

**WORK MATURITY IN IMPROVING TEACHER PERFORMANCE AT
PUBLIC VOCATIONAL SCHOOL 1 KETAPANG****Vita Kusnul Fauzi*, Wahyudi, Sukmawati**

Faculty of Teacher Training and Education, Universitas Tanjungpura, Indonesia

Email: vita_KF@gmail.com*

Abstract

This study aims to determine: 1) Want to know and analyze the performance of masters at Public Vocational School 1 Ketapang in carrying out their duties as masters; 2) Want to know and analyze what work maturity can improve master's performance at Public Vocational School 1 Ketapang; 3) Want to know and analyze the efforts made by the master of Public Vocational School 1 Ketapang in improving performance as a master. Measurement in this study using qualitative methods. The results and analysis show that: 1) Based on the results of observations, interviews, and documentation studies conducted by researchers on informants (research subjects), namely the masters of State Vocational High Schools, it shows that the masters have met several assessment indicators for each aspect. 2) Based on the results of the research on the masters of Public Vocational School 1 Ketapang above, it shows that the performance of the masters of Public Vocational School 1 Ketapang in terms of professional competence is in the fairly good category. This is because the master has fulfilled several assessment indicators in mastering the material, structure, concept, and scientific mindset that supports the subject, developing creatively guided subject matter, continuing professional development by taking reflective actions and utilizing information and communication technology to develop themselves. 3) Efforts made by the master of Public Vocational School 1 Ketapang in improving performance as a master, from the learning outcomes, namely by carrying out their duties as well as possible and continuing to improve pedagogic and professional competencies.

Keywords: Work Maturity, Teacher Performance, Public Vocational School 1 Ketapang

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INTRODUCTION

The execution of educators is the work carried out by an instructor in an educational foundation or madrasa in accordance with his obligations and obligations in conducting training. The results of the instructor must meet the standards that are still in the air, assuming the educator has met these steps it can be said that the educator is effective and has great qualities. Execution of educators is something that helps the quality of schools, if instructors do not meet great models, instructors cannot be considered great

(Umam, 2021). From the description above, the main problem is the development made by the instructor who cannot complete his obligations ideally.

The importance of working on teacher presentations at Public Vocational School 1 Ketapang, especially in completing their expert obligations, both as teachers, educators and coaches or tutors for their students. In addition, it is also important to realize how work development should be to further develop the implementation of instructors at Public Vocational School 1

Ketapang. The state of development, which has been completed with many educators who are not convinced in completing their obligations, is one of the realities that determines the progress of any learning effort. Every time there is an instructive inspiration, especially in further human resource development delivered by educators, it turns out to be vital. To be sure, many change efforts have been completed, for example, educational programs, techniques, direction and guidance, but each of them does not have the option to further develop the practice of educators indefinitely (Purwanto, 2010).

From the perception that has been made by scientists at Public Vocational School 1 Ketapang, it shows that the exhibition of classroom educators is still not ideal. There are still many educators who are not maximal in making learning tools and imitating instruments that were almost a year ago. The learning strategies used are still traditional, and educators are not yet ideal in utilizing existing learning techniques (such as the use of learning media). While Miftah (2014) found that ICT (Information and Communication Technology) has tremendous potential to help teachers and students in successful learning. There are teachers who come only when educating. The absence of a framework makes educators not ideal in carrying out teaching and learning exercises, as well as teachers who have entered retirement age.

Departing from the above basis, it is important to examine "Work Development in Further Development of Educator Execution at Public Vocational School 1 Ketapang". Based on the above basis, the problem is "How to develop work in further development of the execution of educators at Public Vocational School 1 Ketapang ". From all these problems, to focus more on exploration issues, the experts narrowed down the accompanying sub-problems, namely: 1) How do educators show off at Public Vocational School 1 Ketapang in completing their

obligations as instructors?, 2) Like what? Job development can further develop the implementation of instructors at Public Vocational School 1 Ketapang?, 3) What are the efforts made by educators at Public Vocational School 1 Ketapang?. With these sub-topics, the reason for this assessment is to describe and find out 1) the exhibition of educators in completing their obligations as teachers, 2) what work developments further develop the implementation of educators, and 3) the efforts made by educators at Public Vocational School 1 Ketapang.

