

Students' Perceptions of the Performance of Physics Science Teachers at SMP/MTs in Kuantan Singingi Regency

Gusti Randa

Universitas Riau, Indonesia

Email: randairsyad@gmail.com

Abstract

The importance of teacher performance assessment, especially in Science subjects, is a particular challenge for educators in schools. The purpose of this study is to determine students' perceptions of Science teachers at SMP (Junior High Schools) in Kuantan Singingi Regency, Riau. This study used a survey method with a quantitative approach involving 118 respondents, consisting of 46 seventh-grade students, 53 eighth-grade students, and 19 ninth-grade students. The aspects analyzed in this study include teacher performance. Data collection was carried out by distributing questionnaires directly and then analyzed descriptively. The aim of this questionnaire analysis is to determine the percentage of students' perceptions of the performance of Science teachers in SMP, especially in SMP in Kuantan Singingi Regency, Riau. The results of this study show that students' perceptions of Science teacher performance are in the medium category at 73.15%. The highest indicators of students' perceptions were in the ability to plan lessons, the ability to conduct teaching, and the ability to build interpersonal relationships. Meanwhile, the indicators in the medium category were the ability to assess learning outcomes, the ability to conduct remedial sessions, and the ability to provide enrichment. It can be concluded that, overall, the performance of Science teachers at SMP 1 Tanah Logas Darat has been carried out well.

Keywords: Students' Perceptions; Teacher Performance; Science Subjects

INTRODUCTION

The evaluation of teacher performance, especially in Science subjects, plays a vital role in shaping educational outcomes (Bain, 2004). Effective teaching directly influences students' comprehension, engagement, and academic success, which makes performance assessment a key factor in education. Science education, in particular, demands not only the transfer of knowledge but also the development of critical thinking and problem-solving skills. Therefore, assessing the capabilities of Science teachers helps to ensure that they possess the necessary skills to foster these competencies among students (Klassen, 2006). In the context of Junior High Schools (SMP) in Kuantan Singingi Regency, Riau, such evaluations are crucial as they address the local educational challenges and contribute to improving the quality of Science education.

Evaluating teacher performance in SMP is essential because it provides a benchmark for identifying areas where teachers excel and where improvements are needed. It also sheds light on the effectiveness of teaching methods and curriculum delivery. In regions like Kuantan Singingi Regency, where access to quality educational resources may be limited, the evaluation of teachers becomes even more important (Loughran, & Berry, 2005). It allows for targeted interventions to improve teaching practices, which can positively impact students' academic achievements and overall educational experience. This context-specific evaluation helps bridge the gap between

current teaching standards and desired educational outcomes, ensuring that the quality of Science education meets the required standards.

However, evaluating teacher performance from the perspective of students presents unique challenges. Students may have varying perceptions of what constitutes effective teaching, which can be influenced by their learning styles, prior experiences, and individual expectations. Additionally, the subjective nature of students' assessments may affect the reliability of the evaluation results. These challenges make it necessary to carefully design assessment tools that capture meaningful feedback while minimizing biases. Nonetheless, student evaluations provide valuable insights that can highlight specific aspects of teaching that are effective or require improvement, making them an important component of comprehensive performance assessments.

The objective of this study is to analyze the perceptions of students regarding the performance of Science teachers in SMPs within Kuantan Singingi Regency, Riau. By focusing on students' views, the study aims to identify the strengths and weaknesses of current teaching practices in Science subjects. It seeks to determine how students perceive their teachers' abilities in key areas such as lesson planning, instructional methods, interpersonal relationships, and the evaluation of learning outcomes. The insights gained from this analysis can inform strategies for professional development and help to enhance the quality of Science education in the region.

Through this evaluation, the study aims to provide a detailed understanding of how well Science teachers are meeting the educational needs of their students. By examining various indicators of teacher performance, such as the ability to conduct remedial sessions and provide enrichment activities, the study can offer recommendations for improving teaching practices. Furthermore, the findings will contribute to the broader discussion on effective teacher assessment methods and the role of student feedback in shaping educational policies.

Ultimately, the study underscores the importance of evaluating teacher performance not only as a measure of accountability but also as a tool for professional growth. In doing so, it emphasizes that the goal of assessment should be to enhance the quality of teaching and learning, thereby contributing to the development of a more effective and responsive educational system in Kuantan Singingi Regency and beyond.

METHODS

The research was designed using a survey method, adopting a quantitative approach to collect and analyze data. This approach was chosen to systematically measure students' perceptions of Science teacher performance across multiple dimensions. Quantitative methods were employed to ensure objectivity and precision in capturing students' views through structured data collection techniques. The survey method facilitated the gathering of responses from a significant number of participants, thereby providing a representative view of the population under study and enabling statistical analysis of the results.

