


## Analysis of factors affecting the performance of public junior high school teachers in Batam city

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Article Info	ABSTRACT
<p><b>Keywords:</b> Number of teacher hours in teaching, Number of students in one class, Teacher training to increase teacher competence</p>	<p>This study aims to analyze what factors affect teacher performance in State Junior High Schools (SMP) in Batam City so as to affect teacher productivity and performance in learning. The research method used is qualitative method by making observations, interviews and documentation. The results showed that the performance of teachers in SMP Negeri in Batam was quite high, especially in terms of learning preparation and administrative tasks. Factors that affect teacher productivity and performance include too many working hours, above 24 lesson hours, the number of students who are too many in the classroom, plus extracurricular activities carried out by each teacher and lack of training for teachers to improve teacher competence. This research has important implications for the advancement of education in public junior high schools in Batam City. Principals can provide greater support to teachers. In addition, this research can be a reference for further research on teacher performance and factors that affect teacher performance in the context of education in Indonesia.</p>
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### INTRODUCTION

Institutions or schools are educational media to educate the life of the nation which has a very strategic role. The main actors in the world of education are teachers, while the actors of students are students. Teachers as educators are required to have awareness of their responsibilities and focus on educational goals. Teachers are expected to manage self-control well so as not to feel burdened by their responsibilities as an educator.

Teachers have the main task of carrying out educational tasks, teaching, as well as assessment and evaluation of students as professional educators, both in formal education and early childhood, primary and secondary education pathways. The main task of the teacher is to determine planning and carry out assessments on each main task that has been carried out (Suparlan, 2008; Yogisutanti et al, 2020). Teacher performance has been explicitly regulated in Law Number 14 of 2005 concerning Teachers and Lecturers.

Employee performance can be improved by paying attention to workload, both mental and physical performance. Agencies must pay attention to the state of their human resources to obtain maximum performance. This is because the human body is structured to

carry out daily work activities in accordance with the determination of muscle mass whose weight is almost more than half of the body weight that allows humans to do work and move the body (Asriani, 2018). The performance of each or the burden of activities of organizational units should be given evenly so as to avoid the existence of organizational units that have too many activities or too few activities. With the determination of performance, it can avoid employees or officials who are too stacked on their duties or whose duties are few so that they look too idle.

There are two factors that affect performance, namely external factors and internal factors. External factors are factors that originate from outside a person's body, such as work organization, physical tasks, and work environment, while internal factors are factors that originate from within a person's body. Performance is one aspect that must be considered by educational institutions because performance is an aspect that can make the productivity of each teacher increase. Every job that a person does is a performance for him, the burden depends on how the person works. Every performance received must be adjusted to the limitations, cognitive abilities, and physical abilities of humans who obtain the performance.

Teacher performance that must be met is a demand that must get attention from every party, especially to education stakeholders in each government area in Batam city. The Batam city education office strives to regulate teacher performance management in order to fulfill teacher performance in the city of Batam. According to Government Regulation Number 19 of 2017 article 52 (2017) the implementation of performance during 37.5 effective working hours for teachers includes the main activities, namely: (1) Planning guidance or learning; (2) carry out guidance or learning, which is carried out in extracurricular, co-curricular, and inrakcurricular activities; (3) assess the results of guidance or learning; (4) train and guide learners; and (5) perform additional duties attached to the implementation of the main activities in accordance with teacher performance, including the main activities (Ministry of Education and Culture).

Performance as a teacher is very hard. This is because teachers not only perform their obligations as educators, but teachers must also design administrative devices as supporting tools in education. These supporting tools or devices must be completed on time in education. Teachers as professional educators have main tasks such as training, teaching, and educating students to have useful skills in the future. The main tasks of teachers are: (1) compiling a syllabus, (2) compiling an educational unit learning curriculum, (3) conducting learning activities, (4) compiling learning activities, (5) evaluating and assessing learning processes and outcomes in learning in their classrooms (6) compiling measuring instruments or questions according to subjects, (7) carrying out learning or enrichment and improvement, (8) analyzing the results of learning assessment, (9) supervisors evaluating and assessing the learning outcome process national school level. Based on the main task of the teacher, the teachers feel bored in the performance they get. The performance obtained by every teacher should require awareness of their responsibilities as an educator (Azis, 2021).

