

Teacher Performance Evaluation at SDN Wawopada by Using the Charlotte Danielson Model

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ABSTRACT

Evaluating teacher performance in learning is essential to improving education quality. This study evaluates teacher performance at SDN Wawopada using the Charlotte Danielson model, which consists of four domains: Planning and Preparation, Classroom Management, Learning Implementation, and Professional Responsibility. The research involved teachers and students as subjects and respondents. This study applied both quantitative and qualitative methods, with data collected through document analysis, observations, questionnaires, and interviews. A total of 31 respondents participated, including 9 teachers and 22 students. The data were analyzed using statistical and descriptive techniques with SPSS version 27 to determine the percentage of scores and teacher performance categories. The results showed that overall teacher performance was in the "very good" category. However, the use of teaching resources and technology was still minimal. Therefore, further improvements in utilizing teaching media and technology are needed to enhance teacher performance.

Keywords: *Teacher performance evaluation, Charlotte Danielson Model, Planning and Preparation, Class Management.*

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INTRODUCTION

Pane & Dasopang (2017) say that learning is a process of interaction between students and educators, through media, methods, strategies, and learning resources that are realized in an educational environment, (Huljannah, 2021) argues that learning is one of the most important things, especially in the world of education because through learning humans can increase and develop knowledge for the benefit of the future. According to the Regulation of the Minister of State for Empowerment of State Apparatus and Bureaucratic Reform Number 16 of 2009 (Asiah, 2018) teacher performance assessment is an assessment process carried out on every activity and main task of teachers in terms of career development, rank, and position, according to the Ministry of Education and Culture (Kartomo & Slameto, 2016) teacher performance assessment is carried out in the context of teacher self-development to improve competence and support their performance (Rohman, 2020). Teacher performance is the teacher's ability as measured by their duties and responsibilities in accordance with applicable regulations, teachers are also responsible for carrying out effective learning, while the opinion of (Muspawi, 2021) states that professional teacher performance is needed in learning because the abilities shown by teachers towards their duties and professionalism will provide support, encouragement, and good influence for students in order to achieve learning goals. Priyanto (2021) says that teacher performance in learning is the teacher's ability to carry out their duties and obligations in making learning plans and implementing

learning to achieve learning objectives. Then, Emda (2017) says that teacher performance is an effort to prove the results of the teacher's work in carrying out their duties .

Teacher performance is also influenced by internal and external factors. These internal factors include motivation, positive and negative emotions, sense of responsibility, discipline in completing tasks, caring for students, and job satisfaction. Furthermore, external factors include leadership style, teacher work environment, evaluation and supervision activities, information and communication technology facilities used, and facilities available in the school environment. From the opinions above, it can be concluded that teacher performance in learning is very important and is influenced by external and internal factors , therefore teacher performance evaluation in learning needs to be carried out to see how the teacher's performance is. This study uses the Charlotte Danielson model which consists of 4 domains including: Planning and Preparation, Class Management, Learning Implementation, and Professional Responsibility. The previous study that used the same model was the study conducted by (Eskris & Iriani, 2023) which reviewed the performance of grade 3 and 6 teachers of SDN Kutowinangun 07 and SDN Kutowinangun 08 in 4 domains of Charlotte Danielson, namely planning and preparing learning, managing classes, learning processes and professional responsibilities showed that the performance of grade 3 and 6 teachers at SDN Kutowinangun 07 and SDN Kutowinangun 08 in designing and compiling learning was categorized as very good. In addition, their ability to manage classes was also considered very good. Overall, the performance of teachers in both aspects showed very high standards. From the data from a brief interview with grade V teachers of SDN Wawopada, it can be seen that teachers still have minimal use of teaching media and technology. This needs to be considered and improved in teacher performance.

The purpose of this evaluation study is based on Charlotte Danielson's 4 domains, namely to find out how the performance at Wawopada Elementary School is seen from the preparation and planning of teachers in the learning process, teacher performance seen from the classroom management carried out by teachers in the learning process, teacher performance seen from the implementation of learning carried out by teachers, and teacher performance seen from the professional responsibility of teachers in the learning process. Some of the benefits of this study include: as a benchmark to increase awareness and motivation for teachers, with this evaluation study teachers can compare their respective performances and realize and be motivated to further improve and develop their performance which has an impact on student learning outcomes, the results of teacher performance evaluations can help principals make decisions regarding retention, promotion, and professional development of teachers in schools, this study can help school supervisors to review teachers who have high performance and teachers who still need professional development training in learning.

