Teacher's Performance to Maintain Students' Learning Enthusiasm in the Online Learning Condition

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Abstract

This study was aimed to investagate teachers' performance in implementing the guidance treatment to students for maintaing students' enthusiasm to study in the distance learning condition. As we know that in the covid-19 pandemic situation, the learning system shifted from direct classroom interaction to online distance learning. This suddenly changing system has the potential to reduce student enthusiasm for learning. The current study was a qualitative research conducted by using qualitative descriptive method. In-depth interviews were applied to determine the model of the guidance treatment and performance conducted by an EFL teacher. This research was conducted at SMK Muhammadiyah 1 Sangatta in Kutai Timur Regency, and the research subject was an EFL teacher. The focus of this research was that to examine and obtain data about the supervision toward the teacher. The supervision was conducted by the school principal. For collecting data, the researchers used interview results and documentation. Based on the findings and the analysis, it could be concluded that the implementation of the guidance treatment for students at SMK Muhammadiyah 1 Sangatta had been performed well by teachers. This was evidenced by the results found by researchers in the process of planning, implementation, evaluation, and follow-up action. All of these processes had been carried out very well by the teacher.

Key words
guidance, teacher's performance, treatment

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INTRODUCTION

Implementation of guidance services for students in schools is currently undergoing many changes. This change is based on several government regulations regarding the implementation of education that changes due to the situation. An example can be seen in the regulation of Depdiknas (2008) on standard academic qualifications and competence of the counselor. Each educational unit shall employ teachers who have the academic qualifications and competency standards applied nationally.

With a variety of life problems that exist nowadays, the situation certainly also gives impacts on students in schools. Therefore, all teachers need to help students in solving trouble and problems that occur. In addition, as the preventive function, all teachers should supervise and guide students in order that they do not get into trouble. Hence, strengthening teacher performance should be improved further.

Through the government regulation number 74 on teachers, which lists the workload of teachers (Depdiknas, 2008). That regulation concerned at the functional master and credit figures. That regulation applies for all teachers, addressing 150 students. Teachers' tasks become very complex and require careful planning. At this point all teachers need a planned work program.

Teachers need to provide the best in terms of services to students with a way to make the program work better (Dick & Carey, 1996). The program of guidance service is expected to detail and focus on the problems arising from the students. The program is based on the desire of teachers to guidance, so it takes steps working with good management.

According to Dunning et al. (2004), service program of guidance at each unit of schools is managed by taking into account the balance and sustainability of the program among classes and each level of classes. The synchronization of service program guidance with learning activities subjects and extra-curricular activities must be concerned about. It also has to pay attention to streamline and make efficient use of the facilities in schools.

The program of work is done by highly complex and oriented for students' needs. When the program has been working well and focused, then the next step is the implementation of the work. However, these measures rely heavily on teachers' performance (Harmer, 2007).

Fisher (2007) stated that performance can be measured from the evaluation that will be held after a working period of one semester continues. Assessment process if it's good, how many students are helped, resolved the issue, whether the planned service was right on target so that preventive students are cushioned from the potential problems that can happen to them.

From the initial observation, the researcher found that teachers in SMK Muhammadiyah 1 Sangatta had prepared all instructional programs they would conduct. The preparation included the beginning of each semester. It also covered the annual program, the semester program, monthly program, weekly program, and daily program.

In every semester, they have attempted such a way that all programs could be done well. However, good preparation without being implemented still does not mean anything. Therefore, the researchers investigated whether the good preparations made by the teachers had also been implemented well. In addition, the researcher also investigated how the guidance treatment program was implemented by the teacher to students.

These all gave positive implications for students. Good planning leads to organized and effective implementation. At the end, the implementation of guidance treatment led and evaluated by coordinators, principals, and supervisors of the Department of Education.

LITERATURE REVIEW

The definition of performance had been given by numerous experts. However, essentially performance leads to an attempt to achieve better performance than before. The definition and explanation about the performance and work had been elaborated differently. It could be seen from the following opinion.

According to El-Kassas (1991) performance is deemed to be the fulfillment of an obligation, in a manner that releases the performer from all liabilities under the contract. In other words, it is a true result achieved by someone in carrying out their duties. Generally, every organization is very concerned about the effort to optimize the performance of human resources.

In line with the above definition, Vethzal and Basri (2005) stated that performance is the result or overall level of success of a person during a certain period in carrying out the task. The success is compared with a variety of possibilities, such as work standards and targets. It can also be compared with predetermined criteria that have been agreed upon together. This definition also holds that the performance is a result of work achieved in executing the tasks assigned. the performance is as job performance, job execution, attainment of employment, work or performance.