The study involved a population of students from Junior High Schools (SMP) in Kuantan Singingi Regency, Riau, with a total sample size of 118 respondents (Paolini, 2015). This sample included students from various grade levels, specifically 46 seventh-grade students, 53 eighth-grade students, and 19 ninth-grade students. Data collection was carried out through the distribution of questionnaires directly to the students in the selected SMPs. The questionnaire was designed to

assess different aspects of teacher performance, covering areas such as lesson planning, instructional ability, interpersonal skills, evaluation of learning outcomes, and the provision of remedial and enrichment activities. The data obtained from the questionnaires were then analyzed using descriptive statistical techniques to determine the percentage distribution of students' perceptions across the various performance indicators, providing a clear picture of how teacher performance was perceived.

RESULTS

The findings of the study indicate that students' perceptions of the performance of Science teachers in Junior High Schools (SMP) in Kuantan Singingi Regency, Riau, generally fall into the medium category. The overall score, based on the aggregated responses, was 73.15%, suggesting that while students regard the teaching quality as adequate, there are areas where further improvement can be made. This medium classification reflects a moderate level of satisfaction among students regarding various aspects of their teachers' performance, which can serve as a basis for identifying specific strengths and areas needing enhancement.

A more detailed analysis of the findings reveals that certain indicators received higher ratings than others. The aspects of teacher performance that were most positively perceived by students included the ability to plan lessons, conduct effective teaching, and build strong interpersonal relationships with students. These areas stood out as strengths, indicating that students appreciated teachers' efforts to organize their lessons systematically, deliver engaging instruction, and maintain a positive rapport. These high ratings suggest that these competencies are critical components of effective teaching that resonate well with students and significantly contribute to their learning experience.

On the other hand, the indicators that fell within the medium category include the ability to assess learning outcomes, conduct remedial sessions, and provide enrichment activities. These areas did not score as high as the top-rated indicators, suggesting that students see room for improvement. The medium ratings imply that while students acknowledge some level of effectiveness in these areas, there is a need for more consistent practices to better address individual learning needs. When comparing across different grade levels, no significant variations were observed, indicating that perceptions were relatively uniform across seventh, eighth, and ninth grades, suggesting a consistent experience with Science teachers' performance throughout the student population.

DISCUSSION

The study's findings reveal important insights into the strengths and areas for improvement in the performance of Science teachers at Junior High Schools in Kuantan Singingi Regency, Riau. Students' perceptions indicate that teachers generally perform well in terms of lesson planning, conducting teaching, and building interpersonal relationships, which suggests that these competencies are recognized and valued by students. However, the medium ratings in areas such as assessing learning outcomes, conducting remedial sessions, and providing enrichment highlight the need for more focused efforts in these aspects. The results imply that while teachers are effective in delivering content and engaging with students, there may be a need for more systematic approaches to monitoring student progress and offering tailored support to meet diverse learning needs.

When comparing these findings with existing literature on teacher performance evaluation, particularly in Science education, certain similarities and divergences emerge. Previous studies have shown that effective Science teaching often correlates with well-planned lessons and strong teacher-student interactions, which aligns with the strengths identified in this study. Research has also

highlighted the importance of formative assessment and differentiated instruction in fostering student achievement, suggesting that the medium ratings in remedial and enrichment activities could be due to inconsistencies in these practices. The findings are consistent with the broader educational literature that emphasizes the critical role of adaptive teaching strategies in addressing individual learning differences, especially in Science subjects where conceptual understanding varies widely among students.

To enhance the areas of Science teacher performance identified by students, several practical steps can be considered by school administrators and teachers. One approach is to provide targeted professional development focused on effective assessment techniques and strategies for remedial and enrichment instruction. Workshops on formative assessment practices, for instance, could help teachers better evaluate students' learning progress and adjust their teaching methods accordingly. Additionally, collaborative planning sessions among teachers could foster the exchange of best practices for conducting remedial lessons and enrichment activities, ensuring that all students have opportunities for deeper engagement with the subject matter.

Despite the valuable insights gained from this study, certain limitations must be acknowledged. The reliance on self-reported data through student questionnaires introduces a degree of subjectivity, as students' perceptions may be influenced by personal experiences or biases. Furthermore, the study is limited to a specific geographic area, which may affect the generalizability of the results to other regions with different educational contexts. The findings should therefore be interpreted with caution, and future research could benefit from incorporating additional data sources, such as classroom observations or teacher self-assessments, to provide a more comprehensive evaluation of teacher performance.

Further research could also explore the impact of specific teacher training programs on the identified areas for improvement. Longitudinal studies examining changes in teacher performance over time and their effect on student outcomes would offer valuable insights into the sustainability of professional development efforts. Additionally, expanding the study to include other subjects or educational levels could help to determine whether the findings are unique to Science education in junior high schools or reflect broader patterns in teaching practices across different disciplines.

