



Comparative Analysis of Teacher Performance in the Teaching and Learning Process

Aminah Rehalat

Economic Education Study Program, Pattimura University, Ambon, Indonesia
aminahrehalat2121@gmail.com

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This study aims to determine the comparison of teacher performance in the teaching and learning process. Teacher performance is seen from three indicators, namely the stage of planning learning activities, the stage of implementing learning activities and the evaluation / assessment stage of learning. This type of research is a qualitative descriptive approach using observation data collection techniques, interviews, and documentation and the subject of this research is the social studies subject teacher at SMP Negeri A and MTS B. The results showed that the performance of teachers in the teaching and learning process (case studies of social studies subject teachers at SMP Negeri A and Mts B was in a good category for Mts B and good enough for SMP Negeri A which can be seen from the stage planning learning activities and the evaluation / assessment stage of learning. At the planning stage, social studies teacher learning activities do not experience obstacles and have been implemented properly according to the first indicator where the social studies teacher already has the ability to arrange learning tool activities (called RPP).



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A. INTRODUCTION

Education is a forum that involves the development of a dignified national character and civilization in order to educate the nation's life which requires the development of the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become citizens (Seidahmetov et al., 2014). Countries that are entitled to accountability. In realizing the goals of education, it takes a figure who is able to become the foundation of the ongoing educational process. The teacher is a figure needed to realize these goals. As professionals who are challenging in teaching, educating, guiding, directing, training, understanding, and supporting students, a teacher is needed in the world of education (Varamäki et al., 2015).

Learning is a curriculum implementation activity in educational institutions as an effort to influence students to achieve the educational goals that have been set (Achruh, 2019), (Arismunandar, 2016). Education is a conscious effort that is deliberately designed to achieve the goals that have been set. Education aims to improve the quality of human resources. One of the efforts to improve human resources is through the learning process in schools, because education is a component of human resources that must be fostered and developed on an ongoing basis (Prihantoro, 2014). Teachers are professionals who have the task of teaching, educating and training. Educating means continuing and developing the values of life. Teaching means continuing and developing science and technology. While training means developing

skills in students. And professional is someone who plays an important role in a job or business (Siahaan & Martiningsih, 2018).

Teachers have responsibility for the implementation of learning programs in schools, educating with positive values through guidance and example. Teachers today are the focus of attention because they are considered the most responsible for the quality of education, and it turns out that this assumption does not necessarily have the real truth (Ahmad Riva'i, 2019). This is because there are many micro components of the education system that determine the quality of education, although it is recognized that teachers are one of the most strategic components in education. In learning activities, the teacher is the central figure with the main role of teaching and students as learning subjects (Amruddin et al., 2021). Learning is a set of learning activities carried out by students, under the guidance of a teacher with the task of formulating goals to be achieved when teaching (Murdadi & Sulistari, 2015).

Various efforts have been made by the government to overcome the low quality of education in Indonesia, starting from improving the quality of teachers through education and training, improving educational facilities and infrastructure to developing and improving the curriculum, in accordance with the functions and objectives of national education as stated in Law No. 20 of 2003 concerning the national education system, article 3 states:

"National education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming at developing the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen" (Shabrina Caesharah Aulia, 2016).

The government as the education policy maker in this republic continues to renew its education program in an effort to avoid the intervention of selecting the education component. The reforms referred to include, among others; improvement of the curriculum, procurement of teaching material books, additional reference books, improvement of the quality of teachers and education personnel as well as participating in various trainings in improving the quality of education.

Social Sciences (IPS) is one of the integrated subjects that is required at the junior secondary education level. Social Studies is a subject that provides new information such as a set of events, facts, concepts, and generalizations related to social issues originating from the social life of the community (Research and Development Agency of the National Department, 2007). In the era of globalization, social studies has become one of the basic sciences to obtain information from various parts of the world. The purpose of social studies education is oriented to the behavior of students, namely: 1) knowledge and understanding, 2) learning attitudes, 3) social values and attitudes, 4) skills. The achievement of these goals is determined by the quality of learning and the teacher as the main factor in the learning process (Koswara & Rasto, 2016).

