



Teacher performance in carrying out duties as curriculum developers in schools

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ABSTRACT

The research aims to determine the competency and performance of Mataram City MTsN 1 teachers in planning, implementing, and evaluating the Merdeka curriculum. The research method used is qualitative. The research location is MTs Mataram City, Mataram City State. The data collection techniques used were observation, interviews, and documentation studies. The research results concluded that teachers' performance in carrying out their duties as curriculum developers generally showed performance in their role as educators. Factors that support teacher performance in carrying out their responsibilities as curriculum developers are the quality of the principal's leadership, teacher educational background, teacher welfare level, school environment, and facilities and infrastructure. Efforts are being made to improve teacher performance, namely empowering teacher development platforms, such as MGMP, providing opportunities for teachers to take part in higher education at state universities and private universities, as well as through various training activities, upgrading, workshops, seminars, improving teacher welfare, the role of supervisors, completing the facilities and infrastructure needed by teachers in carrying out teaching and learning process activities. Recommendations from the results of this research are addressed to school principals, teachers, and future researchers.

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ABSTRAK

Tujuan penelitian untuk mengetahui kompetensi dan kinerja guru MTsN 1 Kota Mataram dalam merencanakan, melaksanakan, dan mengevaluasi kurikulum Merdeka. Metode penelitian yang digunakan adalah metode kualitatif. Lokasi penelitian di MTs Kota Mataram Negeri Kota Mataram. Teknik pengumpulan data yang digunakan dalam penelitian adalah dengan observasi, wawancara, dan studi dokumentasi. Hasil penelitian disimpulkan bahwa kinerja guru dalam melaksanakan tugas sebagai pengembang kurikulum secara umum sudah memperlihatkan kinerja yang sesuai dengan perannya selaku pendidik. Faktor-faktor yang mendukung kinerja guru dalam melaksanakan tugas sebagai pengembang kurikulum adalah kualitas kepemimpinan kepala sekolah, latar belakang pendidikan guru, tingkat kesejahteraan guru, lingkungan sekolah, dan sarana dan prasarana. Upaya-upaya yang dilakukan untuk meningkatkan kinerja guru yaitu memberdayakan wadah-wadah pembinaan guru, seperti MGMP, memberi kesempatan kepada guru untuk mengikuti pendidikan yang lebih tinggi di Perguruan Tinggi Negeri dan di Perguruan Tinggi Swasta, maupun melalui berbagai kegiatan pelatihan, penataran, lokakarya, seminar, peningkatan kesejahteraan guru, peran pengawas, melengkapi sarana dan prasarana yang dibutuhkan oleh guru dalam melaksanakan kegiatan proses belajar mengajar. Rekomendasi dari hasil penelitian ini ditujukan kepada, kepala sekolah, guru, serta peneliti selanjutnya.

Kata Kunci: Kinerja guru; pengembang kurikulum; pengembangan kurikulum; sekolah

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INTRODUCTION

National development in the field of education is part of efforts to educate the nation and improve the quality of Indonesian people in realizing a peaceful, democratic, just, competitive, advanced, and prosperous society, which is supported by Indonesian people who are healthy, independent, faithful, devout, have a noble character, love the country, be aware of the law and the environment, master science and technology, and have a high and disciplined work ethic within the Unitary State of the Republic of Indonesia (Hartinah et al., 2020). To realize the vision of national education, it is necessary to improve and perfect the implementation of national education by the needs and development of society, as well as developments in science and technology and the arts. The Central Statistics Agency (BPS) noted that there are 3.37 million teachers in Indonesia in the 2022/2023 school year. This number increased by 2.70% compared to the previous school year, which was 3.28 million people (Wandasari et al., 2019).

In this reform era, the position of education in life is becoming increasingly important. Education is an element that cannot be separated from human beings (Wandasari et al., 2019). From the womb until adulthood and old age, humans experience an educational process obtained from parents, society, and the environment (Innocent et al., 2019). Education is like a shining light that tries to guide humans in determining life's direction, purpose, and meaning. Humans need education through an awareness process that seeks to explore and develop their potential through teaching methods or other means recognized by society (Azizah, 2021). Education as a human right of every individual child of the nation has been recognized in section 31, subsection (1) of the Constitution, which states that every citizen has the right to education (Rasmitadila et al., 2020). Meanwhile, subsection (3) says that the government seeks and implements a national education system that increases faith, devotion, and noble morals to make the nation's life more intelligent as regulated by law (Rasmitadila et al., 2020). Therefore, all components of the nation, including parents, society, and the government, are responsible for making the country bright through education. This is one of the goals of the Indonesian country as mandated by the Pembukaan Undang-Undang Dasar Republik Indonesia Tahun 1945, paragraph IV.

