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THE EFFORTS TO IMPROVE TEACHER PERFORMANCE THROUGH ACADEMIC SUPERVISION BY THE PRINCIPAL IN PRIMARY SCHOOL

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Abstract

There have been many attempts to prepare teachers to become professionals. The fact shows that not all teachers have a good performance in carrying out their duties. Supervision, which is assumed to be a teacher guidance service, is expected to advance and develop teaching so that teachers can teach well and impact student learning. The research aims to improve teacher performance through academic supervision by the principal at SDN 7 Sungai Ambawang. The research method used was descriptive research, with school action research with a collaborative nature with the teacher. The subjects in this study were 18 teachers at SDN 7 Sungai Ambawang, Sungai Ambawang District. Data collection technique in this study was measurement technique and the instrument used was the observation sheet. This study's results are as follows: The first finding, the teacher's performance increases in doing learning planning. The second finding, the teacher's performance increases in carrying out learning. The third finding, the teacher's performance increases in assessing student learning achievement. To improve teacher performance at SDN 7 Sungai Ambawang has been done well. Researchers provide motivation, guidance, and direction to teachers to compile complete teaching administration and teaching planning through academic supervision to produce higher quality learning. (2) In the implementation of academic supervision to improve teacher performance at SDN 7 Sungai Ambawang, almost all of the 18 teachers could carry out learning well. Academic supervision activities can increase teacher competence in preparing and implementing learning well, creatively, and fun.

Keywords: *Academic, Supervision, Teacher Performance*

Introduction

Education is an investment in human resource development and is seen as a basic need for people who want to advance. The education system components that include human resources can be classified into two, namely: teacher and non-teacher education personnel. According to Law Number 20 of 2003 concerning the National Education System states, "the components of the education system which are human resources can be classified into teaching staff and managers of educational units (supervisors, supervisors, researchers, and educational developers)." It is the teachers who get more attention from the components of the education system. The amount of attention to teachers can be seen among others from the number of certain policies such as an increase in teacher functional allowances and teacher certification.

The fact shows that not all teachers have a good performance in carrying out their duties. The following facts indicate this: (1) teachers often complain about changing curricula, (2) teachers often complain about the curriculum that is subject to a load, (3) students complain by

teaching less attractive teachers, (4) they still cannot guarantee the quality of education as it should be.

Problems that occur in the class are still found that teachers cannot show their lesson plans because of being left behind at home. There are still teachers who have not completed the components of learning and assessment objectives (questions, scores, and answer keys). The steps of the learning activities are still shallow. The questions, scores, and answer keys are an inseparable unit.

Supervision is an approach that involves teachers from the planning stage. Supervision is the right answer to overcome the inaccuracy of problems related to teachers in general. Principals are expected to understand and carry out supervision because the involvement of teachers is very large from the planning stage to the analysis of success. The implementation of supervision, which is assumed to be a teacher coaching service, is expected to be able to advance and develop teaching so that teachers can teach well and impact student learning. Supervision serves to assist teachers in preparing lessons by coordinating theory with practice.

Based on the above background, it can be seen the formulation of the problem of this research, namely, "how are efforts to improve teacher performance through academic supervision by the principal at SDN 7 Sungai Ambawang?". Specifically, the formulation of this action research problem is as follows: (1) How is the planning of academic supervision by the principal to improve teacher performance at SDN 7 Sungai Ambawang ?; (2) How is the implementation of academic supervision by the principal to enhance teacher performance at SDN 7 Sungai Ambawang?

Supardi (2013: 47) explains that the notion of performance is the work achieved by a person in an organization to work to achieve goals based on standardization or size and time adjusted to the type of work and according to established norms and ethics. Likewise, Susanto (2014: 29) says performance can be understood as an achievement, result, or ability achieved or shown in the implementation of work, obligations, or tasks. It explains that performance has many dimensions, including what is done, how to do it, and the results.