Another definition put forward by Mathis and Jackson (2006) that performance is basically what employees do or don't do. Performance management is the overall activities carried out to improve the performance of a unit or organization. Included in the scope of this definition is the performance of each individual and work group in the organization.

From these various definitions, it can be said that performance is the result of the behavior's work. It is the ability to carry out a work process and the work is accomplished person in a certain time, in terms of both quality and quantity of work in a specific time period. This means that there is a link between the work results and the behavior. Therefore basically, performance is a person's activity directed at the implementation of organizational tasks that are charged to him/her.

According to Luthans (2005) the orientation of humans in performing work includes:

a. Economic orientation (instructional)

Employers view work from the point of money available.

b. Social orientation (relational)

A view of that working is a social environment that is attractive to the interpersonal relationship/ personal loyalty

c. Psychological Orientation (personal)

Employers develop themselves and meet the needs of the work he does. Every person's activity is essentially a real performance, both by thought and deed, in terms of both quality and quantity of work.

Byars and Rue (1991) mentioned the factors that influence a person's performance, namely:

a. Personal factor

Factors from a person's self that affect performance, include: knowledge, skills, abilities, confidence, motivation, and commitment.

b. Leadership Factor

Support factors provided by the leader to someone, including: encouragement, motivation, and direction.

c. Team Factor

Support provided by coworkers to someone, including: trust in fellow team members, team member cohesiveness.

d. System Factor

Factors that come from the organization where a person works, including: work culture, work systems, and work facilities.

e. Contextual Factors

Factors that come from a person's internal and external environment, including: family environment, work environment, pressure of work, and so on.

According to Robbins (2002), the following are some indicators of a person's performance:

a. Quality of work

The quality of the work produced can be satisfying for the users, so this is used as a standard of work.

b. Communication

It is about the employee's ability to communicate well with consumers.

c. Promptness

Working speed is measured by the level of time, so employees are required to work quickly in achieving satisfaction and increased work.

d. Capability

The ability to do works as much as possible.

e. Intiative

Every employee is able to solve their own work problems so that there is no infertility in the job.

Previous studies have revealed that several key activities are needed in EFL teaching and learning. A research conducted by Purcell, Heaps, Buchanan, and Friedrich (2013) concluded that the planning of learning activities covered all activities in the classroom and outside the classroom for each class of students who are the responsibility of the counselor. One support service activities or the activities of learning weighted equivalents 2 (two) hours of learning. The overall volume learning service activities in one week is equivalent to the minimum mandatory duty load counselor at the school. Together with educators and school personnel counselors actively participate in self-development activities that are routine, incidental and exemplary. The implementation of learning services in the school learning hour can be: (1) activities in the classical-face; and (2) the activities of non-face. Activity in the classical-face with students to organize information services, placement and distribution, content mastery, instrumentation activities, as well as the services/ activities that can be done in the classroom. Volume activity classical face is two (2) hours per class per week and performed on a scheduled basis. While the activities of non-face-to-face with students to organize consulting services, case conference activities, data sets, home visits, the use of literature, and hand over the case. The next step, assessment of learning activities consists of two types, namely assessment of the results, and the assessment of the process. The assessment activities of learning were done through:

a. Ratings soon
b. Short-term ratings
c. Long-term ratings

In line with that, another research conducted by Zyromski, Dimmitt, Mariani, and Griffith (2018) found that overall EFL learning management includes three main activities, namely planning, implementation, and assessment. Planning of learning service activity refers to the annual program has been implemented into the program semi-annual, monthly and weekly. The planning activities contain target service, the substance of the service, the type of the service, and the time and place. The second activity, the program of learning services are planned and implemented in accordance with the target substance, activity type, time, place, and the parties concerned. The implementation activities of learning services can be done inside and outside of school hours, governed by a counselor with the approval of the leadership of the school. The last, assessment of guidance and gounseling services is the process of gathering information to determine the effectiveness of implementation and achievement activities that have been implemented in an effort to take a decision.

In their research, Haryanto, Weda, and Nashruddin (2018) investigated that service activities of instructional hours of school could take the form of activities to-face and non-face with students. It was conducted to organize the service orientation, individual counseling, group counseling, group counseling, and mediation, as well as other activities that can be carried out class. One-time activities of the service of the EFL either in outside or inside the classroom was equivalent to two hours of face to face

learning in the classroom. The evaluation process was done through an analysis of the involvement of elements as contained in the instructional planning, to determine the effectiveness and efficiency of the implementation. The result of the assessment activities included in the report service activities as a whole in one semester for each learner is reported qualitatively.

Towards the end of 2019 and entering early 2020, the world was shocked by the emergence of a new disease. The disease was spread by a type of corona virus. It is known that the disease first appeared at the end of 2019. That is why the disease is called Covid-19 (Corona Virus Disease) 2019. The disease then spread throughout the world very quickly and uncontrollably, including to Indonesia. Therefore, it was later called the covid-19 pandemic.

