communication, school management, and others are aspects that need to be owned as a principal in a Transformative school. For this reason, the principal of State Senior High School 2 Mengwi, Mrs. Ni Luh Made Ratna Agustini, has strategies and motivations as a superior in building and establishing good relationships with teachers, including explaining that:

"With a culture of smiles, greetings, greetings and always motivating teachers in teaching is one of my strategies as Principal to establish a good relationship with teachers, besides that by always reminding teachers and staff about their respective duties and responsibilities directly or through WhatsApp group chats and implementing learning communities, always involving teachers and school staff in various school activities, always reminding teachers and staff to maintain cleanliness and always encouraging is the most effective strategy and motivation to build and establish a good relationship between me as Principal and teachers and staff," he said.

In addition to being led by a Transformative principal, many Transformative teachers can mobilize other teachers in the implementation of independent learning. These teachers certainly have an essential role in the learning process. For this reason, the Transformative principal always monitors teacher performance to achieve the Transformative school learning strategy. The Principal of State Senior High School 2 Mengwi as the Principal of the Transformative School monitors teacher performance through teacher performance appraisal and online performance appraisal, here the principal will check, assess, and evaluate by matching the achievement of teacher performance goals with the results achieved through the SIKEPO application, besides that the Principal also monitors teacher performance through a supervision program which will be assessed by the Principal and senior teachers.

Implementation of Work Performance of Educators of State Senior High School 2 Mengwi

Furthermore, In general, there is no particular difference between the Transformative school and other schools because of the Merdeka Curriculum. An independent curriculum can be defined as a curriculum with diverse extracurricular learning where content is optimized to give learners enough time to explore concepts and strengthen competencies. In the independent curriculum, teachers have the freedom to choose teaching tools to match teaching with students' learning needs and interests. There will be a project to strengthen the achievement of the Pancasila learning profile developed based on topics set by the government.

Many teachers started to use technology in the implementation of the learning process in schools after the independent curriculum. This is also one of the applications of the Transformative school intervention, namely school digitalization because the times bring a new learning paradigm, especially in the use of technology and information in the learning process. The use of technology in the learning process can create a more effective and efficient learning system and can improve a flexible and innovative learning atmosphere. This was also conveyed by Dedy Kusumadina a teacher at State Senior High School 2 Mengwi in an in-depth interview on February 2, 2024, he said.

"When carrying out learning activities in the classroom using learning media such as quizzes, games, or Canva, the class becomes more interactive and cheerful. There are many forms of digitization, not only related to facilities and infrastructure, but the Ministry of Education and Culture also prepares several platforms that can help the learning process." For this reason, currently, many learning platforms will greatly facilitate students if they can use them properly and correctly.

State Senior High School 2 Mengwi uses many platforms such as Google Classroom, Google Forms, Canva, and quizzes. Surely the use of some of these platforms will greatly help educators and students in the learning process. However, there will always be challenges faced by educators in applying technology to the learning process because the reality in the field says that the condition of educators and facilities and infrastructure is currently not fully prepared for the use of technology in the learning process. This also causes educators to continue to strive to develop their creativity and innovation in the use of technology. The same thing was also explained by Mrs. Ikha Putri in an in-depth interview on February 5, 2024, which explained that:

"Of course, there are challenges faced in using technology in the learning process, one of the challenges is the lack of internet access where not all teachers and students can access the internet at the same time, as well as the lack of facilities such as projectors in the classroom that will be used in the learning process. This will greatly hamper the learning process," he said.

Here it is very clear that the readiness of educators, as well as facilities and infrastructure in schools, is needed because these things will indirectly support the learning process. In addition, the use of technology by educators has no limitations in the use of media or strategies for its use, provided that the objectives or material can be delivered to students with the right target and fun. Although there are no limits to performance strategies in achieving and improving learning in students due to the needs and differentiated characteristics of students and how students learn, some teachers at State Senior High School 2 Mengwi use several performance strategies in improving learning in students with the main focus in applying this performance strategy is to focus on the process of achieving learning objectives and achieving maximum learning outcomes as well as focusing on self-

development through training and professional improvement, including explained by Mrs. Dwi Aryastini in an in- depth interview on February 6, 2024, she explained:

"The strategy used is an expository learning strategy. This strategy emphasizes the process of delivering material verbally by educators to students with the intention that students master the subject matter optimally. With the use of this strategy, educators can know for sure the extent to which students capture the topics presented. In addition, it will also be interspersed by using some interactive media so that the class is not too tense".