Regulation of the Minister of National Education of the Republic of Indonesia Number 13 of 2007 concerning Standards for Principals of Schools / Madrasahs, principals should be competent in carrying out supervision whose implementation includes the following stages: (1) Planning an academic supervision program to increase teacher professionalism; (2) Implementing supervision academics towards teachers using the right approach and techniques; (3) Following up on the results of teacher supervision to increase teacher professionalism.

According to Atmodiwirio (2000: 201), "supervision is a form of supervision carried out in a work unit in the form of a school's Technical Implementation Unit (UPT). Furthermore, according to Sagala (2012: 106), academic supervision is the assistance and services provided to teachers so that they want to continue learning, improve quality.

For academic supervision to be carried out effectively and efficiently, it must be guided by the underlying principles. Sutomo (2011: 113) states that the principles of academic supervision consist of: (1) practical; (2) functional; (3) relevance; (4) scientific; (5) academic supervision must have democratic principles; (6) cooperative or collaborate ; (7) constructive and creative.

Research Method

The method used in this research was the descriptive method. According to Hadari Nawawi (2007: 67), the descriptive method is "a problem solving procedure investigated by describing the condition of the research subject / object (person, institution, community, etc.) at present based on visible facts, or as they are. . "

This research is in the form of School Action Research. This study collaborated with researchers and teachers to increase teachers' ability to be better at structuring the learning process. This study aimed to describe the difficulties experienced by teachers in the learning process. The research was conducted at SDN 7 Sungai Ambawang. The number of teachers was 18 people. When the research was carried out in April for one month in 2 cycles, the first cycle was carried out in the first and second weeks, while the second cycle was carried out in the third and fourth weeks. The research subjects were teachers of SDN 7 Sungai Ambawang with 18 people consisting of 2 male and 16 female, 12 people with a bachelor's degree, four people with a D.II education, and two people with senior high school education.

The data collection technique in this study consisted of four main activities, namely the initial data collection, the analysis result data at the end of each cycle, and other responses from the teacher to the implementation of academic supervision. The data was collected through documentation in the form of teaching administration arrangements, interviews, and assessment analysis instruments.

The study activity consists of: (1) Action planning includes: (a) Choosing a theme; (b) Conducting a syllabus review to get clarity on the learning objectives for the topic and seeking ideas from the material in the textbook; (c) Compiling learning implementation plans; (d) Determining indicators that will be used as references; (e) Preparing subject groups; (f) Preparing learning media; (g) Creating evaluation formats; (h) Making observation formats; (2) In implementing activities with implement actions in accordance with the plan, with the steps: each teacher who has compiled a learning plan presents or presents a lesson plan, the appointed teacher uses these inputs to improve the lesson plan; (3) observations are made by the observer using observation sheets that have been prepared.

The indicator of success achieved by researchers in this study is if the percentage of all classroom teachers' overall success rate increases. At the same time, the measure of the success score of a teacher was > 75 . The aspects of teacher performance were aimed as indicators of success, including teacher performance in compiling learning plans, teacher performance in implementing learning, teacher performance in assessing student learning achievement, teacher performance in implementing follow-up results of student achievement assessment.

The procedure in this study was planned to be carried out in 2 cycles of action. Each cycle held two meetings (face to face). Each cycle was carried out according to the changes to be achieved after each reflection, but a third cycle will be carried out if it does not meet the target.

Result and Discussion

In the planning cycle, I, the researcher, and the teacher make plans related to learning devices and the schedule of supervision activities. The instrument was made based on the indicators and monitoring as follows: (1) Preparing the pre-teaching and learning assessment format included describing learning objectives, determining material according to predetermined competencies, organizing material based on sequences and groups, allocating time, determining appropriate learning methods, designing learning procedures, determining the learning media / practicum equipment and materials to be used, determining appropriate learning resources (in the form of books, modules, computer programs and the like), determining assessment techniques; (2) Implementation of cycle I supervision was carried out based on instruments. The research used was in the form of instruments that were in accordance with the indicators made, namely: opening lessons with appropriate methods, presenting subject matter automatically, applying predetermined learning methods and procedures, organizing student activities in class, using learning media / homework equipment. Activities that have been determined used selected learning resources (in the form of books, modules, computer programs and the like), motivating students in various positive