SMP Negeri 41 Buru Waeruba Village is a junior high school that has 7 teachers and 1 principal. Quality development in the teaching and learning process teachers still lack mastery of the material to be taught, as well as lack of classroom mastery so that students prefer outside the classroom so that teachers do not have good performance in the teaching and learning process. Compared to MTS Al-Madinah Warasia, which both have 7 teaching staff with 1 principal. The development of teacher performance in the implementation of learning is quite good, by using the standard learning process, among others, teachers have used various learning methods and media in accordance with social studies learning so that students become comfortable and active in the learning process, learning resources for social studies subjects are taken from various sources, and teachers have developed basic teaching skills (Field Observations 2020).

In carrying out their duties and responsibilities, social studies teachers are not only limited to giving teaching assignments but also how to educate, guide, train, in a good way. In essence, learning is a transactional communication process that is reciprocal, both between students and

students as well as between teachers and students, in order to achieve optimal goals (Hasanah et al., 2017). In addition, learning is essentially a causal process, the teacher as a teacher is the main cause of the student learning process, although not all student learning actions are the result of the teacher teaching. Therefore, the teacher as a central figure, must be able to determine the right learning strategy so that it can encourage active, efficient, and creative students (Oktyama & Wahyudin, 2020).

Based on the results of field observations, what currently exists shows that social studies teachers still have to be improved and developed, it is proven that they are still found among teachers at SMP Negeri 41 Buru where teachers are not able to manage the learning process well, compared to the results of observations in MTS Al- Madina Warasia, a social studies teacher at the school, is able to process the learning process well, especially in designing and managing learning resources or learning media.

This happens because it can be seen at SMP 41 Buru that the Social Studies teacher during class hours does not carry out the teaching and learning process because the teacher has other activities outside of school. From the results of initial interviews in the field, the cause is the low salary factor so that social studies teachers look for side jobs to get more maximum income, so that the activeness and presence of teachers in the learning process in the classroom is not carried out well, most students during class hours students spend learning time to play outside the classroom (2020 field observations).

From the explanation above, it gives a pretty clear picture that so far, teachers still rarely use the school environment as a learning resource, even though students feel very bored in class. There are even some teachers who choose to be outside the classroom during the learning process. Based on the above background, the researchers are interested in conducting research with the title: "Comparative Analysis of Teacher Performance in the Teaching and Learning Process (Case Study on Social Science Subject Teachers at SMP Negeri 41 Buru and MTS Al-Madinah Warasia)" The purpose of this study was to compare the performance of teachers in the teaching and learning process (a case study on social studies teachers at SMP Negeri 41 Buru and MTS Al-Madinah Warasia).

B. METHODS

The type used in this research is qualitative descriptive research. Qualitative descriptions, namely systematic, factual and accurate descriptions of facts in the field relating to matters in the field. (Arikonto, 2002). The research location is SMP Negeri 41 Buru in Waeruba Village, Kec. Water Crocodile Kab.Buru and MTS Al-Madinah Warasia, Batu Merah Village, Kec.Sirimau Ambon City. The research subjects were the teachers of SMP Negeri 41 Buru in Waeruba Village and the MTS Al-Madinah Warasia teacher in the study, the researcher only examined 1 social studies subject teacher from two different schools, by interviewing 44 respondents consisting of school principals, social studies teachers, and 40 students. Where 22 respondents consisted of 20 students, principals and social studies teachers at SMP Negeri 41 Buru and 22 respondents consisted of 20 students, school principals and social studies teachers at MTS Al-Madinah Warasia. The technique used in this research is field research using several methods. This data collection technique is used to capture the data needed to complete the data from the interview. Observation is an observation activity carried out by researchers, in which the researcher plays an active role in the study location so that it is really visible in the activities he is researching. The technique used in this research is observation, interview, and documentation. While the data obtained were analyzed descriptively qualitatively which aims to describe the problems that occur and relate them to the specified variables and can also be discussed in the form of narrative. While the presentation of data, a collection of information that provides the possibility of withdrawal and withdrawal of action. In qualitative research, data presentation can be done in the form of brief descriptions, charts, relationships between categories, flowcharts or the like. In this research, technically the data will be presented in the form of narrative text, tables, photos, charts. Next, make conclusions/draw conclusions and draw conclusions.