The expository learning strategy is the most frequently applied learning strategy in the learning process at State Senior High School 2 Mengwi, coupled with collaboration it with several media and learning platforms. For this reason, there are several ways used to ensure that students can understand the material provided by the educator, such as by providing a question and answer session at the end of each class hour or by conducting a joint evaluation. To ensure that the performance as an educator is successful in achieving learning objectives, educators can see it through the results of daily student evaluations such as periodic test results (daily tests, UTS, and UAS) and the attitude of students in the learning process such as the enthusiasm of students in the learning process which is in line with the scores of students who are classified as good.

With the implementation of several performance strategies in improving learning in students, re-evaluation is needed to ensure that the performance strategies used get maximum results. As explained by Mr. Adi Sadya in an in-depth interview on February 17, 2024, he explained that: "the simplest thing that can be done to evaluate an educator's ability in the learning process is to reflect on students, because currently learning with an independent curriculum where learning is very student-centered, for this reason the reflection process will involve feedback from students by providing information or feedback in writing (via google form) or orally to educators regarding the learning process.". After this reflection is carried out, it will be known whether the learning process is going well or not".

Indeed, this reflection process is needed by educators to know the extent of performance strategies, especially in improving the learning process. The reflection process will align an educator's beliefs about learning activities and real experiences in the teaching and learning process in the classroom. This will foster work motivation for an educator because the reflection process will encourage educators to think critically about learning strategies and educators will seek various solutions to find obstacles in the learning process. It can be concluded that the learning process at State Senior High School 2 Mengwi is relatively good and fun. This is because many educators have used technology and learning platforms so that students will find it easier to understand the material and be more comfortable (at home) in the learning process. This condition is in line with what is desired in the Merdeka Curriculum and most importantly, the learning objectives are achieved. However, it can be seen that the implementation of the Merdeka Curriculum in the learning process at State Senior High School 2 Mengwi cannot directly follow the provisions called for by the Ministry of Education and Culture. Due to the need for adaptation to points that have changed, such as learning concepts and adaptation on the part of educators who must upgrade their abilities.

Additional Analysis of Facilities and resources for building a Transformative school

Transformative Schools are seen from the completeness of facilities and also the type of Civil Servant (PNS) and Non-Civil Servant Teachers, can be seen from the level of effectiveness in teaching, there are several methods of statistical analysis and data collection,

for example from effectiveness in teaching and teacher demographic data consisting of teacher experience, data organization, descriptive analysis, and correlation analysis, regression analysis, and hypothesis testing. As shown in Figure 7, Figure 8, Figure 9, and Figure 10.