ways, interacting with students using communicative language, providing questions and feedback, finding out and strengthen student acceptance in the learning process, concluding the learning, using time effectively and efficiently; (3) supervision assessment by preparing assessment instruments used in action research in the form of instruments that are in accordance with the indicators made, namely: compiling questions/assessment tools according to with predetermined performance indicators/criteria, carrying out assessments, checking answers/providing test scores of learning outcomes based on predetermined performance indicators/criteria, assessing learning outcomes, processing assessment results, analyzing assessment results (based on level of difficulty, differentiation, validity and reliability), concluding the results of the assessment clearly and logically (for example: interpretation of the trend of assessment results, student achievement levels, etc.), compiling a report on the results of the assessment, improves the assessment questions / tools; (4) The implementation of the follow-up cycle I was carried out by the teacher Finally, after carrying out the assessment with the aim of analyzing the assessment program and improving the results of the assessment.

The instruments used to collect data in the form of indicators are: identifying the need for follow-up assessment results, compiling a follow-up program for assessment results, carrying out follow-ups, evaluating the results of follow-up on assessment results, analyzing the results of evaluation of follow-up programs for assessment results; The actions of the researcher in cycle I are as follows: the researcher provides indicators that must be achieved during preparation, implementation, and assessment a week before the implementation of supervision, the researcher asks the teacher to fill in the assessment format and re-plan the following activities to be supervised; (6) Reflection of cycle I by implementing discussion with the classroom teacher, the researcher wrote the following reflection results: (a) Describing the learning objectives of 18 teachers; (b) 15 teachers with 83.3% presentations, based on these data the teacher's activities were very good; (c) Determining the material according to competencies that have been determined as much as 15 teachers with a presentation of 83.3%, organizing the material according to the order and groups of 12 teachers with a presentation of 66.6%. In this section, the teacher needs to be given more guidance on how to organize the material according to the sequence; (d) Allocating 18 teachers with 100% presentation; (e) Determining appropriate learning methods as many as ten teachers with 55.5% presentations, based on notes and results from implementation turns out that in this section the teacher needs to be given guidance, direction by discussing with researchers to determine methods related to contextual; (f) Designing learning procedures for 11 teachers with a presentation of 61.1%. Determining the procedure is closely related to the learning method. Therefore, in this area need to be improve. Teachers are still stuck with procedures that threaten students if they are less capable; (g) Determining the learning media/practicum equipment to be used as many as 11 teachers with a presentation of 61.1%. The teacher in this section is still focused on the media purchased or made by the company. This section still needs to be improved; (i) Determining appropriate learning resources (in the form of books, modules, computer programs, and the like) was 14 teachers with a presentation of 77.7%; (h) Determining the assessment techniques was 12 teachers with 66.6 presentations %. The techniques used by the teacher in preparing the assessment are still less diverse. Teachers focused on traditional techniques, namely, outcome assessment, even though we also need process assessments.

The reflection results on the implementation of supervision and after discussions with the teacher are as follows: (1) Opening lessons with appropriate methods. The average teacher was able to open lessons with the right method. There were 18 teachers who were considered capable of opening lessons appropriately or with a percentage of 100%. Based on the above percentages, teachers need to maintain this method; (2) Presenting subject matter. In presenting the subject matter, the average teacher was good and based on observations. There were 15 teachers who were categorized as good. If it is a percentage, it has reached 83.3%. Teachers in