Performance that is met or not in a school can be reviewed from the list of teacher needs listed in the monthly report. An excessive number of teachers in a school causes the teacher to be unable to fulfill his teaching obligations. Teachers who do not fulfill their teaching obligations must increase teaching hours outside the base administrative unit. The number of teachers who are less in a school causes the teacher's teaching load to be heavier which results in ineffective learning activities. Therefore, the preparation of teacher performance calculation guidelines containing the equivalence of additional teacher tasks and performance formulation with face-to-face hours (Endang Suryana, 2017)

Based on previous research researched by Kamdi (2014) entitled "Performance of Vocational Teachers: Performance Analysis and Learning Characteristics". The research method used is a survey method that is analyzed descriptively. The results showed that teacher performance was higher than the burden of civil servant duties required by the government and the average number of teaching hours was 24 to 36 jp, slightly higher than the average teacher lesson hours required by the government of 24 lesson hours. The difference between previous research and the research to be examined by researchers is that this study will be conducted on public junior high school teachers in Batam city on three variables, namely (1) the number of teaching hours, (2) the number of students in class, and (3) training and support.

From several public junior high schools in Batam that I visited, the author tried to take some samples from public junior high schools in Batam city, what are the factors that affect the performance of public junior high school teachers in Batam city. After interviewing and distributing questionnaires to several public junior high school teachers in Batam, the author took three variables to be studied, namely (1) the number of teacher teaching hours, (2) the number of students in the class (3) training and support.

## METHODS

Through a qualitative approach, an understanding is obtained that meaning, reality, and facts are relevant. So researchers in this case use qualitative research methods, so that researchers can access more in-depth and detailed information with the aim of thoroughly understanding workload analysis. This is in line with (Jejen, 2016: 55) which says that the descriptive method not only describes the object of research, but analyzes it based on methods, theories and the ability of researchers.

The research approach becomes very important in the research process. This approach greatly assists researchers in collecting data. This study uses a qualitative descriptive approach, namely to understand in depth and provide a systematic, factual and actual picture in accordance with the phenomena that occur about what is experienced by the research subject holistically and by way of description in the form of words and language, in a special natural context and by utilizing various natural methods. (Moleong, 2012:6).

This research is basically a research activity to collect data, present information to then describe the actual situation that occurs in the field regarding and then draw conclusions based on predetermined provisions.

## RESULTS AND DISCUSSION

### Public Junior High School in Batam City

After the author collected data on public junior high schools in Batam city, there were 65 public junior high schools in Batam city. With that many public junior high schools in Batam, it is not enough to accommodate all students who have just graduated from public and private elementary schools who want to continue their studies to public junior high schools, therefore the author recommends increasing the number of public junior high schools in Batam. The following author attaches the name of the State Junior High School in Batam City along with its address.

#### ADDRESS DATA SMP NEGERI SE KOTA BATAM

No.	Nama Satuan Pendidikan	Alamat
1	SMP NEGERI 1 BATAM	Jl. Sulawesi – Belakanag Padang
2	SMP NEGERI 2 BATAM	Jl. Hang Lekiu No. 21 – Belakang Padang
3	SMP NEGERI 3 BATAM	Jl. Kartini II
4	SMP NEGERI 4 BATAM	Jl. Ranai No. 1 Bengkong PLTD
5	SMP NEGERI 5 BATAM	Pulau Buluh
6	SMP NEGERI 6 BATAM	Jalan. Laksamana Bintan, Kelurahan Sei Panas, Kota Batam, Kepulauan Riau
7	SMP NEGERI 7 BATAM	Jalan Kasu Barat
8	SMP NEGERI 8 BATAM	Jl. Hang Lekiu
9	SMP NEGERI 9 BATAM	Jl. Brigjen Katamso
10	SMP NEGERI 10 BATAM	Komplek Perumahan Sei Panas
11	SMP NEGERI 11 BATAM	Perum Bumi Sarana Indah Batu Aji
12	SMP NEGERI 12 BATAM	Legenda Malaka
13	SMP NEGERI 13 BATAM	Kp, Padang
14	SMP NEGERI 14 BATAM	Pulau Panjang
15	SMP NEGERI 15 BATAM	Pl. Air Raja
16	SMP NEGERI 16 BATAM	Jl. Letjen S parman Bida Ayu
17	SMP NEGERI 17 BATAM	Punggur
18	SMP NEGERI 18 BATAM	Jl.pelajar No 01 Sembulang RT. 01 / RW. I
19	SMP NEGERI 19 BATAM	Pulau Jaloh, Kel.Pantai Gelam Kec.Bulang Kota Batam
20	SMP NEGERI 20 BATAM	Tiban Koperasi
21	SMP NEGERI 21 BATAM	Jl. Kavling Baru Nato
22	SMP NEGERI 22 BATAM	Tanjung Kertang
23	SMP NEGERI 23 BATAM	Jl. Bunga Tanjung Pulau Ngenang Rt.03 Rw.01
24	SMP NEGERI 24 BATAM	Pulau Abang
25	SMP NEGERI 25 BATAM	Tiban Indah
26	SMP NEGERI 26 BATAM	Rindang Garden
27	SMP NEGERI 27 BATAM	Kav. Bukit Seroja
28	SMP NEGERI 28 BATAM	Komp. Perum. Taman Raya Tahap 4
29	SMP NEGERI 29 BATAM	Perum Sengkuang Raya