C. RESULT AND DISCUSSION

1. Overview of the Research Location

SMP Negeri 41 Buru is a research location located on Buru Utara Island, Air Buaya District, Waeruba Village, Jalan Lintas Bara Waeruba Waehotong led by Mr. Sainudin Tunny, S.Pd. while the location of the research comparison was Mts Al-Madinah Warasiah, which was located in Ambon City, Batumerah Village, led by Mr. Ode Hariyanto, S.Pd.

Table 1. Student data for SMP Negeri 41 Buru and Mts Al-Madinah Warasiah

School Name	Number of Students in Study Group			Total Number
	Class VII	Class VIII	Class III	
41 Buru Public Middle School	31	28	30	89
Mts Al-Medinah Warasiah	22	20	18	62

Based on Table 1, it can be seen the difference in the number of students between SMP Negeri 41 Buru as many as 89 students, consisting of class VII with 31 students, class VIII 28 students and class IX 30 students with a total study group 3. While Mts Al-Madinah Warasiah was 62 students, consisting of class VII totaling 22 students, class VIII 20 students and class IX 18 students with a total study group 3.

Table 2. Classroom Data for SMP Negeri 41 Buru and Mts Al-Madinah Warasiah

School Name	Number of Classrooms	Amount of other space used
41 Buru Public Middle School	3 Classrooms	1 Community outreach office space
Mts Al-Medinah Warasiah	3 Classrooms	1 ruang kantor

Based on Table 2, it can be seen that the number of classrooms at SMP Negeri 41 Buru is 3 classrooms, while 1 office room is still a community. Whereas for Mts Al-Madinah Warasiah there are 3 class rooms and 1 office room.

Table 3. Teacher data for SMP Negeri 41 Buru and Mts Al-Madinah Warasiah

Number of Teachers/Staff	41 Buru Public Middle School	Mts Al-Medinah Warasiah
Permanent teacher (PNS/Foundation honorarium)	1 person	7 person
Non-permanent teacher/assistant/honorary teacher	6 person	-
PNS teachers hired (DPK)	1 person	-
Total Number of Teachers	8 person	7 person

Based on Table 3, it shows that the number of teachers at SMP Negeri 41 Buru is: 1 permanent teacher (PNS / foundation), 6 non-permanent teachers (regular employees), and 1 civil servant teacher employed, so the total number of SMP Negeri teachers 41 Buru numbered 8 people. Whereas at Mts Al-Madinah Warasiah there are 7 permanent teachers (PNS / foundations).

2. Respondent Characteristics

In this study the researchers took 22 respondents from each school for interviews consisting of 1 respondent to the school, 1 teacher of social studies subject, 20 respondents of SMP Negeri 41 Buru and Mts Al-Madinah Warasiah. Researchers collected data on school

principals, social studies teachers using the interview, documentation and observation methods, while for students at SMP Negeri 41 Buru and Mts Al-Madinah Warasiah, interviews were conducted at students' homes because Indonesia was being hit by the Covid 19 virus (corona virus).) To anticipate contracting the virus, the government has taken steps so that students carry out PBM activities at home. This research was conducted to obtain information about teacher performance in the teaching and learning process (case studies on social studies subject teachers at SMP Negeri 41 Buru and Mts Al-Madinah Warasiah) which was carried out within a period of one month in conditions of the Covid 19 (corona virus). Teachers as educators are the spearhead that determines the success of the learning process in the classroom. Therefore, the teacher's performance in learning activities must be carried out optimally.

