

OPTIMIZATION OF TEACHER PERFORMANCE IN THE IMPLEMENTATION OF THE LEARNING PROCESS AT SDN 1 CITALANG

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Abstract:

This study aims to examine teacher performance in implementing the learning process at SDN 1 Citalang Purwakarta. Teacher performance refers to the ability of teachers to carry out actions in accordance with predetermined goals, which include aspects of lesson planning, teaching implementation, classroom creation and maintenance, optimal learning condition management, and learning assessment. This research employs a descriptive qualitative approach, with data collection techniques consisting of interviews, observation, and documentation. The findings of this study are as follows: (1) lesson planning is carried out in a structured manner involving the vice principal of curriculum and the school principal; (2) classroom learning implementation at SDN 1 Citalang is conducted by teachers based on the teaching plans that have been developed in the teaching modules; (3) classroom creation and maintenance at SDN 1 Citalang are carried out by building a conducive learning atmosphere before the teaching process begins; (4) learning condition management at SDN 1 Citalang is carried out by providing positive stimulation, such as teachers greeting students in the morning at school, giving praise and appreciation to students who successfully complete their tasks and responsibilities; (5) teachers at SDN 1 Citalang conduct comprehensive learning assessments by evaluating all aspects of the students, including cognitive, affective, and psychomotor aspects. Based on this study, the researcher recommends that teachers adjust to the diverse abilities of students in order to maintain a conducive classroom atmosphere during the learning process.

Keywords: *Performance, Teacher, Learning Process, School, Students*

Abstrak:

Penelitian ini bertujuan untuk menela'ah kinerja guru dalam melaksanakan proses pembelajaran di SDN 1 Citalang Purwakarta. Kinerja guru adalah kemampuan seorang guru untuk melakukan perbuatan sesuai dengan tujuan yang telah ditetapkan, yang mencakup aspek perencanaan program belajar mengajar, pelaksanaan proses belajar mengajar, penciptaan dan pemeliharaan kelas yang optimal, pengendalian kondisi belajar yang optimal, serta penilaian hasil belajar. Penelitian ini menggunakan pendekatan kualitatif deskriptif dan teknik pengumpulan data menggunakan wawancara, observasi dan dokumentasi. Hasil penelitian ini adalah: 1) perencanaan program belajar mengajar dilakukan secara terstruktur dengan melibatkan wakasek kurikulum dan kepala sekolah, 2) pelaksanaan pembelajaran di kelas dilaksanakan para guru di SDN Citalang dengan melakukan proses pembelajaran sesuai perencanaan program belajar yang telah disusun dalam modul ajar, 3) Penciptaan dan pemeliharaan kelas di SDN 1 Citalang dilaksanakan dengan membangun suasana belajar yang kondusif sebelum proses pembelajaran dilaksanakan, 4) Pengendalian kondisi belajar mengajar di SDN Citalang dilakukan dengan menunjukkan stimulasi positif diantaranya guru menyambut peserta didik dipagi hari dilingkungan sekolah, pemberian pujian dan apresiasi bagi peserta didik yang sudah

menyelesaikan tugas dan tanggung jawab dengan baik, 5) guru di SDN 1 Citalang melakukan penilaian hasil belajar secara komperhensif dengan menilai seluruh aspek yang ada dalam peserta didik baik aspek kognitif, afektif ataupun psikomotor. Berdasarkan penelitian ini, peneliti merekomendasikan guru untuk menyesuaikan kemampuan peserta didik yang beragam agar kelas tetap dapat kondusif selama proses pembelajaran berlangsung.

Kata Kunci: *Kinerja, Guru, Proses Pembelajaran, Sekolah, Peserta didik*

INTRODUCTION

Teachers are professional educators with the primary task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education, formal education, and secondary education (INDONESIA, n.d.). As agents of change in society, teachers are responsible not only for delivering learning materials but also for shaping the character and skills of students to face future challenges. Optimal teacher performance directly impacts the quality of education received by students and can determine success in achieving desired educational goals. To become professional educators, teachers must be able to develop their performance, based on the understanding that teacher performance is a competency manifested in their actions while working.

According to the Directorate General of Higher Education (Dikjen Dikti), a good teacher must possess four competencies: mastery of the subject, understanding of students, mastery of learning that educates and develops personality and professionalism. However, in practice, a number of problems still frequently occur in teaching and learning activities, one of which is the problem of teachers not fully understanding their school curriculum. Teachers often teach based solely on textbooks without paying in-depth attention to the curriculum content. The same thing that researchers found in SDN 1 Citalang Purwakarta, based on the observation results of some teachers in SDN 1 Citalang Purwakarta the implementation of the curriculum still cannot be implemented optimally, the change of curriculum encourages teachers to learn the new curriculum even though the previous curriculum is still not fully understood. To overcome this challenge, it is important for schools or teacher organizations to hold training seminars on the curriculum and provide adequate guidance so that teachers can adapt learning to the curriculum that is currently or will be used. Based on this, the researchers took the title of optimizing teacher performance in implementing the learning process. This study aims to examine teacher performance in implementing the learning process at SDN 1 Citalang Purwakarta.

RESEARCH METHOD

The research method describes research design, population, and sample (research objectives), data collection techniques, and data analysis techniques. Qualitative research with case studies, phenomenology, and others, at least present the research location, the presence of researchers, research subjects, informants, and techniques to collect research data, as well as a description of the technical analysis of research data. Whereas in quantitative research, it is necessary to present the population, samples, and data analysis techniques. Written in with Cambria 12

FINDINGS AND DISCUSSION

The research approach employed was a qualitative one. According to Sugiyono, qualitative research is a philosophically grounded method used to conduct research under scientific conditions, where the researcher serves as the instrument, and qualitative data collection and analysis techniques emphasize meaning (Sugiyono, 2018). Qualitative research methodology aims to analyze and describe phenomena or research objects through social activities, attitudes, and perceptions of individuals or groups.