presenting the material need preparation because some teachers still do not master the material provided. Students find it challenging to understand; (3) Implementing predetermined learning methods and procedures totaling 13 teachers with a percentage of 72.2%. The teacher in using the method was still focused on traditional methods in an automated manner. The implementation of the teacher seems to transfer his knowledge. As an improvement, teachers who still do not understand using modern learning methods were required to read books related to modern learning methods and give examples of modern learning; (4) Manage student activities in class totaling 14 teachers with a percentage of 77.7 %. Based on these data, many teachers were able to manage the class. Teachers who have not succeeded in managing the class well were invited to discuss the post supervision; (5) Using the learning media/practicum equipment (and materials) that have been determined were 13 teachers with a percentage of 72.2%. Teachers still rarely use tools that can strengthen learning; (6) Using the learning resources that have been selected (in the form of books, modules, computer programs, and the like) totaling 15 teachers with a percentage of 83.3%. Some teachers still need to be guided by researchers; (7) Motivating students in various positive ways, totaling 14 teachers with a percentage of 77.7%. Many teachers motivate students who rarely motivate students, average senior teachers. It happens because it is still influenced by old education. Teachers like that need to be invited to discuss the advantages of motivating students. (8) Interacting with students using communicative language totaling 13 teachers with a percentage of 72.2%. There was one teacher who still uses language that is difficult for students to understand. It happened to junior teachers; (9) Providing questions and feedback to determine student acceptance in the learning process amounted to 13 teachers with a 72.2% percentage. Teachers still rarely provide feedback to students. On average, only work on the questions on the LKS until the time runs out. Therefore, the teacher was asked to plan the presentation of the material by paying attention to the time used; (10) concludes that there were 12 teachers with a percentage of 66.6%. There were still many teachers who have not concluded learning. It happens because the time was used up on worksheets only. For this reason, it is necessary to adjust the questions that were done in the LKS; (11) To use time effectively and efficiently, there were 13 teachers with a percentage of 72.2%. The teacher was less effective in using the learning time if it is related to the indicator's steps because the time is only consumed by doing the worksheets. Therefore, it needs to be planned well.

The reflection on the supervision assessment section and after discussions with the teacher were as follows: (1) Arranging questions/assessment tools according to the predetermined performance indicators/criteria amounted to 16 teachers with a percentage of 88.8%. There were still two teachers who have not compiled assessment questions because they were not in accordance with the indicators. Based on observations/analysis, it turns out that the teacher does not understand the verbs in the indicator. Therefore, the teacher still needs to learn together about these indicators; (2) Assess 15 teachers with a percentage of 83.3%. There were still teachers who let their students open the book in the test. Things like this will hurt the child. Even the assessment cannot be used to measure students' abilities. Teachers like this need to be given specific guidance about the importance of assessment; (3) Checking answers/giving test scores of learning outcomes based on predetermined performance indicators/criteria totaling 15 teachers with a percentage of 83.3%. It must be maintained; (4) Assessing student learning outcomes totaling 18 teachers with a percentage of 100%. Because all teachers have been able to maintain this indicator. (5) Processing the results of the assessment of 13 teachers with a percentage of 72.2%. Teachers who have not been able to process grades were mostly the same as teachers who do not understand the weighting of scores; (6) Analyzing the results of the assessment (based on the level of difficulty, distinguishing power, validity, and reliability) of 10 teachers with a percentage of 55.5%. Teachers who cannot analyze questions were average teachers who were reluctant to analyze or do not want to analyze, so they forget

how to analyze. Therefore, the teacher was invited to discuss or take part in workshops at school; (7) Summarizing the results of the assessment clearly and logically (for example, interpretation of the trend of assessment results, student achievement levels, etc.) was ten teachers with a percentage of 55.5%. Because they could not analyze the items, the teacher could not conclude the assessment logically and clearly. Therefore, the teacher was invited to discuss or participate in workshops at school; (8) Compiling a report on the results of the assessment of 18 teachers with a 100% percentage. Because all the teachers can maintain this indicator, (9) Improving the questions/assessment tools totaling 18 teachers with a percentage of 100% because all teachers can maintain this indicator.

The results of reflection on the implementation of supervision and after discussions with the teacher are as follows: (1) The researcher provided indicators that must be achieved during preparation, implementation, and assessment a week before the implementation of supervision; (2) The researcher asked the teacher to fill in the assessment format to be achieved, one week before the implementation of supervision, (3) The researcher discussed the preparation with the teacher who will be supervised, (4) The researcher observed the teacher during supervision; (5) Researchers discussed with the teacher after carrying out supervision; (6) Re-planning the supervision activities.