This study uses a qualitative method where the data obtained is systematically factual about facts in the field. Qualitative research seeks to describe all the symptoms or conditions obtained during observation. By using the descriptive method, the researcher can describe, explain and describe the data that has been obtained through observation, interviews and documentation conducted with respondents. In this study, the researchers conducted comparative observations between the two schools to determine the performance of teachers in the teaching and learning process (a case study of the social studies subject teachers at SMP Negeri 41 Buru and Mts Al-Madinah Warasiah).

The teacher is one of the critical success factors in the learning process. The learning his daily life in teaching in class. This study aims to determine the comparison of teacher performance in the teaching and learning process (case studies on social studies subject teachers at SMP Negeri 41 Buru and Mts Al-Madinah Warasiah). Based on the research results analyzed, then a discussion is carried out about the research results of each indicator which can be seen in Table 4.

Table 4. Observation Results of Teacher Performance in the Teaching and Learning Process

No	Aspects Observed	41 Buru Public Middle School		Mts Al- MedinahW arasiah	
		Observation		Observatio n	
		Yes	No	Yes	No
A. Stage of Planning Learning Activities					
1	In teaching PBM tools have been prepared properly?	✓		✓	✓
2	Social studies teachers have planned learning activities well?	✓		✓	
3	The teaching and learning process according to the planned time?		✓	✓	
4	Social studies teacher plans subject identity?	✓		✓	
5	Social Studies teacher Determines competency standard planning?	✓		✓	
6	Social studies teacher determines the planning of competency achievement indicators?	✓		✓	
B. Stages of Implementing Learning Activities:					
1	Social studies teachers use learning media during PBM?	✓		✓	
2	Is the teacher using learning media good?	✓		✓	
3	Is the class management done well during the teaching and learning process?		✓	✓	
4	social studies teachers use learning media effectively?		✓		✓
5	In the learning process, the teacher uses various learning	✓		✓	

	methods?		
6	Using learning media in accordance with the content of the learning material?	✓	✓
7	Do any students understand the learning materials conveyed by the social studies teacher?	✓	✓
8	Is there an interaction of student behavior in the classroom during the teaching and learning process?	✓	✓
9	Good learning is in accordance with the competencies achieved?	✓	✓
10	Does the teacher have the ability to master teaching materials?	✓	✓
11	Do social studies teachers care about students who have a low level of thinking?	✓	✓
12	Social studies teacher motivates students during PBM?	✓	✓
13	Teachers form groups during PBM?	✓	✓
14	Social studies teacher explains the material and learning objectives?	✓	✓
C. Learning Evaluation/Assessment Stage:			
1	Give an evaluation at the end according to the student's competence?	✓	✓
2	Provide remedial for students who do not complete?	✓	✓
3	Assessing student learning outcomes on social studies learning?	✓	✓
4	Objective in assessing student learning outcomes?	✓	✓
5	Provide an assessment during the learning process?	✓	✓
6	Having problems in conducting evaluations or assessments?	✓	✓
7	Ability to conclude learning?	✓	✓

3. Stage of Planning Learning Activities

Based on the observation table above, it shows that the performance of the social studies teacher at SMP Negeri 41 Buru on the first indicator has implemented PBM well, it is clear from the observation results even though the social studies teacher did not do PBM according to the planned time. However, what is an inhibiting factor for social studies teachers at SMP Negeri 41 Buru to experience in compiling lesson plans is the limited source of learning media so that social studies teachers only have one printed book to make learning tools.

These results can be strengthened by the results of interviews with the principal regarding the stage of planning learning activities, the principal explained that the social studies teacher has made a learning implementation plan (RRP) before teaching, if the social studies teacher does not make the school head learning device, it will provide confirmation or guidance not only Social studies teachers, but all the teachers at school so that they make good lesson plans. In the preparation of learning tools for social studies teachers there are no obstacles, it can be said to be good, but there are inhibiting factors experienced by social studies teachers, one of which is the limitation of books because the teacher uses only one printed book, even though only one book, but the principal always provides guidance to the teachers. teachers to continue to compile the lesson plans and revise them so that they have an understanding in preparing the lesson plans (Haryani, 2017).