In this regard, the government also issued Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional. In the law chapter, the influence of education can be seen and felt directly in the development and life of society, group life, and everyone's life (Apriana et al., 2019). If other fields, such as economics, agriculture, and industry, play a role in creating facilities and infrastructure for the benefit of humans, then education deals directly with human formation (Carrillo & Flores, 2020). Education determines the human model that will be produced. Education also makes a considerable contribution to the progress of a nation and is a vehicle for translating constitutional messages and a means of building national character. An intelligent society, too, will progressively form independence and creativity. In the educational process, teachers not only carry out the function of transferring knowledge but also function to instill values and build character in students on an ongoing basis. In Islamic terminology, a teacher is termed *murabba*, the same root word as *rabb*, which means God (Herodotou et al., 2019). So, the function and role of teachers in the education system is a manifestation of divine nature. So noble is the position of the teacher, to the point that God, in the sense of being a *rabbi*, identifies Himself as *rabbul'alam*, 'The Supreme Teacher', 'Teacher of the entire universe' (Helmi, 2015).

For this reason, the first obligation imposed on every servant as a disciple of 'The Supreme Master' is to study to seek knowledge (Kristiawan et al., 2020). After that, everyone already knows it is obligatory to teach it to others. Thus, the teaching profession is an obligation that manifests worship (Ozkan & Umdu, 2021). Consequently, whoever hides knowledge has stepped into the abyss of hellfire. On the other hand, the teaching profession, which is an obligation, is only imposed on every knowledgeable person. In other words, the teaching profession must be based on competence with specific academic qualifications (Yao

et al., 2020). Teaching, for someone who does not have the professional competence to do so, will result in sin. And, if something is done by someone who is not an expert, then wait for the moment of destruction. This fragment of the Prophet Muhammad's hadith seems to warn teachers who do not fulfill their professional competence (Perry et al., 2019). The future of a nation is closely related to its political commitment and honest efforts in developing education to educate its young generation (Alam, 2022). Meanwhile, the success of a country in developing the quality of its teaching is primarily determined by the quality of its teachers. One of the ideals of Indonesian national independence is the desire to make the nation's life more intelligent, as stated in Pembukaan Undang-Undang Dasar Republik Indonesia Tahun 1945 (Selvaraj et al., 2021).

This spirit should provide energy and commitment from all state elements, especially state administrators, to unite the vision and determination to build quality national education (Sancar et al., 2021). It is rare for scholars to examine teacher performance in carrying out duties as curriculum developers in research schools. Nurtanto et al., (2021) focus on crucial issues in preparing lesson plans for vocational school teachers, while Nousheen et al., (2020) focus on education for sustainable development (ESD): The influence of sustainability education on pre-service teachers' attitudes towards sustainable development (SD), then research by Simanjuntak et al., (2022) focuses on Curriculum Integration (2013 Curriculum and Cambridge Curriculum for Junior High School Level in Three Subjects) in a Pandemic Situation. This research fills the knowledge gap by focusing on Teacher Performance in Carrying Out Duties as Curriculum Developers in Schools. Teachers have a vital role in school curriculum development. They must be able to translate, explain, and transform the values contained in the curriculum to students through the teaching and learning process.

The teacher as a curriculum developer is understood as someone who always creates a conducive classroom situation, develops all existing tools and facilities into effective, efficient teaching materials, continuously makes changes in developing materials that suit the demands of students' needs, and strives to make varied teaching methods, so that students do not feel bored following the teaching and learning process (Alam, 2020). Based on the previous descriptions, the problem that will be studied in this research is the general competence and performance of teachers in developing curriculum in schools, what things can support teacher performance in carrying out their duties as curriculum developers, and what efforts can be made to improve teacher performance in the teaching and learning process in the classroom (Ali & Abdel-Haq, 2020). The problems in this research are: (1) What is the competence of teachers at MTsN 1 Mataram City? (2) How is teacher performance in planning, implementing, and assessing learning? (3) Factors that support teacher performance in planning, implementing, and assessing learning? (4) Efforts made to improve teacher performance as curriculum developers. The research aims to obtain an overview of information regarding teacher competence and teacher performance in planning, implementing, and distributing the curriculum in the activity dimension.