The advantage of this exploration hypothetically provides an advantage for improvement for schools in developing further teaching staff, especially in Public Vocational School 1 Ketapang. While the benefits of pragmatic examinations for educators are to increase knowledge into work development assessments and mental work development, further benefits from the resulting exploration can be used as abilities in additional exploration related to work development research in further developing instructor practice. From the description above, it can be interpreted well the meaning of this exploration as follows: Execution of an educator is an achievement or work that has been achieved by an instructor in carrying out and completing his obligations as an agent of learning exercise. The execution of educators consists of several points of view considering the perspective to take the setting, the implementation of the developing experience, and the perspective during the assessment or assessment. Educators who can exercise these three perspectives profitably can be said to be well equipped educators and very high in their level of exhibition.

With the implementation of the teacher's instructions, the variables that affect the implementation of the instructor consist of internal and external elements. With regard to inner factors, for example, (1) having inspiration as an educator, longing to work effectively and very high energy, (2) adequate instructor abilities, and (3) capacity

that combines potential, information, insight, ability, capacity, ability, well-being, and instructor-driven character. In addition, external factors which include: (1) the authority and direction given by the important through management exercises in completing the supervision and control of the implementation of learning, (2) the results of the principal in building a profitable workplace, (3) a satisfactory framework in make a difference for educators in working on their presentations in educating and developing experiences, and (4) preparing and mastering advance exercises carried out by educators. The term performance can be defined as the ability or professionalism possessed by a certain person or entity.

Performance is something that is achieved, ability, achievement shown (Prahasta, 2013). The word performance comes from the word to perform which means to display or carry out (Barnawi & Arifin, 2012). Performance means work performance, work implementation, work achievement, work performance or work performance. Teacher performance is a person's willingness to carry out an activity in accordance with the responsibility to achieve the expected results which are influenced by skills, abilities, to achieve job satisfaction (Gibson et al., 2011). Factors that affect performance are ability, motivation, support received (Nawawi, 2001). Quality learning can only be realized by teachers who have superior abilities and high motivation in carrying out their obligations (Barnawi & Arifin, 2012). Through quality learning will produce quality graduates as well.

Therefore, there are several competencies that absolutely must be possessed by teachers there are: 1) Personal or personal competence, meaning that a teacher must have a personality that is solid to be followed. Thus a teacher will be able to become a leader who carries out the roles: *Ing ngarso sung tulada, ing madya mangun karso, tut wuri handayani*, 2) Professional competence, meaning that a

teacher must have broad, in-depth knowledge of the field of study he teaches, choose and using various teaching methods in the teaching and learning process that it organizes, and 3) community competence, meaning that a teacher must be able to communicate well with students, fellow teachers, and the wider community (Idrus, 2009). Moreover, associated with the ownership that must exist in a teacher means: 1) the teacher must have a personality that is valuable as a way of life and the value of life which includes his personal nature which must be good, 2) the teacher must have a responsibility to act, 3) teachers are thirsty to have high enthusiasm in work, 4) teachers must have the spirit of educators and equip themselves as educated teachers, and 5) teachers must have educational knowledge (Marijan, 2012).

There is a positive correlation between teaching staff and student success in learning, among others: 1) clarity in assisting and managing learning assignments, 2) Variations in the use of didactic procedures. 3) shows enthusiasm in the way he talks and moves, and 4) behavior that makes students concentrate on the learning task at hand, and 5) complete all study material that will be used as test material in the test (Marijan, 2012). Based on some of the opinions above, it can be concluded that teachers as educational staff are one of the determining factors for the success of educational goals, because teachers are human resources who become planners, actors and determinants of achieving educational goals. For this reason, supporting teacher activities requires a conducive school climate, good relations between elements in the school.

Furthermore, good relations between components outside of school. Regarding the above depiction, educator exhibitions must continue to be improved, either through training as management or awarding instructors who have elite executions. The main objectives of the grant are as follows: 1) attract qualified teachers, train workers and

representatives to join schools, and 2) holding teachers, school staff and representatives to continue working and rousing instructors, training staff and workers to achieve a more significant level of implementation (Supriadi, 2010).

Job development is a collection of information, views or work inspiration seen from its ability to educate students, educate, and direct, guide, survey, train and assess students so that it can be said that work development as an expert teacher. Instructors have the main task of teaching, instructing, coordinating, directing, surveying, preparing and assessing students so that they can be considered as capable teachers. In addition, the commitment of an expert instructor is to design examples, carry out evolving experiences, and survey and assess learning outcomes.