Whereas at Mts Al-Madinah Warasiah all aspects of the first indicator are well prepared but for the first aspect the social studies teacher sometimes inserts the PBM tools properly,

sometimes not at all due to the lack of supporting facilities in this problem IPS teachers Mts Al-Madinah sometimes gets around by distributing modules to students to facilitate PBM. The results of observations at the planning stage of learning activities can be strengthened by the results of structured interviews with the principal that the principal assesses the social studies teacher's performance as having carried out the stage of planning learning activities properly if the teacher does not understand then I will provide guidance in this case making learning implementation plans (RPP). However, at the planning stage, learning activities must be improved. The results of research that has been carried out on social studies teachers at the stage of planning learning activities using structured observation and interviews that in the making of social studies teacher learning plans there are no obstacles and have been carried out in accordance with the first indicator where the social studies teacher already has the ability to arrange learning device activities (RPP).

4. Stage of Implementing Learning Activities

For the second indicator, namely the stage of implementing learning activities: where the results of research conducted on social studies subject teachers using structured observation and interviews at the stage of implementing learning activities have not been carried out and there are still many deficiencies in the teaching and learning process and are not in accordance with the second indicator where the social studies teacher is in ability mastering teaching materials has not been implemented, class management has not been implemented, the use of media and learning resources using learning methods has not been implemented.

The stage of implementing learning activities is the stage related to the ability of teachers to master teaching materials, class management, use of media and learning resources using learning methods. The performance of the social studies teacher at SMP Negeri 41 Buru has carried out the PBM activities that are not optimal. It can be seen from 5 aspects that have been fulfilled, but there are 9 aspects that have not been implemented, because the social studies teacher has not been optimal in PBM. Based on field observations made to social studies teachers, regarding the stage of implementing learning activities here, the social studies teacher explained that social studies teachers must optimize learning well even though the book used is only one textbook and the method that social studies teachers often use is varied lectures, question and answer because the teacher IPS only uses one book. Before carrying out the teaching and learning process, social studies teachers learn first or master the material being taught after that the social studies teacher summarizes the material according to the lesson plans, sometimes social studies teachers do not explain the material to be studied because the social studies teacher does not understand the material to be taught. If students are not focused and have a lack of understanding, the social studies teacher will use a trip so that students can show their attention to the teacher, but there are some students who are less active when the social studies teacher delivers the material, students do not understand the material that the social studies teacher delivers and some students do not accept it with good because it is seen from the results of the evaluation at the PBM.

The results of the interviews were also supported by the results of the principal's interviews regarding the stages of implementing learning activities carried out by social studies teachers, the school head said that social studies teachers were not very good at learning and had to be improved again because some students did not understand how to teach social studies teachers. Social studies teachers often have delays in learning so that when the materials are given they are not in accordance with the predetermined time and must be improved in the

future. The head of the school often supervises the class when the time is empty and there is no activity. The development of performance carried out by social studies teachers during PBM is seen from the activeness and understanding of students in the class, because some students do not fully understand the teaching material provided by the social studies teacher. Your means and hopes for the future from the performance of social studies subject teachers in the form of input and guidance so that in the future social studies teachers will have good performance, not only social studies teachers but all teachers in this school and the expectations of the school principal, social studies teachers must have better time discipline. in the PBM.

From the results of interviews with social studies teachers and school principals, it can be strengthened by the results of interviews by researchers with students of SMP Negeri 41 Buru, totaling 20 respondents regarding the stages of carrying out learning activities where 13 respondents said they did not understand the material presented by social studies teachers, and social studies teachers always used learning media the same as books, markers, and blackboards. In addition, students said that before teaching social studies teachers do not always organize the room first, but before the learning process takes place the social studies teacher prepares students to pray. In the process of sharing the social studies teacher never gave them the opportunity to ask questions and the social studies teacher never formed groups for students at the time of teaching and learning because the social studies teacher was late for class to take part in learning, so the time to divide the groups was not enough.