LITERATURE REVIEW.

Teacher Activities in Planning the Curriculum

In essence, if an activity is planned, the activity's goals will be more focused and more successful. That is why a teacher must be able to design teaching (Moore, 2022). Before teaching, a teacher should prepare a teaching program to prepare for the instruction. Furthermore, in education, planning can be interpreted as preparing lesson material, using teaching media, using teaching approaches and methods, and assessing within a time allocation that will be carried out at a particular time to achieve predetermined goals. We can estimate what will be realized during the teaching and learning process through planning. These planning activities include determining teaching objectives, learning materials, teaching methods and tools, and teaching assessments (Leal-Filho et al., 2019). The educational curriculum is dynamic. This

is due to its development, The curriculum must adapt to the needs and characteristics of students according to the time. The design of educational curriculum development must look at needs, opinions, the experience of learning outcomes, and the interests of students as the main thing so that central education is the students themselves (Kusumaningrum et al., 2019). The education curriculum in Indonesia has developed several times, starting in 1947 with the name 1947 Learning Plan Curriculum Until now, it has grown into an Independent Curriculum. There have been ten changes to the curriculum education in Indonesia, namely in 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004, 2006, 2013 and 2022 (Perry et al., 2019).

The development of the Education Curriculum in Indonesia is prepared and designed based on the Indonesian National Qualifications Framework (Kualifikasi Kompetensi Nasional Indonesia/KKNI) (Paliwal & Singh, 2021). This qualification is an in-depth effort to form a framework that establishes quality standards for student achievement according to the level of education and training in Indonesia, from elementary school to College (Handelzalts, 2019). KKNI is the standard for educational units to plan their curriculum relevant to society's needs and produce graduates with the skills and knowledge needed in the world of work. Basic principles developed in KKNI include assessing a person's performance in scientific aspects, expertise, and abilities according to learning achievement. Curriculum development is regularly designed to adapt to developments in science and technology and products of the times. In the 21st century, a teacher can innovate in learning to make learning more meaningful and enjoyable (Komalasari et al., 2020). Kurikulum Merdeka's essence is education based on nature and era, where each student has their own talents and interests. Independence Learning aims to reduce learning delays during the COVID-19 pandemic effectively. Even though Kurikulum 2013 is currently available, the school can still prepare to implement Kurikulum Merdeka (Sancar et al., 2021). So that every educational unit can determine the right time to start implementing and implementing the new curriculum independently according to their readiness (Leal-Filho et al., 2019).

Criteria for Teacher Performance Quality

The quality of teacher performance has certain specifications. The quality of this performance can be seen and measured based on the competency specifications each teacher must have. In this case, it is stated that there are four teacher competencies, namely knowing learning and human behavior, mastering knowledge, mastering the field of study in which he is coaching, having the right attitude about himself, his fellow students, and the field of study in which he is coaching, and having technical skills. Teach Almost the same opinion presented by Cho (2014), that there are four things that teachers must master, namely: mastering learning materials, being able to diagnose student behavior, being able to carry out the teaching and learning process, and being able to measure student learning outcomes. The teacher's role in teaching is to condition all elements so that a good teaching and learning process is created. Learning and teaching activities are carried out through behavioral interactions between teachers as teachers and students behavior as students (Nurtanto et al., 2021). The implementation is not just about teaching something to students and then asking them to do questions with standard answers that the teacher considers correct. However, it must be followed by a comprehensive understanding and being able to foster creativity in thinking. Teaching and learning as a process must of course be able to answer several basic questions, namely: (1) Where the process will be directed, (2) What should be discussed in the process, (3) How to do it, and (4) How to know if it is successful whether the process is not there (Sunarsi et al., 2020) four issues are the main components that must be fulfilled in the teaching and learning process. This means that the quality of the teaching and learning process will be determined by how the four components, namely objectives, materials, methods, and assessment, are met.