One way to spread the virus of this disease is through direct contact with sufferers. Therefore, several attempts were made to break the chain of spread of the disease virus, including:
1. Staying at home, this means that all activities are done at home, such as working, learning, and worship
2. Avoid mass crowds
3. Wearing a mask when leaving the house, and getting used to washing hands with soap and water or hand sanitizer

In relation to staying at home, the Indonesian government instructed all agency employees to work from home. Likewise in educational institutions from elementary schools to universities, the government implements learning at home. This means, the learning system implemented is distance learning or online learning.

In general students in various schools and universities are not ready with the application of this new learning system. This raised various problems. Problems that arose include:
1. there are still many schools and universities that do not have e-learning facilities;
2. online learning requires internet networks, but there are still many students who live in areas that are not covered by the internet network;
3. there are still many students who get difficulties to understand the lesson materials if they are not face to face with their teacher;
4. and many others.

These various obstacles have the potential to interfere with student learning achievement. The system change that occurs suddenly and less supporting facilities can also reduce the students' enthusiasm for learning. Therefore, the researchers aimed to investagate the teachers' performance in implementing the guidance treatment for students to maintain students' enthusiasm to study regarding to this condition.

RESEARCH METHOD

This research was conducted at SMK Muhammadiyah 1 Sangatta, Kutai Timur Regency, East Kalimantan. This current study is a qualitative research. According to Bogdan and Biklen (2007) a qualitative research is a study aimed at describing and

analyzing phenomena, events, social activities, attitudes, beliefs, perceptions, and thoughts of people, individually or in groups. Some descriptions are used to discover and explain the principles that lead to the inference. The kind of the qualitative research conducted in this study is qualitative descriptive.

The researcher conducted in-depth interviews to determine the model of supervision and performance in SMK Muhammadiyah 1 Sangatta. The research subjects was an EFL teacher at that school. This study was to determine the performance of teachers in implementing the work program of EFL. The researcher also involved a coordinator of the teacher EFL and the principal the school to assess the teacher's performance.

The data collection is intended to obtain materials that are accurate, relevant and reliable dalams ne research. In accordance with the focus of the research to be examined, the data collection included the preparation of suvervision, the implementation, and the results.

In the implementation of data collection in the field, in-depth interviews was used as the tool. Interview was used by the researcher to obtain particulars spoken with people who can provide information to the investigators. Interviews in qualitative research is very important because with the interview the real problem can be revealed.

The documentation was used to support and add to the evidence from other sources. In this study, the documentations are: the administrative implementation of counseling, service unit, and the analysis of the results of the evaluation. After collecting data, the researcher then performed the data analysis. The researcher analyzed the data based on the theory proposed by Miles and Huberman (1994) namely data display, data reduction, conclusion drawing or verification, and triangulation.

FINDINGS AND DISCUSSION

Based on the theme of the interview process grouping, this study will look at the performance of the EFL teacher in implementing the work program based on four parts. Based on the theme of the interview process grouping, this study looked at the performance of the counseling and guidance teacher in implementing the work program based on four parts. Those are:
1. Planning of the work program
2. Implementation of the work program
3. Evaluation of the work program
4. Follow-up of the work program evaluation

Through the process of working with separate data from interviews and compiled by parts that are the focus of research. The results of this study can be seen in the following description:
1. Planning of the work program

Planning of the work program at the school involving all stakeholders in the school-wide counseling teacher, homeroom, and the principal involvement of the principal as well as the report also provides some consideration of making the work

program. It is intended that the work program will be comprehensive and can get feedback from various parties. The EFL teacher besides the work program is expected to help settlement of the problems that exist in SMK Muhammadiyah 1 Sangatta. Therefore, the basis of making the work program is to identify students' problems and the results of evaluation of past work program. In making the work program, the counseling and guidance teacher also made certain forms of priorities that can be the focus of treatment of students, so that raised the flagship program like all the EFL services, optimization of individual counseling services to alleviate the problem, as well as information services.

2. Implementation of the work program

Implementation of the program of work carried out by all counseling and guidance teachers including the teacher coordinator. In this implementation, the coordinator counseling and guidance teacher have an important role to ensure adherence to the program. The counseling and guidance teacher coordinator as well as a bridge uniting several different views at one point of view and before the program vailed then all consulted and discussed with.

The counseling and guidance work programs carried out and coordinated to the homeroom teacher, or principal if there are issues that must be resolved by the school stakeholders. The work program of counseling and guidance teacher runs of each semester and this semester several programs have been completed well. It has been reported to the school principal. Currently the work program going well for counseling and guidance teachers already know the tasks and duties of each. They already understand each foster student and help each other when there is a problem that must be solved together.