Fig. 1 Planning, Implementation and Assessment of Academic Supervision Cycle I

The results of the reflection in cycle I after carrying out discussions with the teacher and researcher, the researcher wrote the following reflection results: (1) Describing the learning objectives of 18 Teachers with 100% presentation, based on these data were able to describe learning objectives; (2) Determining the material according to predetermined competencies as many as 18 teachers with 100% presentation. It turns out that the teacher has been able to determine the learning material according to their competence. Teachers find it easier to carry out their duties if educational supervision was carried out collaboratively with researchers; (3) Organizing material based on sequences and groups of 16 teachers with 88.8% presentations. In this section, teachers can organize material in the form of material concepts, principles, procedures, and facts; (4) Allocating 18 teachers with 100% presentation. Activities in this section were maintained, namely determining the allocation of time through teacher workshops in schools guided by researchers; (5) Determining appropriate learning methods as

many as 16 teachers with 88.8 presentations. Many teachers have implemented learning methods that lead to student centers. Things like this need to be maintained. Teachers and researchers needed to collaborate in teaching and then discuss it through school discussions; (6) Design learning procedures for 17 teachers with a presentation of 94.4%. In determining the procedure was closely related to the learning method. Therefore, there need to be improvements in this area. There was one teacher who was familiar with procedures that threaten students if they were not paying attention to explanations during learning; (7) Determining the learning media/practicum equipment (and materials) to be used as many as 17 teachers with a presentation of 94.4%. It turns out that in this section, many teachers have used the media around the class. The results above can be seen; (8) Determining appropriate learning resources (in the form of books, modules, computer programs, and the like) as many as 18 teachers and the percentage was 100%; (9) Determining the assessment techniques for 18 teachers and the percentage was 100%. The techniques that teachers employed in preparing assessments vary. Some use portfolios, performance, projects, quizzes, psychomotor.

The results of the reflection on the implementation of supervision and after discussions with the teacher were as follows; (1) There were 18 teachers who were deemed capable of opening the lessons appropriately or with a percentage of 100%; (2) In presenting the subject matter, the average teacher was good and based on observations there were 17 teachers who were categorized as good. If this is a percentage, it has reached 94.4%; (3) Implementing the learning methods and procedures that have been determined totaling 17 teachers with a percentage of 94.4%. The teacher using the learning method has led to a fun learning model; (4) Arranging student activities in the class totaling 18 teachers with a percentage of 100%. Based on these data, the teacher can manage the class; (5) Using learning media/practicum equipment and materials that have been determined totaling 17 teachers with a percentage of 94.4; (6) Using the learning resources that have been selected (in the form of books, modules, programs computers and the like) totaled 18 teachers with a percentage of 100%. In this section, the teacher is no longer a problem. However, the principal must continue to motivate these teachers: (7) Motivating students in various positive ways, totaling 18 teachers with a percentage of 100%; Many teachers have motivated students. Activities like this need to be maintained; (8) Interacting with students using communicative language totaling 18 teachers with a percentage of 100%. Activities like this need to be maintained; (9) Providing questions and feedback to determine and strengthen student acceptance in the learning process, amounting to 17 teachers with a percentage of 94.4% of teachers who provide questions as feedback; (10) The 18 Teachers with 100 percentages on how to conclude learning bring satisfactory results; (11)The 18 Teachers, with a percentage of 100% in cycle II, it turned out that all teachers can use their time effectively and efficiently. This method needed to be maintained.