Whereas 7 respondents said that they understood the material presented by the social studies teacher, and the social studies teacher always used the same learning media such as books, markers, and blackboards besides that they said that before teaching the social studies teacher always manages the room first and before the learning process continues the social studies teacher prepare students to pray. In the process of teaching social studies teachers did not give them the opportunity to ask questions and social studies teachers did not form groups with them during the teaching and learning process because social studies teachers were always late to class to take part in learning, so the time to divide the groups was not enough.

Compared with the social studies teacher at Mts Al-Madinah Warasiah, it is very optimal in PBM in the second indicator, although in the aspect of using learning media effectively it is not done due to limited facilities and infrastructure. These results can be strengthened by the results of interviews with the principal regarding the planning stage of learning activities, the principal explained that not only social studies teachers but all teachers who are at Mts Al-Madinah Warasiah are always supervised by the principal every 3 months even have scheduled in the school's annual program. In the PBM activity, the social studies teacher was very good at implementing PBM, but with the covid pandemic 19 PBM activities were transferred to student homes. So far, social studies teachers at Mts Al-Madinah Warasiah have done PBM well, this can be seen from the increase in student learning outcomes every year, and social studies teachers are skilled in compiling lesson plans and the learning methods used are appropriate and right on target. Every month the IPS teachers at Mts Al-Madinah Warasiah always coordinate and consult with the principal if there are difficulties in PBM, the hope is that the social studies teacher in the future will continue to serve sincerely and focus on student knowledge or cognitive aspects so that it can be improved even though with the limitations of existing facilities.

From the results of interviews with social studies teachers and school principals, it can be strengthened by the results of interviews with 20 students of Mts Al-Madinah Warasiah, regarding the stages of carrying out learning activities where all respondents said that before PBM began the social studies teacher invited students to pray first, organize classrooms and

distributing modules to students and sometimes social studies teachers use the infocus in PBM, before the teaching and learning process begins, the social studies teacher explains the sub-material that will be studied. Social studies teachers often use the discussion method in group division so that there is reciprocity between the teacher and students in PBM. this is what makes us students understand the material presented by the social studies teacher.

5. Learning Evaluation / Assessment Phase

As for the third indicator, the performance of the social studies teacher at Mts Al-Madinah Warasiah is very optimal in PBM, seen in all aspects that are fulfilled. Compared to the IPS teachers of SMP Negeri 41 Buru, they have done the PBM stage which is quite optimal, although there are still aspects that are not implemented by IPS teachers at SMP Negeri 41 Buru.

At this stage the teacher is required to have the ability to determine approaches and methods of evaluation, preparation of evaluation tools, management, and use of evaluation results which include remedial and learning program improvement activities. Based on the results of research on social studies teachers at Mts Al-Madinah Warasiah, all aspects have been fulfilled. Where the social studies teacher always evaluates at the end of the PBM regarding the material that has been delivered, if the UTS or UAS students have incomplete grades or do not reach the KKM, the social studies teacher always does remedial with the material that has been taught again.

At this stage the teacher is required to have the ability to determine approaches and methods of evaluation, preparation of evaluation tools, management, and use of evaluation results which include remedials and learning program improvement activities. Based on the results of research on social studies teachers Mts Al-Madinah Warasiah all aspects have been fulfilled. Where the social studies teacher always conducts an evaluation at the end of the PBM regarding the material that has been delivered, if at the UTS or UAS students who have incomplete scores or do not reach the KKM, the social studies teacher always remedials with the material that has been taught again.

The results of the interview were also supported by the results of the school principal's interview regarding the evaluation / assessment stage of learning to the school, explaining that the social studies teacher Mts Al-Madinah Warasiah often conducts evaluations or assessments of students at the end of PBM or verbal evaluation by asking students to summarize / conclude briefly the material that has been taught, as for a number of obstacles that are commonly found by social studies teachers Mts Al-Madinah Warasiah in conducting evaluations, namely the existence of limited literature or relevant sources.