METHODS

Based on the existing facts, including the things behind these facts, the meaning and interpretation of the research data are then carried out by utilizing current theories so that, in the end, research findings are obtained using descriptive qualitative research (Baran et al., 2019). As part of our research, we will integrate and explain industry developments related to Curriculum. This qualitative research aims to explore research findings as they are and emphasizes the researcher's ability to analyze the facts found by combining many existing theoretical frameworks (Selvaraj et al., 2021). The subjects of this research were 1 Principal, 1 Deputy Principal, 33 Teachers, 1 Student, and 1 Deputy Head for Curriculum at the MTsN 1 school in Mataram City. The data collection technique used in this research is conducting observations at schools, interviewing sources, and studying documentation. The three data collection techniques are expected to complement each other to obtain the desired information.

This word is used to directly observe the activities carried out by teachers in developing the curriculum in schools, including teacher competency, planning, implementation, and evaluation of the curriculum that applies in schools. The data analysis techniques in this research are the first step in analyzing data is to carry out data reduction to facilitate understanding of the data that has been collected. The aspects of the problem that are reduced, namely, level of teacher competency, teacher performance in planning, implementing, and carrying out the curriculum that applies in the school, other factors and factors that exist in the teacher's work environment, The next step is to present the data clearly and concisely. In this case, data from reduction activities is then presented based on the aspects studied and arranged according to the school that is the research location. Thus, giving data briefly makes it easier to understand the overall picture or certain parts of the aspects studied. Furthermore, the results of this data research are used as material for interpreting the data to make decisions, the final step the researcher took in analyzing the data was concluding and verifying. The decision contained in this stage is to give meaning to the data that has been collected. Decisions need to be made in the form of a short and easy-to-understand statement concerning the main issue being researched because it is the essence of the research data in the field.

RESULTS AND DISCUSSION

Teacher Competency Levels in Carrying Out Duties as Curriculum Developers at MTsN 1 Mataram City

The scope of competency of MTs Negeri 1 Mataram City teachers in this research includes several competencies, namely: (1) mastering learning materials; (2) managing teaching and learning programs; (3) managing the class; (4) use learning media/resources; (5) master the basics of education; (6) managing interactions within PBM; (7) carry out teaching evaluations; (8) familiarize yourself with BP service functions; (9) know and carry out school administration; (10) understand the principles of class research (class action) (Duraku & Hoxha, 2021).

Table 1. Teachers with educational backgrounds that are not following teaching assignments at MTsN 1 Mataram City

No	Educational Background	Teaching Duties
1	S1 (Syariah)	PPKn
2	S1 (Syariah)	TIK
3	S1 (Ushuluddin)	Local Language

Source: Research, 2023

From the results of interviews with teachers, several efforts were made by teachers in preparing to master learning materials. First, study the scope of the teaching program in each subject or each meeting. The teachers admitted that routine activities in the issues they hold mean that preparation for mastering

learning materials is a manageable problem. Second, create or formulate the steps for delivering the learning materials in a lesson unit or lesson plan format. According to the teachers, the lesson unit format used at MTsN 1 Mataram City uses a lesson unit format or learning implementation plan, namely: (a) essential competencies, (b) indicators, (c) standard materials, (d) learning methods; (e) learning activities; (f) learning resources; and (g) assessment. Learning items describe the main concepts that will be conveyed in one subject in a particular field of study or topic. General learning objectives are general teaching objectives in each issue formulated or specified in the curriculum or Teaching Program Outlines. Specific Learning Objectives are learning objective points developed by the teacher to elaborate on general learning objectives. The nature of these particular learning objectives is that they are spelled out specifically and can be measured operationally. Meanwhile, teaching and learning activities are the core of learning activities, consisting of three stages of activities: introduction, body, and closing.

Performance of MTs Negeri 1 Mataram City Teachers in Carrying Out Duties as Curriculum Developers

Based on the results of research on teachers regarding the drive to develop curriculum in the classroom, it is known that teachers in developing curriculum are generally driven by self-awareness, that education is essential for the nation's children, the drive to educate and develop, educate students and the tasks assigned to them. to him well by the leadership, besides that, it is also because of the demands of the students. The respondent explained that fulfilling his obligations as a teacher, namely following the principal's orders, meant that he had carried out his duties as a curriculum developer. Another acknowledgment was given to respondents that they did this because of demands from students and society to be able to carry out or teach as well as possible, namely by dedicating themselves to the school wholeheartedly. This means that teachers teach because they are motivated to achieve a predetermined curriculum and want to educate their students to become *kafah* humans. These, namely humans, have faith and are devoted to Allah SWT.