METHOD

This research is an evaluative study that uses a quantitative descriptive approach, followed by qualitative analysis based on the four domains of the Charlotte Danielson model. This research method is used to observe, measure, and analyze both numerical and non-numerical data collected through document analysis, observations, questionnaires, and interviews.

The study was conducted at SDN Wawopada, Kec. Lembo, with the research subjects consisting of grade V teachers and 31 respondents, including 9 teachers and 22 grade V students. The data collection techniques used in this study included document analysis, where teaching materials such as lesson modules prepared by teachers were reviewed. Observations were conducted during classroom learning sessions, questionnaires were distributed to all 31 respondents, and interviews were held with the principal and students.

The collected data were analyzed using SPSS version 27, applying descriptive statistical techniques to calculate scores, percentages, and classify teacher performance based on predetermined value ranges. Additionally, qualitative data obtained from observations were analyzed using data reduction, data presentation, and conclusion-drawing methods to provide a comprehensive understanding of teacher performance.

FINDINGS AND DISCUSSION

Research Results

Based on the data analyzed using document studies, observations, questionnaires, and interviews with 31 respondents consisting of teachers and students, the following results were obtained:

Table 1. Document Study Results

Aspect	Criteria	Presentation (%)	Category
Module Identity	Basic Competencies (KD)/Learning Achievements	100	Very good
Basic Competencies (KD)/Learning Achievements	Loading the name of the subject, class, and semester	100	Very good
Learning objectives	In accordance with the applicable curriculum	75	Good
Learning materials	Presented systematically, completely and relevantly	85	Very good
Learning Methods and Strategies	Adapted to student characteristics	75	Good
Media and Learning Resources	Utilizing various learning resources and technologies	50	Enough
Assessment Instrument	Covers formative and summative assessments	100	Very good
Grid and Assessment Guidelines	Available and according to the material	75	Good

From the results of the document study by looking at the teaching modules that have been made by the teacher, it can be seen from the aspect of module identity, showing a very good category with a score of 100, in the aspect of basic competencies (KD) and learning achievements (CP) showing a score of 100 and entering the very good category, in the aspect of learning objectives (TP) the teacher obtained a score of 75 and was categorized as good. Furthermore, in the aspect of learning materials the teacher obtained a score of 85 and entered the very good category, in the aspect of learning methods and strategies, the teacher obtained a score of 75 and entered the good category, but in the aspect of media and learning resources, the teacher only obtained a score of 50 and entered the sufficient category. In the aspect of assessment instruments, the teacher obtained a score of 100 and entered the very good category, and in the aspect of assessment grids and guidelines, the teacher obtained a score of 75 and entered the good category. The results of several aspects show a very good and good category, namely with a value range of 75-100, but in the aspect of media and

learning resources it can be seen that the teacher's performance shows a sufficient category. This should be a concern for teachers in the future, where teachers need to increase the use of teaching media and technology in schools.

Table 2. Class Management Questionnaire Results

Rated aspect	Presentation (%)	Category
Creating an environment of mutual respect	87	Very good
Building a learning culture that supports student behavior	89	Very good
Classroom Procedure Management	90	Very good
Student behavior management	80	Good
Arranging space and resources for learning	87	Very good

From the results of the questionnaire in the field of classroom management, teacher performance assessed from the aspect of creating an environment of mutual respect obtained a score of 87 and was categorized as very good, in the aspect of building a learning culture that supports student behavior, it got a score of 89 and was categorized as very good. Furthermore, in the aspect of managing class procedures, it got a score of 90 and was categorized as very good, in the aspect of managing student behavior, it got a score of 80 which was categorized as good, and in the aspect of arranging the layout and resources for learning, it showed a score percentage of 87 and was categorized as very good. From the data above, it can be seen that teacher performance got a fairly high score, which is in the range of 87-90%. This proves that teacher performance in the domain of classroom management is quite optimal, so it needs to be maintained and even improved.