From the results of interviews with social studies teachers and school principals, it can be strengthened by the results of interviews with students of Mts Al-Madinah Warasiah regarding the evaluation / assessment stage of learning, amounting to 20 respondents, where 20 respondents explained that social studies teachers always provide evaluations or assessments when the learning materials are finished by asking questions / quizzes sometimes students who can answer are given a bonus value, even social studies teachers are always active in providing assessments where each question is given will lead to interactions between the social studies teacher and students or students and students, usually this is where the assessment is carried out. Even when we students have not completed or have not reached the KKM, we will be given remedials.

Whereas for the social studies teacher at SMP Negeri 41 Buru it is known by using observation sheets that the performance of the social studies subject teacher at the learning evaluation / assessment stage has 4 aspects that have been implemented which consist of: Providing evaluation at the end according to student competencies, Providing remedial for incomplete students , Assessing the learning outcomes of students on social studies learning, being objective in assessing student learning outcomes. However, 3 aspects have not been implemented, namely: Providing an assessment when the learning process is taking place,

experiencing obstacles in conducting evaluations or assessments, Kempuan concludes the learning.

The results of the study show that the social studies subject teacher at SMP Negeri 41 Buru has carried out the evaluation / assessment stage of learning, it can be seen that the teacher always provides an evaluation at the end of learning and the teacher also provides an assessment according to the assessment stages in the lesson plan and what applies to the school. Already in accordance with the third indicator where the social studies teacher at SMP Negeri 41 Buru in the preparation of evaluation tools has been carried out, management, and use of evaluation results which include remedial and learning program improvement activities have been carried out.

The results of observations at the evaluation / assessment stage of learning can be strengthened by the results of interviews from school principals / respondents saying that social studies teachers always provide evaluations or assessments in the form of remedial, when learning is complete, and social studies teachers provide assessments to students according to students' learning abilities. If students do not reach the KKM or low scores, the social studies teacher provides remedials in the form of assignments / repetitions.

From the results of interviews with social studies teachers and school principals, it can be strengthened by the results of interviews with students of SMP Negeri 41 Buru regarding the evaluation / assessment stage of learning, amounting to 20 respondents, where 12 respondents explained that social studies teachers always provide evaluations or assessments when the learning material is finished, the social studies teacher is always active in Providing assessment, social studies teachers always provide remedials because their scores do not reach the KKM. Meanwhile, 8 respondents explained that social studies teachers did not provide evaluations or assessments when the learning materials were completed and social studies teachers were always active in providing assessments. Besides that, social studies teachers always gave remedials because their scores did not reach KKM.

D. CONCLUSION AND SUGGESTIONS

Based on the results of comparative research on teacher performance in the teaching and learning process (case studies on social studies subject teachers at SMP N 41 Buru and Mts Al-Madinah Warasiah, it can be concluded that: Teacher performance in the teaching and learning process (case study of social studies subject teachers at SMP Negeri 41 Buru and Mts Al-Madinah Warasiah) is in the good category for Mts Al-Madinah Warasiah and good enough for SMP Negeri 41 Buru which can be seen from the planning stage of learning activities and the evaluation / assessment stage of learning. At the planning stage, social studies teacher learning activities do not experience obstacles and have been implemented properly according to the first indicator where the social studies teacher already has the ability to arrange learning tool activities (RPP). At the evaluation / assessment stage the social studies teacher learning has been carried out well, it can be seen that the teacher always provides an evaluation at the end of the lesson and the teacher also provides an assessment in accordance with the assessment stages in the RPP that apply to the school and is already in accordance with the third indicator where the social studies teacher is in preparation of evaluation tools has been carried out, management, and use of evaluation results which include remedials and learning program improvement activities have been carried out. However, at SMP Negeri 41 Buru it still needs to be addressed in the stage of implementing social studies teacher learning activities, it must be improved and improved again in implementing PBM according to the provisions, because it can be seen that social studies teachers at the time of teaching and learning are still not implemented, there are still many deficiencies in the teaching and learning process and not yet. According to the second indicator where the social studies teacher on the ability to master teaching materials has not been implemented, classroom management has not been implemented, the use of media and learning resources using learning methods has not been implemented.

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