Fig.2 Planning, Implementation and Assessment of Academic Supervision Cycle II

Based on the figure above, the process of implementing academic supervision activities shows the highest score. While the comparison between cycle I and cycle II:

Table 1 Comparison of Cycle I and Cycle II

Activities	Cycle I	Cycle II
Planning	72,8%	96,26%
Implementation	77,23%	97,96%
Assessment	82,06%	97,51%

Fig.3 Comparison of Cycle I and Cycle II

The first finding was that teacher performance increased in making lesson plans. It happens because of the cooperation between class teachers with one another and being briefed by the researcher. The steps that can improve teacher performance in making lesson preparation are: (1) The researcher provided a supervision format and a schedule of supervision at the beginning of the school year or the beginning of the semester. The implementation of supervision was not only done once; (2) Researchers asked about the progress of making learning tools; (3) One week before the implementation of supervision of learning devices, the researcher asked the assessment format, if the format given at the beginning of the school year was missing, then the teacher concerned was asked photocopy of school archives. If in school there were still many formats like that, the teacher was given back. Simultaneously with giving/asking for the format, the researcher asked for the collection of learning tools that he has made to examine its strengths and weaknesses; (4) The researcher provided special notes on the sheet to be given to the teacher who will be supervised; (5) The researcher assessed the learning tools attentive and does not reflect as a judge. The researcher acted as a collaboration.

The second finding was the teacher performance increased in implementing learning. The steps taken to improve the implementation of learning based on this action research are: (1) Researchers who observed the teacher were not as assessors but as co-workers who were ready to help the teacher; (2) During the implementation of classroom supervision, the teacher did not consider the researcher as assessors because before the implementation of teacher, and researcher supervision had discussed the problems that existed in the learning; (3) The researcher recorded all the events that occurred in learning, both positive and negative, (4) Researchers gave examples of learning-oriented Modern Learning; (5) If there were teachers whose learning objectives were unclear, presentation, feedback, the researcher provided examples of how to explain objectives, present, provide feedback to the teacher; (6) After the teacher was given examples of modern learning, the researcher every two or two-three weeks visiting or following the teacher in the learning process.

The third finding was the teacher performance increased in assessing student achievement. In the action research conducted at SDN 7 Sungai Ambawang, it turned out that the periodic implementation of academic supervision has had a positive impact on teachers in preparing questions/assessment tools, implementing, examining, assessing, processing, analyzing, concluding, compiling reports, and correcting questions.

The fourth finding, teacher performance increased in implementing follow-up results of student achievement assessment. The steps that can improve teacher performance in collaborative educational supervision are: (1) The researcher and the teacher jointly created a follow-up program for the results of the assessment, (2) The researcher gave examples of follow-up implementation, which the teacher eventually continues in the actual implementation; (3) Researchers invited discussion to teachers who have created, implemented, and analyzed follow-up programs.

Conclusion and Suggestion

From the research results, it can be concluded that: (1) Academic supervision planning to improve teacher performance at SDN 7 Sungai Ambawang has been carried out well. Researchers provided motivation, guidance, and direction to teachers to compile complete teaching administration and teaching planning through academic supervision to produce higher quality learning. The teacher showed seriousness in understanding and arranging teaching administration, especially after receiving teaching administration development guidance. It happens because of the cooperation between class teachers with one another and being briefed by the researcher. Judging from the average planning results in cycle 1 was 72.8%, increasing cycle II to 96.26%; (2) In the implementation of academic supervision to improve

teacher performance at SDN 7 Sungai Ambawang, all of the 18 teachers were able to carry out learning well. Academic supervision activities can increase teacher competence in preparing and implementing learning well, creatively, and fun. The implementation of academic supervision can run well because researchers who observed teaching teachers were not as assessors but as co-workers ready to help the teacher during supervision in the classroom. The teacher did not consider researchers as evaluators because before the implementation of teacher supervision. Researchers have discussed the problems is in learning. The average implementation of supervision in the first cycle was 77.23%, increasing in the second cycle to 97.96%.

Based on the findings of this action research, several suggestions need to be conveyed, including (1) Supervision of all teachers needs to be carried out periodically and set at the beginning of the school year (at the time of assignment distribution); (2) Motivation for teachers in the preparation of teaching administration and learning planning should be maintained and improved; (3) The learning planning document should be made at least two copies, one for school archives and the other for teachers' guidance in carrying out the learning process.

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