The author employed descriptive analysis, which aims to describe phenomena, events, and attitudes within a group. Furthermore, the researcher employed field research, where the researcher went directly to the research site to collect the necessary data, particularly that related to the problem under study. This research was conducted at SDN 1 Citalang, located on Jalan Kolonel Rahmat, Kp. Citalang, RT. 09/02, Citalang Village, Purwakarta. The informants were Islamic Religious Education teachers at SDN 1 Citalang. Data collection techniques included interviews, observation, and documentation. Before beginning an interview, researchers seek a theory to use as material for developing interview guidelines. According to Sugiyono, an interview is a meeting between two people to exchange information and ideas through questions and answers, allowing for the construction of meaning within a specific framework (Sugiyono, 2018). Interviews are used as a data collection technique when researchers want to conduct a preliminary study to determine the research problem, but also when researchers want to learn more in-depth about the respondents. After conducting the interview, researchers conduct observations by visiting one of the classes and observing the actual situation. According to Sugiyono, observation is a data collection technique with specific characteristics compared to other techniques (Sugiyono, 2018). Through observation, researchers can learn about behavior and the meaning of that behavior.

According to Asterina and Sukoco, teacher performance is a teacher's ability to act in accordance with established objectives, which includes aspects of teaching and learning program planning, implementing the teaching and learning process, creating and maintaining optimal classrooms, controlling optimal learning conditions, and assessing learning outcomes (Asterina & Sukoco, 2019). Several aspects are essential for a teacher to optimize performance: the teaching and learning program planning process, the teaching and learning implementation process according to established indicators, understanding the creation and maintenance of optimal classrooms related to student backgrounds, curriculum, and infrastructure, how to control optimal learning conditions, and understanding proper and correct assessment of learning outcomes.

A. Teaching and Learning Program Planning at SDN 1 Citalang

According to Roger A. Kauffman, planning is the process of determining goals or objectives to be achieved and determining the paths and resources necessary to achieve these goals effectively and efficiently (Arifudin et al., 2021). The teaching and learning program planning at SDN 1 Citalang Purwakarta is carried out in a structured manner, including establishing learning strategies and methods to achieve learning objectives and developing teaching modules. The learning program plan at SDN 1 Citalang is then reviewed by the vice principal of curriculum and the principal before being used in classroom teaching and learning activities. Learning program planning is a series of learning processes necessary to improve the quality of learning and ensure its direction. This aligns with Hamzah B. Uno's statement that improving learning quality is achieved through developing a learning program plan.

This is possible because with a learning plan, teachers have developed a learning design that includes the stages to be implemented, an analysis of learning objectives, and measurement of the established learning objectives (Uno, 2023).

B. Implementation of the Teaching and Learning Process at SDN 1 Citalang

According to Bahri Aswan Zain, the implementation of the learning process is an educational activity that influences the interaction between teachers and students. During classroom learning, teachers at Citalang Elementary School conduct lessons according to the learning program plan outlined in the teaching module. A challenge

in implementing classroom learning, particularly at the lower levels, namely first and second grades, is the short focus time of five minutes. Students' focus levels are influenced by their diverse backgrounds, requiring teachers to demonstrate a high level of creativity to ensure smooth learning.

Karwati Euis and Priana Doni define classroom management as a teacher's ability to utilize the potential of the class by providing each individual with ample opportunities to engage in creative and purposeful activities (Astari et al., 2022). In the teaching and learning process, teachers are required to adapt to the diverse abilities of students to ensure the classroom remains conducive throughout the learning process.

C. Classroom Creation and Maintenance at Citalang Elementary School 1

Classroom creation and maintenance at Citalang Elementary School 1 involves establishing a conducive learning environment before the learning process begins. Teachers guide students to take collective responsibility for creating a comfortable learning environment. They also direct students to create a schedule for duty hours that can be implemented together. Furthermore, before the teaching and learning process begins, teachers create a comfortable learning atmosphere by establishing a positive learning environment. For example, they greet students, ask how they are, and relate the learning material to events in their daily lives. This is crucial because it is one way to implement effective learning. This aligns with Padmono's statement that maintaining optimal classroom conditions can support effective and efficient classroom learning, as a way to achieve learning objectives (Asmara & Nindianti, 2019).

D. Controlling Teaching and Learning Conditions at SDN 1 Citalang

Teaching and learning conditions at SDN Citalang are controlled by providing positive stimulation, including greeting students in the morning on the school grounds and offering praise and appreciation for students who have successfully completed their tasks and responsibilities. These conditioning activities are necessary as teachers strive to build a safe and conducive learning environment.

CONCLUSION

Based on the results of the research that has been carried out, it can be concluded: 1) the planning of the teaching and learning program is carried out in a structured manner by involving the vice principal of curriculum and the principal, 2) the implementation of learning in the classroom is carried out by teachers at SDN Citalang by carrying out the learning process according to the learning program planning that has been prepared in the teaching module, 3) The creation and maintenance of classes at SDN 1 Citalang is carried out by building a conducive learning atmosphere before the learning process is carried out, 4) Control of teaching and learning conditions at SDN Citalang is carried out by showing positive

stimulation including teachers welcoming students in the morning in the school environment, giving praise and appreciation to students who have completed their tasks and responsibilities well, 5) teachers at SDN 1 Citalang carry out a comprehensive assessment of learning outcomes by assessing all aspects of students, both cognitive, affective and psychomotor aspects.

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