Then it was reiterated that the main task of an instructor is to design examples, carry out illustrations, survey learning outcomes, guide and train students (Priansa et al., 2014). Examining the thought of execution in conversations in the past which stated that "execution is a work achievement that has been completed by a person in carrying out and completing his obligations and obligations", then this shows that the execution of educators can be. completing work that is clearly his obligation in addition to additional tasks related to the implementation of the main educator training which includes training in preparing invitations, carrying out developing experiences, to carrying out exercises. learning assessment.

The execution of educators is the degree of progress of educators in completing their work (Priansa et al., 2014). Moreover, teaching implementation is the ability of an educator to complete learning tasks at school and be responsible to students who are under his direction by seeking student achievement or learning outcomes (Supardi, 2016). Thus, the implementation of educators can be interpreted as a condition that shows the

ability of an educator in carrying out their obligations at school and describes the existence of a learning action so that they have the choice to direct students to achieve ideal learning outcomes. McClelland (1987) need inspirational investigations into the associations of achievement and power and the obligation to apply findings to improve people's lives and relationships. This implies the need for inspiration about the achievement of connection and power as well as guarantees to further develop life in association. Furthermore, Saondi in Manullang (2017) states that "the execution of educators is the ability shown by educators in carrying out their obligations and work, the implementation is considered good or pleasant with the assumption that the goals achieved are in accordance with established norms". It is also stated that "the execution of educators is the result of work in quality and quantity achieved by an educator in carrying out his obligations in accordance with the obligations assigned to him.

It includes compiling a program of learning activities, implementing learning, implementing evaluations, and analyzing evaluations" (Manullang, 2017). A competency is an underlying characteristic of an individual that is causally related to criterion referenced affective and/ or superior performance in a job or situation (Spencer & Spencer, 2008). Which means that competence is the underlying characteristic of an individual that is causally related to the criteria referred to by affective and / or superior performance in a job or situation that the teacher's performance is every individual who is given the task or trust to work in a particular organization is expected to be able to show good performance. satisfactorily and make a maximum contribution to achieving these goals. The performance of a teacher is individual, because each teacher has a different level of ability in carrying out their duties. Organizational trust in management, has found that management application of and

interaction during is able to maintain levels of (Brockner et al., 1987), meaning that organizations in management need interactions that are able to maintain levels of trust.

Teacher performance is not only shown by the work, but also by behavior at work (Supardi, 2013). Teacher performance can be seen clearly in learning which is shown from the acquisition of learning outcomes produced by students. The quality of good teacher performance will show good student learning outcomes. Not only in terms of the quality of learning and the suitability of the level of learning, teacher performance can also be seen from the aspect of curriculum implementation carried out by the teacher. According to Mitchell (1982) the area of performance is quality of work, promptness, initiative, capability and communication. The need for work loyalty to the organization in improving the quality work, which means the need for work loyalty or loyalty to the organization in improving the quality of work (Islam et al., 2016).

According to Supardi (2013) the quality of good and professional teacher performance in implementing the curriculum in learning activities has the following characteristics: (a) Designing lesson plans, (b) implementing learning and, (c) assessing student learning outcomes." Learning plans or commonly referred to as Learning Implementation Plans (RPP) are made by teachers whose functions are to: a. determine objectives of the learning activities, b. informs of the content, meaning, and purpose, c. determine how to achieve a set goal, d. measure how far from the goals have been achieved and what will be done if these goals have not been achieved. According to Byars and Rue (1991) performance refers to the degree of compliance of the tasks that make up an individual job it reflects how well and individual is fulfilling the requirements of a job, well someone meets the requirements.

Based on the opinions that have been described previously, it can be concluded that

teacher performance is an achievement or work that has been achieved by a teacher when carrying out and carrying out his responsibilities as executor of learning activities. Teacher performance consists of several aspects including aspects in learning planning, implementation of the learning process, and aspects during assessment or evaluation. Teachers who can implement these three aspects productively it can be said that the teacher is a competent teacher and is very high in his level of performance.

METHOD

To answer the questions or problems that are the problems of this exam, regarding how the development of work in further developing the implementation of educators at Public Vocational School 1 Ketapang must use the right exploration strategy that is determined to have the option to describe the results of the exam that are actually formed by the students. specialist. From the basis of exploratory problems, specialists use subjective techniques, this is in accordance with the needs of scientists in recording the definition of examination problems with the aim of being delivered and answered as desired. This examination is an interesting subjective exploration. This type of research is contextual investigative research (field), this contextual investigative research is completed in earnest, in-depth and from top to bottom on an association, basis or specificity. The reason for using this technique is the reason that this exploration needs to be aware of the peculiarities that exist in normal circumstances, not in controlled or exploratory conditions. In addition, considering that the creator needs to go directly to the field with the object of his exploration. So here the creator plans to describe the Development of Work in Further Development of Educator Execution at Public Vocational School 1 Ketapang on an ongoing basis.