Another obligation which is a form of encouragement as professional teachers in carrying out their duties as curriculum developers is that teachers must make lesson plans. Teaching program planning is a routine activity carried out by each teacher before the learning process is carried out, which can be measured by (1) preparing the program, (2) preparing the material, and (3) preparing the assessment. The program preparation consists of an annual, monthly program and a time analysis program based on the educational calendar. The yearly program is expected to be prepared by each teacher at the beginning of each school year. According to respondents, the semester program is a routine activity prepared by each teacher at the beginning of each year and in the middle of the school year. Then, prepare a time analysis program based on the educational calendar. Preparing lesson material can be done by conducting lesson material analysis, creating lesson units, and making teaching plans and summaries.

From the observations in the field, researchers found several activities carried out by teachers in carrying out the learning process, such as making teaching preparations the day before the learning process took place. This activity includes reviewing the material taught to students by the applicable curriculum. In carrying out the learning process, teachers always comply with the lesson schedule that has been made. However, once the program has been completed, the implementation of the learning process will be adjusted to suit your needs. Before starting the learning process, teachers always ask students to pray first to prepare students to take part in the learning process mentally. Next, a general attendance check is carried out, except for the new school year, which is carried out individually, with the assumption of getting to know new children. For grades one to three, before teaching, the teacher first arranges and prepares the students to sit in an orderly manner so that they can learn well.

Then, about the use of existing facilities, from the research results, it is known that the existing facilities at the school have been used as effectively as possible. Apart from the teacher's information about facilities, they will utilize existing facilities outside the school, for example, visiting historical graves. The use of this facility is a manifestation of the demands of the existing curriculum. Another thing, according to the recognition of the teachers at MTs Negeri 1 Mataram City to develop professional skills as curriculum bearers, is mastering evaluation techniques. Teachers can use Evaluation or assessment techniques in two main groups: test techniques are mainly used to assess students' abilities, which have knowledge and skills as a result of learning, and non-test techniques are used primarily to evaluate other characteristics, which include more affective aspects. And psychomotor, for example, attitudes and interests. Implementation of non-test procedures can consist of interviews, observations, rating scales, essay writing, and report writing.

Factors that Support Teacher Performance in Carrying Out Duties as Curriculum Developers in Schools

The factors that support teacher performance include school principal leadership factors, teacher educational background, teacher welfare level, school environment, school facilities, and infrastructure. Based on the results of interviews, observations, and documentation studies, the quality of the principal's leadership can contribute to teacher performance in developing the curriculum that applies in schools. Suppose the principal always gives them opportunities to develop their full potential in their duties. In that case, teachers will try to improve their abilities and skills at work so that optimal results are obtained.

What is meant by principal leadership here are the activities carried out by the principal to develop, guide, and direct teachers in managing the teaching and learning process so that it becomes better. The principal's diagnosis in identifying each teacher's strengths and weaknesses is by providing confidence about a task. After being given confidence regarding a job, the principal periodically monitors and evaluates each teacher's performance per the assigned tasks. Monitoring carried out by the school principal is carried out every working day. According to the teachers, this monitoring improves teacher performance in carrying out their duties as curriculum bearers.

Table 2. Teachers at MTs Negeri 1 Mataram City for the 2022/2023 academic year

No.	Subject	Gender		Amount
		Male	Female	
1.	Moral theology	2	1	3
2.	Hadith of the Koran	1	1	2
3.	Fiqh		2	2
4.	S K I		1	1
5.	Indonesian		2	2
6.	Arabic	2		2
7.	English		2	2
8.	Social Sciences	3		3
9.	IPA	2	1	3
10.	Mathematics	2	1	3
11.	PPKn	1		1
12.	Local language		1	1
13.	Art and culture	1	1	2
14.	Religious Skills	1		1
15.	ICT		1	1
16.	Physical education	2		2
17.	Counseling guidance		2	2
Amount		17	16	33

Source: Research Process (2023)

Another effort by the principal is to provide teachers at MTs Negeri 1 Mataram City opportunities to take further education at state universities and private universities that suit the teachers' subjects, abilities, and interests. This is intended to improve the quality of teachers in developing curricula in schools. Then, according to the results of interviews with school principals, the average income of civil servant teachers each month depends on the teacher's class and length of service. Teachers with state status usually have higher salaries compared to honorary teachers. Honorary teachers are typically given a salary that depends on the school's capabilities. According to the teachers, the MTs Negeri 1 Mataram City school environment is comfortable and pleasant. Likewise, the working atmosphere at the madrasah generally runs harmoniously. The teachers have carried out their duties well and can relate interpersonally between teachers and teachers, between teachers and students, and between teachers and the principal.