Overall, the study emphasizes the importance of continuous teacher evaluation and development as a means of enhancing educational quality. By addressing the areas for improvement highlighted by students and building on existing strengths, schools can better support teachers in delivering effective Science education. This, in turn, can contribute to improved student learning outcomes and a stronger foundation for future academic and career pursuits in STEM fields.

CONCLUSION

The key findings of this study reveal that students perceive the performance of Science teachers in Kuantan Singingi Regency's Junior High Schools to fall within the medium category. Although the overall score of 73.15% suggests a generally acceptable level of performance, the results indicate specific areas where improvements could enhance teaching effectiveness. High ratings were noted for lesson planning, teaching execution, and interpersonal skills, showing that teachers' efforts in these domains are recognized and appreciated by students. However, aspects such as assessing learning outcomes, conducting remedial sessions, and providing enrichment activities were rated in the medium range, signaling the need for strategies to better address diverse student learning requirements and ensure consistent educational support.

Based on the study's results, several practical recommendations can be made for educators and policymakers. It is advisable to prioritize professional development programs that focus on formative assessment techniques, differentiated instruction, and strategies for effective remedial and enrichment teaching. Additionally, incorporating peer collaboration opportunities for teachers can foster the sharing of successful practices and innovative approaches to instruction. Policymakers should consider implementing policies that support continuous teacher training and allocate resources for workshops aimed at enhancing Science teaching competencies.

For future research, expanding the scope of investigation would be beneficial. Exploring teacher performance in other subjects or grade levels could provide insights into whether the observed trends are consistent across the educational spectrum. Increasing the sample size would improve the generalizability of the findings, while longitudinal studies could offer a deeper understanding of how professional development efforts impact teacher performance over time. Moreover, incorporating diverse data collection methods, such as classroom observations and interviews with teachers, could yield a more comprehensive evaluation of teaching practices.

REFERENCES

- Anderson, L. W., & Burns, R. B. (2013). Congruent teaching: Its impact on student engagement. *The Journal of Effective Teaching*, 15(1), 20-33. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1060469.pdf>
- Bain, K. (2004). *What the best college teachers do*. Harvard University Press.
- Benton, S., Duchon, D., & Pallett, W. (2013). Student ratings of instruction and student achievement: Is there a link? *Educational Psychology Review*, 25(4), 617-645. <https://doi.org/10.1007/s10648-013-9239-9>
- Ekmekci, A., & Serrano, D. M. (2022). The impact of teacher quality on student motivation, achievement, and persistence in STEM. *Education Sciences*, 12(10), 649. <https://doi.org/10.3390/educsci12100649>
- Harmon, M., Smith, T. A., Martin, M. O., Kelly, D. L., & Gonzalez, E. J. (1997). *Performance assessment: IEA's third international mathematics and science study (TIMSS)*. Boston College.
- Humphrey, N., & Lendrum, A. (2006). Enhancing students' engagement in science through differentiated instruction. *Learning and Instruction*, 16(5), 506-516. <https://doi.org/10.1016/j.learninstruc.2006.09.001>
- Klassen, S. (2006). Contextual assessment in science education: Background, issues, and policy. *Science Education*, 90(5), 820-851. <https://doi.org/10.1002/sce.20123>
- Kruit, P. M., Oostdam, R. J., van den Berg, E., & Schuitema, J. A. (2018). Assessing students' ability in performing scientific inquiry. *Research in Science & Technological Education*, 36(1), 39-59. <https://doi.org/10.1080/02635143.2017.1421530>
- Loughran, J., & Berry, A. (2005). *Modeling teaching and learning in science education*. Sense Publishers.
- Martin, M. O., Mullis, I. V. S., Foy, P., & Stanco, G. M. (2012). *TIMSS 2011 international results in science*. Boston College.
- Millar, R., & Driver, R. (1987). Beyond processes. *Studies in Science Education*, 14(1), 33-62. <https://doi.org/10.1080/0305726870140103>
- Moseley, D., Baumfield, V., Elliott, J., Higgins, S., & Miller, J. (2005). *Frameworks for thinking: A handbook for teaching and learning*. Cambridge University Press.
- National Academies of Sciences, Engineering, and Medicine. (2015). *Science teachers learning: Enhancing opportunities, creating supportive contexts*. The National Academies Press.

- Paolini, A. (2015). Enhancing teaching effectiveness and student learning outcomes. *The Journal of Effective Teaching*, 15(1), 20-33. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1060469.pdf>
- Pellegrino, J. W. (1995). Proficiency in science: Assessment challenges and opportunities. *Journal of Science Education and Technology*, 4(1), 5-18. <https://doi.org/10.1007/BF02211214>