This exam area is in Public Vocational School 1 Ketapang. which is located on Jl. Wolter Monginsidi 40 Ketapang, Kec. Kayong Continent, Ketapang Rule, Prov. West Kalimantan . This school was chosen because it has adequate teachers and workforce. Likewise, Public Vocational School 1 Ketapang has knowledge of the implementing field, so that it is natural to provide a myriad of data to scientists about the development of the work of educators.

Information gathering strategies used in this study were direct perception, reports, and meetings. Method of examination, the information that has been collected will then be broken down with a strategy of checking information that involves subjective, implying that the information obtained in this study is accounted for as it is and then described subjectively to reach a determination.

RESULTS AND DISCUSSION

A. Results

From the results of exploration led by scientists, the results of the accompanying examinations are: 1) it is necessary to watch out and dissect the presentation of educators at the State Professional School 1 Ketapang in carrying out their obligations as educators, 2) it is necessary to know and specify what work developments can further develop the implementation of educators at Public Vocational School 1 Ketapang, and 3) it is necessary to watch out and dissect the efforts made by the teachers of Public Vocational School 1 Ketapang in developing further implementation as teachers. Estimates in the review use a subjective strategy. The results and examinations show: 1) judging from the consequences of perceptions, meetings, and documentation investigations led by expert witnesses (research subjects) especially State Professional High School Teachers, it shows that educators have partially fulfilled the evaluation. sign from every perspective, 2) Observing the results

of the exploration of the educators of Public Vocational School 1 Ketapang above, it shows that the exhibiting of the instructors of Public Vocational School 1 Ketapang as far as the expertise of the experts is in a really great classification. This is because educators have fulfilled some of the assessment points in dominating the material, constructs, ideas, and logical views that uphold the subject, fostering imaginatively directed topics, continuing to improve skills by making smart moves and using data. and correspondence innovation for self-development, and 3) the efforts made by the educators of Public Vocational School 1 Ketapang in developing further implementation as instructors, from the consequences of the review, in particular through completing their obligations as best as possible and continuing to work on educational and proficient abilities.

B. Discussion

Moreover, execution of educators at Public Vocational School 1 Ketapang in completing their obligations as teachers. Given the consequences of perceptions, interviews, and documentation investigations directed by experts on witnesses (research subjects) to become certain State Professional High School Teachers, it shows that educators have fulfilled some of the evaluation markers from each perspective which include: (1) Dominating quality students, especially from the moral section, close to home, and scientific, (2) dominate learning hypotheses and instructive learning standards, (3) develop educational plans related to the subjects taught, (4) coordinate instructive learning, (5) using data innovation and correspondence for learning exercises, (6) communicate correctly, empathically, and friendly with students, (7) combining assessment and assessment of experience and developing results, and (8) using consequences of

assessment and assessment to support learning.

Furthermore, it can be said that the presentation of educators at Public Vocational School 1 Ketapang in completing their obligations as educators as far as execution skills are in a very good classification because some of the evaluation instructions have been fulfilled.

Based on the results of testing on educators of Public Vocational School 1 Ketapang above, it can be seen that the presentation of teachers of Public Vocational School 1 Ketapang as far as expert ability is in a very good classification. This is because the instructor has partially fulfilled the instructions assessment in the dominance of materials, constructs, ideas, and logical views that support the subject, development of imaginatively directed topics, improvement of economists by making intelligent movements and using data and correspondence innovations for self-development (Cecep et al., 2021). Efforts made by educators of Public Vocational School 1 Ketapang in further developing their implementation as educators. The efforts made by the educators of Public Vocational School 1 Ketapang in developing further execution as teachers, from the consequences of the review, in particular by completing their obligations as well as possible and continuing to develop executions according to their pedagogics and experts.

CONCLUSION

Based on the consequences of exams related to job development in the further development of the implementation of educators at Public Vocational School 1 Ketapang, it tends to be reasonable that the development of an instructor's work in completing his expertise obligations, seems to affect inspiration. From the educators, by entering retirement the instructor looks less

enthusiastic. This is because he is no longer focused on finding his profession.

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