A comfortable and enjoyable school environment greatly influences a harmonious work atmosphere and the principal's ability always to create a conducive school atmosphere. Then, according to teachers, they are generally available, although they still need to be completed, regarding the facilities and infrastructure in schools. According to teachers, the facilities available at school are beneficial for improving their performance. Apart from that, the facilities available at schools help enhance the teaching and learning process quality as a form of implementing curriculum development. However, the facilities at the school still need to be completed. At MTs Negeri 1 Mataram City, if we examine the facilities and infrastructure, they are not yet fully available; for example, the science laboratory and language laboratory are not yet fully functional, but the teachers can make optimal use of the existing facilities, so they do not complain about the current shortages. Still, if it is unavailable at school, the teacher works around it by drawing it on the blackboard. After explaining using the lecture method, the teacher allows students to ask questions about learning material they have not mastered using the question-and-answer process.

Efforts made to improve teacher performance at MTs Negeri 1 Mataram City

Based on research results, the efforts made by school principals to improve teacher performance are by giving permission or involving teachers in various training activities, seminars, workshops, and other forms of exercises. Based on field data, information was revealed that school principals always encourage teachers to take part in various activities that contribute to improving teacher performance. The method used by the school principal is by making an inventory list of teachers who have not and have attended seminars, a list of teachers with data on teaching competencies problems faced, and looking for various information from various institutions or agencies that hold seminars, workshops, training and the like. Apart from that, school principals also provide opportunities for teachers to continue their formal education, such as continuing to a higher level of education, at state universities and private universities and through various training activities, upgrading, workshops, and so on.

Another effort to improve teacher performance is to complete the facilities and infrastructure needed by teachers in carrying out teaching and learning process activities. The availability of facilities and infrastructure in schools will raise enthusiasm for teacher performance in developing their abilities as professional educators. The next effort is responsibility for the tasks given to the teacher. Each teacher has responsibility for many tasks that must be carried out according to their position. The severity of a teacher's workload will influence his efforts to work according to his abilities and is related to the quantity and quality of the tasks he carries out. Teachers' work motivation in schools will be determined by the size of their responsibility in carrying out their duties. This responsibility gives each teacher the freedom to decide what he is facing and how to complete the assigned tasks.

[Daniëls et al., \(2019\)](#) revealed that: "The responsibility to develop a curriculum means that teachers are required to always look for new ideas and perfect learning practices." The teacher's responsibility in

developing learning implementation is related to work culture and shame culture. Work culture is characterized by the efforts of teachers who are not immediately satisfied with the results they achieve, always trying to find new ways to overcome every obstacle, trying to maintain what already exists, and improving methods of carrying out tasks so that they become better. A culture of shame refers to a condition where teachers feel ashamed if they do not achieve and the activities carried out fail or cannot be accounted for. These two cultures must become the basis for teachers' work to improve the quality of education and learning.

Another effort is that interpersonal relationships between teachers at school can influence the quality of teacher performance because work motivation can be formed from interactions with the surrounding social environment, in addition to the results of physical changes, such as the work atmosphere and the physical condition of the school building. Therefore, the atmosphere of life in schools must be conditioned in such a way that it can support the implementation of optimal competency-based learning. Collaboration and relationships between teachers in schools are essential conditions that must be pursued by various parties, especially by school principals. Through cooperation and friendship, we will improve optimal work mechanisms and collectively increase teachers' professionalism. Creating a harmonious classroom atmosphere can be demonstrated by establishing interactions between students and students, students and teachers, teachers and teachers, students and teachers and the principal, or vice versa.

Another responsibility demonstrated by teachers regarding efforts to improve teacher performance in carrying out their duties as curriculum developers is the teacher's ability to work professionally. Here, a professional teacher is not only able to convey knowledge, but they should be able to see students' potential and motivate students to learn. The next effort is to improve teacher welfare. The salary teachers receive is only enough for food and drink per month, and more is needed to pay for their children to continue their education at tertiary institutions where education costs are costly nowadays. Therefore, to carry out their duties well, teachers must be supported and provided with optimal well-being so that the teacher's mind in learning activities does not go anywhere, meaning that he only thinks about the learning process. By ensuring the welfare of teachers, of course, teachers pay attention to how to improve student learning achievement and educate students to become valuable people for the homeland, nation, and religion.