Table 3. Results of the Learning Implementation Questionnaire

Rated aspect	Presentation (%)	Category
Communication	81	Very good
Ask and Discuss	84	Very good
Engaging Students in Learning	80	Good
Providing Feedback	82	Very good
Demonstrating Flexibility and Responsiveness	86	Very good

From the questionnaire results table in the field of learning implementation, teacher performance in the communication aspect shows a score of 81 and is in the very good category, in the aspect of asking and discussing gets a score of 84 in the very good category. Furthermore, in the aspect of involving students in learning gets a score of 80 and is in the good category, from the aspect of providing feedback gets a score of 82 in the very good category, and in the aspect of showing flexibility and responsiveness gets a score of 86 in the very good category. From the data above, teacher performance shows a range of values 80-86 and shows the very good and good categories. This proves that teacher performance in implementing learning needs to be maintained and even improved.

Table 4.4 Results of Professional Responsibility Interviews

Rated aspect	Presentation (%)	Category
Pedagogical Competence	81	Very good
Interpersonal Competence	83	Very good
Self-development	79	Good

From the results of the interview in the domain of responsibility and professionalism, the teacher's performance assessed from the aspect of pedagogical competence obtained a score of 81 and was included in the very good category, in the aspect of interpersonal competence obtained a score of 83 in the very good category, and from the aspect of self-development showed a score of 79 and was included in the good category. From the data above, it can be seen that the teacher's performance showed a score range of 79-83 and was included in the very good and good categories. This also proves that the performance of grade V teachers at SDN Wawopada in domain 4 must be maintained and even improved.

From the results of observations that have been carried out on grade V teachers as research subjects in Charlotte Danielson's 4 domains, namely preparation and planning, class management, implementation of learning, and professional responsibility. The following are the results: (1) seen from the aspect of teaching readiness, teachers already have teaching modules as a reference for learning, (2) in terms of material mastery, teachers are able to master the material being taught, (3) in terms of learning atmosphere, teachers are able to create a conducive learning environment, (4) in terms of class discipline, teachers are able to manage student discipline well, (5) in terms of teacher and student interaction, teachers are able to interact positively with students, (6) in terms of how to deliver material, teachers are able to explain material clearly and in a structured manner, (7) in terms of learning methods, teachers are able to use a variety of methods, (8) in terms of the use of technology, teachers do not utilize current technology such as the internet, (9) in terms of student involvement, teachers are able to encourage students to actively ask questions and discuss, (10) in terms of commitment to the profession, teachers are able to demonstrate a professional attitude in teaching in class, (11) in terms of relationships with students and colleagues, teachers are able to communicate positively with students and other fellow teachers, (12) in terms of self-development, teachers are able to be involved in developing a professional attitude.

Discussion

From the results of the study of teacher performance evaluation in learning at SDN Wawopada using the Charlotte Danielson model which consists of 4 domains, namely: preparation and planning, classroom management, implementation of learning, and professional responsibility. By using the instruments of document study, observation, questionnaires, and interviews, the results have been obtained which overall show that teacher performance in learning is in a very good category, but there are aspects that need to be improved such as the use of teaching media and technology. This is because teaching media and technology cannot be separated from the current learning process. By using teaching media that is relevant to students' needs, it can increase students' interest in learning and understanding of the messages from the concepts they receive, as well as technology that is very helpful for anyone who uses it, especially people in the field of education, for example teachers. With the help of technology, teachers can develop their teaching methods to be more varied and interesting, for example the use of learning videos to convey material, making games from various websites that can later encourage students' enthusiasm for learning. That way, student learning outcomes will be more optimal

CONCLUSIONS

The evaluation of teacher performance at SDN Wawopada using the Charlotte Danielson model has provided valuable insights into the strengths and areas for improvement in teaching practices. The findings indicate that overall teacher performance is categorized as very good, particularly in lesson planning, classroom management, and professional responsibility. However, there is still a lack of utilization of teaching media and technology, which requires further attention and development. By continuously improving teacher performance through professional development and integrating technology into

learning, the quality of education at SDN Wawopada can be further enhanced, ultimately leading to better student learning outcomes.

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