30	SMP NEGERI 30 BATAM	Bengkong Sadai
31	SMP NEGERI 31 BATAM	Perum. Anggrek Sari
32	SMP NEGERI 32 BATAM	Air Lingka
33	SMP NEGERI 33 SATU ATAP BATAM	Jl. Panglima Rahim Komplek Sekolah Geranting
34	SMP NEGERI 34 BATAM	Jl. Hang Kasturi Rt. 03 Rw. 04
35	SMP NEGERI 35 BATAM	Jln. Putri Hijau Griya Batu Aji Asri
36	SMP NEGERI 36 BATAM	Jalan Raya Sungai Binti
37	SMP NEGERI 37 BATAM	Perum. Taman Cipta Asri
38	SMP NEGERI 38 BATAM	Jalan Brigjend Katamso
39	SMP NEGERI 39 BATAM	Monggak
40	SMP NEGERI 40 BATAM	Jl.Letjen S.Parman Kav.Pancur Baru
41	SMP NEGERI 41 BATAM	Jl. Bunga Raya
42	SMP NEGERI 42 BATAM	Bida Asri 2 Batam Centre
43	SMP NEGERI 43 BATAM	Legenda Malaka
44	SMP NEGERI 44 BATAM	Dapur12 Kampung tua
45	SMP NEGERI 45 BATAM	Air Raja
46	SMP NEGERI 46 BATAM	Bulang Kebam
47	SMP NEGERI 47 BATAM	Marina City No.1 Kelurahan Tanjung Riau
48	SMP NEGERI 48 SATU ATAP BATAM	Pecong RT 02/RW 01
49	SMP NEGERI 49 BATAM	JL. PENDIDIKAN NO. 3, PULAU SEMBUR
50	SMP NEGERI 50 BATAM	Perum Tunas Regency
51	SMP NEGERI 51 BATAM	Kav. Senjulung
52	SMP NEGERI 52 BATAM	Perum Cluster Daissy Batam Center
53	SMP NEGERI 53 BATAM	Taman Lestari RT 03 RW 13
54	SMP NEGERI 54 BATAM	Kavling Mangsang Indah
55	SMP NEGERI 55 BATAM	Jl. Darat No. 10 Pulau Terong
56	SMP NEGERI 56 BATAM	Tiban Kampung RT001/RW012 Tiban Lama
57	SMP NEGERI 57 BATAM	JL. Ir. SUTAMI PATAM LESTARI SEKUPANG
58	SMP NEGERI 58 BATAM	Jl. Raya Kampung Bagan Sei Daun
59	SMP NEGERI 59 BATAM	Buana Bukit Permata
60	SMP NEGERI 60 BATAM	SAGULUNG BERSATU RT 01 RW 09
61	SMP NEGERI 61 BATAM	JL. PELAJAR BATU AJI INDAH 1 KAVLING LAMA
62	SMP NEGERI 62 BATAM	JL. GOLDEN PRAWN
63	SMP NEGERI 63 BATAM	JL. BUMI PERKEMAHAN RAJA ALI KELANA
64	SMP NEGERI 64 BATAM	Selat Nenek
65	SMP NEGERI 65 BATAM	Komp Perumahan Putra Jaya

Sumber : Data Pokok Pendidikan (DAPODIK) tahun 2022

## Teacher Competence

The competence of a junior high school teacher in Batam City, just like in all Indonesian cities, is determined based on standards set by the Ministry of Education and Culture of the Republic of Indonesia (Kemendikbud). Teacher competency standards in Indonesia have changed along with the development of the education system, curriculum, and technology. Here are some general competencies expected of a junior high school teacher in Batam City:

1. **Mastery of Subjects:** Junior high school teachers are expected to have a deep understanding of the subjects they teach, including the applicable national curriculum.
2. **Teaching Ability:** Teachers must have the ability to design, deliver, and evaluate subject matter in a way that is easily understood by students. This includes the use of effective and diverse teaching methods.
3. **Use of Educational Technology:** In the digital era, teachers are expected to have the ability to use educational technology, such as computers, the internet, and educational software, to support the learning process.
4. **Communication Skills:** Teachers must be able to communicate well with students, parents, and co-workers. Effective communication is necessary to assist students in their understanding and development.
5. **Understanding of Student Needs:** Teachers must be able to identify and respond to individual student needs. This includes understanding the student's learning style and providing additional support if needed.
6. **Classroom Management Skills:** Teachers must have good classroom management skills to create a safe, orderly, and productive learning environment.
7. **Evaluation Ability:** Teachers are expected to be able to assess and evaluate student progress periodically. The results of this evaluation are used to measure student achievement and identify areas for improvement.
8. **Ability to Develop Subject Matter:** Teachers are also expected to be able to develop subject matter that is relevant to the latest developments in education and world development.
9. **Professional Ethics:** Teachers must abide by the ethics and code of ethics of the teacher profession, which includes integrity, responsibility, and professionalism.
10. **Further Education:** Junior high school teachers are expected to continue to develop their competencies through training and further education, including following developments in the world of education.
11. **Collaboration Skills:** Teachers are also expected to work closely with colleagues, school staff, and parents in order to improve the quality of education in schools.

## Additional Duties of the Teacher

After the author conducted research in the field, that the number of public junior high school teachers in Batam City was very less than comparable to the number of students who were so many, the author conducted an interview with the Principal of SMP Negeri 4 Batam City Dra. Desmizar. The number of students in this school reached 1149 students

with a total of 49 teachers, he said the number of teachers in this school lacked in several subjects, to cover the shortage of teachers, Principal Dra. Desmizar increased teacher hours in other subjects to teach in subjects that did not have teachers, so that the teachers involved became many teaching hours at school. Here the author believes this is one of the factors that influence the performance of teachers in the field in educating students. Not a few teachers who teach not in their fields, for example, these teachers graduate from PPKN teachers, beiau also teach religion, teachers who graduate from PJOK teach also cultural arts. The following author attaches the number of sub-district teachers in Batam City.

<b>STATISTIK JUMLAH GURU SMP NEGERI DI KOTA BATAM MENURUT KECAMATAN TAHUN 2023</b>		
Produsen Data	Dinas Pendidikan Kota Batam	
Sumber Data	<a href="https://satudata.batam.go.id">https://satudata.batam.go.id</a>	
Wilayah	Kota Batam	
Satuan	Orang	
Tanggal Rilis	14 Feb 2023	
<b>Kecamatan</b>	<b>Negeri</b>	<b>Swasta</b>
Belakang Padang	64	0
Bulang	41	0
Galang	77	0
Sei Beduk	110	52
Sagulung	327	164
Nongsa	113	91
Batam Kota	265	343
Sekupang	220	160
Batu Aji	137	200
Lubuk Baja	44	169
Batu Ampar	59	25
Bengkong	98	96
<b>Jumlah</b>	<b>1,555</b>	<b>1,300</b>

In addition, teachers serve as vice principals, laboratory heads, homeroom teachers, extracurriculars and many other concurrent positions.

### Discussion

Based on the results of research or interviews, it is known that the performance of public junior high school teachers in Batam City affects the number of teaching hours, the number of students in the classroom and the lack of training or upgrading abilities for teachers. From the interview results of one of the teachers at SMP Negeri Kota Batam and from the teaching decree obtained showed that the average teacher at SMP Negeri Kota Batam taught above 24 JP a week, coupled with additional tasks attached to the teacher.

The number of students is also one of the factors that affect teacher performance,

where each class of students amounts to more than 40 students in SMP Negeri in Batam City, where ideally there are 36 students in one class. So that it is not optimal in carrying out the teaching and learning process and achieving a learning goal.

According to Suhardi (2019), the work environment is everything that is around employees at work, whether in physical or non-physical form, directly or indirectly, which can affect themselves and their work while working. A work environment that focuses on its employees, can improve performance and vice versa, an inadequate work environment will be able to reduce work motivation and ultimately will reduce employee performance.

The ability of a teacher also needs to be considered in carrying out his duties. Because technological and scientific developments continue to develop, therefore teachers need to upgrade themselves to be able to keep up with the times both in terms of technology and scientific funds.

## CONCLUSION

Based on the research conducted, researchers concluded that: With the number of teaching hours as much as 24 Lesson Hours or more, coupled with additional tasks given to teachers, making teachers not optimal in carrying out their duties because additional hours and tasks are dense enough to make teacher performance decrease. The large number of students in one class. From several public junior high schools in Batam city, researchers found that the average student in one class is 40 students, some even more than that. It can be said that this is far from ideal for students in one class which should be occupied by 32 to 36 students in one class. And this is one of the factors that make teacher performance decrease. Uneven teacher competence. From research conducted at SMP Negeri in Batam City, there are still many teachers who are not used to using technology in learning. Due to the age factor that will soon retire and the lack of improvement in the ability of teachers in the IT field that is not evenly distributed. So that it becomes one of the factors of teacher competence that affects teacher performance.

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