In terms of implementation of the work program, various problems can arise as the effects of situational conditions or conditions previously unthinkable. So this problem should be solved by counseling and guidance teacher and the coordinator. If it is needed, a policy will be reported to the school principal.

The implementation of the program of work by the counseling and guidance teacher's implementation can be seen from the teachers' documents, as well as monitoring the foster students of each counseling and guidance teacher. It is to see the positive effects of the services performed by the counseling and guidance teacher.

One of the core of the work program of counseling and guidance at the school is the cooperation of teachers and all students' parents. Some services are performed on students can be directly related to the elderly. Therefore, building of partnerships with parents is critical to the success of the program of work that teachers do, even when a problem in the work program can not be done. Because of the communication problem with parents, the coordinator of teachers, the principal and other teachers can be involved to alleviate a problem.

3. Evaluation of the work program

Regarding the teacher evaluation work program, it has an important role is the principal and the superintendent of education office, while globally all counseling and

guidance teacher can monitor the success of services. The service delivery as an indicator of the success of programs they run is the way to judge the success of the performance of the counseling and guidance teacher. The program of evaluation to the principal form is reported on the implementation of activities by the teacher coordinator. In the report, the planning, implementation, and evaluation of counseling and guidance teacher are found. Those are responsible for the evaluation is not only the coordinator of teachers, but also all teachers.

Besides the evaluation conducted by the school principal, the evaluation also conducted by counseling and guidance teacher of education office in the form of academic and clinical supervision. This is done solely to keep the shape of the professionalism of counseling and guidance teachers. This semester program of evaluation work has not been done in the form of reporting because while running, but in monitoring school stakeholders are already running with multiply, although there are some that still have to be improved execution.

4. Follow-up of the work program evaluation

After evaluation, the follow-up is required. Follow-up is the completion of some of the problems found in the evaluation. Follow-up is expected to be an improvement and change that the issue is not protracted.

Follow-up was done after the evaluation of counseling and guidance teachers' work program first analyzed by focusing emerging problems. The follow-up is done by giving the strengthening of the program that was not optimal implementation. Follow-up is also touched by the chronological implementation, such as the evaluation of a service that does not lead the process of change maksimla students become positive. The principal can provide input on the evaluation reports in the form of follow-up work program to improve the preparation of the upcoming. Therefore, follow-up in outline is to provide solutions to problems are not resolved, as well as being the basis for changes in the future.

On initial observation, it can be seen that the teacher guidance through the coordinator of teacher has been planning the beginning of each semester, such as the annual program, the semester program, monthly, weekly, and daily and in each semester that they have attempted such a way that all the programs can be implemented and has positive implications for students, EFL teachers at the end of the semester to evaluate the implementation of learning led by coordinators, principals, coupled with the supervisor of the Department of Education.

Thus, the program of work is done by highly complex and oriented to the needs of students. When the program has been working well and focused, then the next step is the implementation of the work. However, these measures rely heavily on EFL teacher performance. Performance can be measured from the evaluation that will be held after a working period of one semester continues. Assessment process if it is good, how many students are helped, resolved the issue, whether the planned service was right on target so that preventive students are cushioned from the potential problems that can occur.

Based on interviews with three primary data, it can be seen that the planning of program development work in SMK Muhammadiyah 1 Sangatta done by all stakeholders such as school counseling teacher, homeroom, and principals. This is done in order that the manufacturing planning work program to mature, and there is a relationship between one another.

In the evaluation, which has an important role to evaluate the work program is the principal, counseling and guidance teacher and the superintendent of education office. Their evaluation may include academic and clinical supervision. Functions that can be measured counseling and guidance teachers' program achievement in teacher competency. The guidance treatment also increasingly works in a professional manner in accordance predetermined.

As a follow-up to do a follow up in the form of settlement of unresolved issues, and find the best solution for the preparation of the work program in the next semester. Follow-up may include repair and input from all parties in order to create favorable conditions and positive in SMK Muhammadiyah 1 Sangatta. The counseling and guidance teacher performance can be seen on the extent to which the work program is doing in each semester. This research has shown that EFL teachers' performance in SMK Muhammadiyah 1 Sangatta is maximal and well-regarded by stakeholders of the school, as coordinator of teachers, principals, and supervisors.

CONCLUSION

Based on the results of the study it can be concluded that the EFL teacher performance in the implementation of the work program of learning in SMK Muhammadiyah 1 Sangatta has a maximum category. The result and the analysis indicated that the process of EFL was performed well by the teacher. It can be seen from the planning, implementation, evaluation, and follow-up carried out by the EFL teacher at SMK Muhammadiyah 1 Sangatta.

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