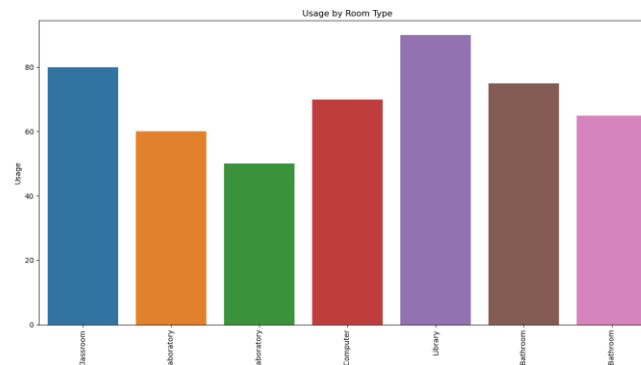


Figure 7. Usage by Room Type

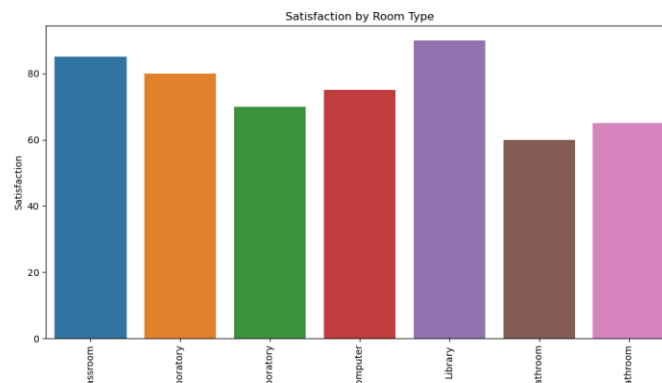


Figure 8. Satisfaction by Room Type

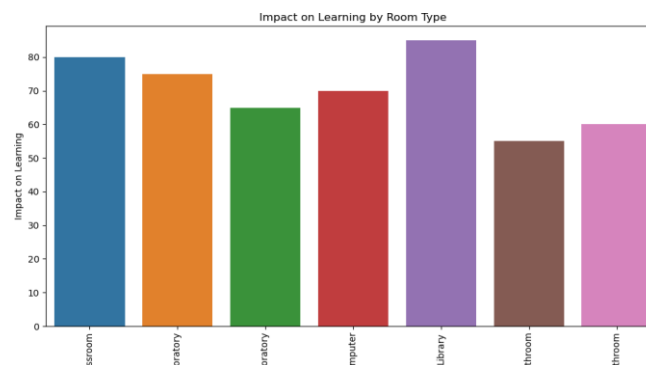


Figure 9. Impact on Learning by Room Type

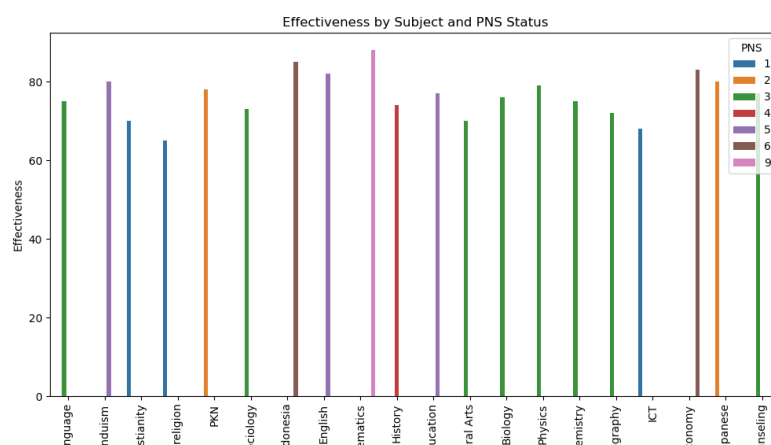


Figure 10. Effectiveness by Subject and Teacher Civil Servant Status

CONCLUSION

The Transformative school program is one form of transformation effort in the field of education that focuses on developing holistic student learning outcomes to realize the Pancasila Student Profile. This program includes competencies and characters that begin with excellent human resources (principals and teachers). School digitalization by utilizing various digital platforms. State Senior High School 2 Mengwi is one of the Transformative schools led by a Transformative principal. In addition to being led by a Transformative principal, many Transformative teachers can mobilize other teachers in the implementation of independent learning. Many teachers began to use technology in the implementation of the learning process at school after the independent curriculum. The use of technology is also the attraction of learning today. There are many forms of digitization, not only related to facilities and infrastructure, but the Ministry of Education and Culture also prepares several platforms that can help the learning process. For this reason, there are currently many learning platforms that will greatly facilitate students if they can use them properly and correctly. However, there will always be challenges faced by educators in applying technology to the learning process because the reality in the field says that the condition of educators and facilities and infrastructure is currently not fully prepared for the use of technology in the learning process. This causes educators to continue to strive to develop their creativity and innovation in the use of technology. Therefore, the readiness of educators, as well as facilities and infrastructure in schools is needed because these things will indirectly support the learning process. In addition, the use of technology by educators has no limitations in the use of media or strategies for its use, provided that the objectives or material can be delivered to students on target and fun. With the use of this strategy, educators can know exactly the extent to which students capture the topics presented. In addition, it will also be interspersed by using some interactive media so that the class is not too tense". The expository learning strategy is the learning strategy most often applied in the learning process at State Senior High School 2 Mengwi, coupled with collaborating with several media and learning platforms. For this reason, there are several ways used to ensure that students can understand the material provided by the educator, such as by providing a question-and-answer session at the end of each lesson or by conducting a joint evaluation. With the implementation of several performance strategies in improving learning in students, re-evaluation is needed to ensure that the performance strategies used get maximum results. Indeed, this reflection process is needed by educators to know the extent of performance strategies, especially in improving the learning process. This will foster work motivation for an educator because the reflection process will encourage educators to think critically about learning strategies and educators will seek various solutions to find obstacles in the learning process. This is because many educators have used technology and learning platforms so that students will find it easier to understand the material and be more comfortable (at home) in the learning process. This condition is in line with what is desired in the Merdeka Curriculum and most importantly, the learning objectives are achieved. However, it can be seen that the implementation of the Merdeka Curriculum in the learning process at State Senior High School 2 Mengwi cannot directly follow the provisions called for by the Ministry of Education and Culture.

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