Discussion

Teachers who have high performance will be motivated and try to improve their competence, both in planning, implementation, and assessment of learning, so that optimal work results are obtained. Factors that support teacher performance in carrying out their duties as curriculum developers based on research results are the quality of the school principal's leadership, the teacher's educational background, the school environment, teacher work motivation, facilities, and infrastructure. Paying attention to the factors that support teacher performance, the quality of the principal's leadership is felt to be quite influential. This can be seen from the relatively high correlation between teacher performance and the principal's leadership. The better the principal's leadership, the better the teacher's performance (Leal-Filho et al., 2019). School principal activities that help improve teacher performance include assigning teachers according to their respective abilities and fields. Able to provide direction and coaching that is not selfish but strives to be able to embrace all elements of the school. The leadership of the school principal is an essential element in encouraging the realization of increased competence in the performance of teachers. Based on the results of interviews, observations, and documentation, the leadership patterns of school principals can be summarized in improving teacher performance. How school principals respond to differences in teacher characteristics varies. Several methods are used to respond to differences in the parts of teachers, namely by placing them in management duties and positions in the school's organizational structure, using a coaching approach appropriate to their characteristics, and providing warnings and rewards for their

performance (Komalasari et al., 2020). The development and elaboration of the values contained in the code of ethics for teachers of the Republic of Indonesia can be used to build cooperation between teachers without having to question or exaggerate the differences in characteristics in each teacher. Another step is to make teachers' understanding and awareness of the formulation of the school's vision and mission as well as implementation strategies that have been formulated together. Another aspect carried out by school principals in responding to differences in abilities among teachers is placement mechanisms in the school management structure and those responsible for school activities. For example, the placement of teachers in various extracurricular activities is based on their abilities or unique talents. Then, regarding the educational background of teachers, even though some teachers do not match their educational experience, they can generally teach well, even though they still need to be professionally able to carry out teaching and learning activities or develop a curriculum. However, to improve the quality of teacher competence in developing the curriculum, according to the teacher, the principal has provided opportunities for teachers who do not have the skills to take part in MGMP activities or take part in training and seminars in subjects that are by their teaching duties, and guidance and development both in the form of formal education such as continuing education. To a higher level of education at state and private universities, as well as through various training activities, upgrading, workshops, and so on. Regarding the school environment, the principal can create a conducive school situation so that teachers feel at home living and working at the school. The creation of a harmonious problem is demonstrated by the existence of good relationships between the principal and teachers, teachers and teachers and teachers with administrative staff treasurers, as well as between teachers and students. Teachers carry out their duties sincerely and are driven by their demands as teachers. According to teachers, this kind of attitude and situation can often be created by the school principal (Sancar et al., 2021).

CONCLUSION

Based on the results of data processing, data interpretation, and the discussion presented in the previous section, as well as the respondents' narratives, the following conclusions can be drawn: Teacher performance in planning learning as a curriculum developer, the activities carried out are: formulating teaching objectives, selecting and developing teaching materials, determine teaching methods and tools and plan teaching assessments. The teacher's performance in carrying out learning as a curriculum developer, the activities being able to open the lesson, convey the lesson material, and close the class. Teacher performance in evaluating learning is quite good, which is reflected in the teacher's ability to carry out evaluations during the teaching and learning process, the teacher's ability to carry out evaluations at the end of the lesson, the teacher's ability to choose the type of evaluation used by the teaching and learning activities that have been implemented, the teacher's ability to pay attention to suitability evaluation with objectives, the teacher's ability to pay attention to suitability with learning materials, and the teacher's ability to interpret the evaluation results. Factors that support teacher performance are the quality of the principal's leadership, the teacher's educational background, teacher welfare, school environment, and school facilities and infrastructure. It is realized that this research has yet to arrive at primary findings for each substance. Further research needs to be conducted with the same problems but with a more significant number of samples and more expansive research locations or not just one school but all schools involved. In the district and even in all schools at the provincial level. Then, considering that the variables studied still tend to be lacking, it is recommended that future researchers conduct research regarding other variables that are broader and deeper related to teacher competence and teacher performance as curriculum developers in schools.

AUTHOR'S NOTE

The author hopes this article can be useful for readers and authors declare that there is no conflict of interest regarding the publication of this article. The author confirms that the data and content of the report are free from plagiarism.

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