

Teacher Performance Analysis Review From The Implementation Of Academic Supervision at The State TK Kampung Rakyat District

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Abstract. The research focuses on analyzing in depth the academic supervision carried out by the principal in improving the performance of teachers at the State Kindergarten in the Kampung Rakyat District. The research method uses qualitative data collection techniques, observations, interviews, and conclusions. The results of the research related to the description of teacher performance at the State Kindergarten of Kampung Rakyat Subdistrict: 1) aspects of learning planning, 2) aspects of learning implementation and 3) aspects of learning evaluation. The description of the work motivation of the Kampung Rakyat State Kindergarten teachers is in a good category. This can be seen from the observation aspect, namely: 1) The teacher's responsibility in carrying out tasks, 2) Carrying out tasks with clear targets, 3) Having clear and challenging goals, 4) There is feedback on the results of his work, 5) Always trying to exceed other people, 6) Enjoys getting praise for what he does, and 7) Work to get achievements. The planning, implementation, and follow-up of academic supervision have been carried out by the principal through the stages of preparing direct face-to-face administration. The implementation of academic supervision is carried out by the principal at the State Kindergarten of Kampung Rakyat Subdistrict three times in one semester. Academic supervision has a positive impact on improving teacher performance. The research is only two months, therefore it is recommended that researching the variables of academic supervision, work motivation, and teacher performance should be more than two months to get better results.

Keywords: Academic Supervision, Teacher Performance

1 Introduction

Teacher performance is the result of teacher work that has been carried out in carrying out their main duties and functions. The teacher's performance should be optimal in carrying out learning to achieve the goal of educating the nation's life by the goals of national education. This is as the function of national education is stated in Article 3 paragraph 1[1] namely: National education plays a role in improving skills and shaping the character and civilization of a dignified nation in the context of educating the nation's life, aiming at developing

students' abilities so that people who believe and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen of the country.

Teacher performance is the work achieved by the teacher in carrying out all teacher duties with all competencies and professionalism, based on skills, experience, and sincerity in work. [2]. The teacher's work performance which is described through his skills at work will form into experience, experience in teaching requires seriousness. Seriousness in teaching will be seen through the display of performance levels.

The professionalism of teachers in learning and learning activities is clearly illustrated by the seriousness of teachers in carrying out a series of professional activities. Therefore, the quality of teachers becomes a reference in maintaining the quality of teaching in the classroom. The learning carried out by the teacher is the main demand in learning with high competence and professionalism in learning activities [3].

Competence and criteria for a competent teacher are listed in [4] described in Chapter IV part one, including: (1) minimum qualifications for Bachelor of Education (Strata 1 and Diploma IV), (2) competencies (pedagogic, reliable, character and social), (3) have educational certificates, (4) healthy physically and spiritually, (5) have expertise in achieving national goals.

The professional competence of teachers is stated in the Regulation of the Minister of National Education Number 16 of 2007 concerning teacher competency standards which include the core competencies of teachers, namely: 1) teachers understand modules, structures, concepts, and scientific mindsets that support the subjects being taught, 2) understand standards competencies and basic competencies of the subjects taught, 3) improving the educational modules that are taught creatively, 4) improving professionalism in a prolonged manner by carrying out reflection actions, 5) using information and communication technology as an effort to develop themselves.

Pedagogic competence is embodied in [5] which includes: (1) understanding the characteristics of learning in the physical, moral, spiritual, social, cultural, emotional, and intellectual aspects; (2) understanding learning theory and educational principles that educate; (3) improve the curriculum that is related to the subjects it teaches; (4) organize educational education; (5) using data and communication technology for learning purposes; (6) facilitating the development of students' learning abilities in actualizing the various abilities mastered; (7) speak efficiently, empathically, and politely by learning; (8) conduct evaluations and assessments of learning processes and outcomes; (9) using the results of the evaluation and assessment as educational interests; (10) carry out reflection actions as an effort to improve the quality of education. [6] Explaining teacher competence is understood as a scientific unity, attitudes, and skills that are reflected in intelligent behavior with the responsibility of the teacher to carry out all professional activities. The same explanation is also described by [7] means that competency is a person's perspective ability from the environment as a source of learning. [8] dividing teacher competencies, namely: motives, traits, self-concept, knowledge, and skills.

Social competence is the main aspect for teachers to create innovative and effective learning so that learning for students is more optimal [9]. The same thing was said [10] that social competence is the ability of teachers as social beings in communicating with students. Social competence relates to the ability of teachers as members of society and social beings,

including 1) the ability of teachers to communicate and interact with colleagues to improve professional abilities; 2) the ability of teachers to communicate with leaders; 3) the ability of teachers to communicate with parents or guardians of students; 4) the ability of teachers to interact with the community; 5) the ability of teachers to recognize and understand the functions of each social institution; and, the ability of teachers in moral education [7].

Based on the observation that today many teachers are not yet professional in carrying out their duties. This is evidenced by the results of research [11] states, "The problems faced by teachers include: Weak teacher performance in 3 main aspects of the teacher's duties in the teaching and learning process, namely: the performance of kindergarten teachers is still not optimal in learning planning, In the teaching and learning process it appears that teachers have not been able to implement learning strategies which are varied so that what the community captures activities in kindergarten are just playing and singing".

The same thing is also according to the results of the study [12] stated, "The lack of professionalism of teachers towards their profession as teachers so that their performance is not good. This is due to a lack of motivation in a teacher. He lives his profession just to get a job."

The low performance of teachers and the lack of professionalism of teachers in their profession can also be seen in South Labuhanbatu Regency. This is a review of data from the Education Office of South Labuhanbatu Regency in 2022 that there are 6 State Kindergartens in South Labuhanbatu Regency. A total of two State Kindergarten schools are located in Kampung Rakyat District, namely TK Negeri 1 Air Merah and TK Negeri 2 Tanjung Selamat.

The results of initial observations in the field that the work achievement of teachers in TK Negeri 1 Air Merah and TK Negeri 2 Tanjung Selamat is in the medium category. This is evidenced by the results of the teacher work assessment (PKG) in 2021, there are several 3 people or 37.5% who get a score in the less category, as many as 3 teachers or 37.5% in the medium category, and as many as 2 teachers or 25% who get an assessment. Teacher Performance (PKG) in the good category. Similar research results by [13] stated that the initial understanding of the meaning of academic supervision was still ambiguous in Tunas Kasih PAUD, both from the principal and the teacher. Misunderstanding of the concept of academic supervision was also reported by [14] who found limited understanding of the principal and supervisors that influenced the planning and implementation of less effective supervision.

The factors of academic supervision and teacher work motivation can be predicted to provide an overview of teacher performance. To what extent this description has an impact on teacher performance, it is necessary to conduct an assessment with the teacher entitled, "Teacher Performance Analysis in terms of Work Motivation and the implementation of Academic Supervision in State Kindergarten, Kampung Rakyat District, South Labuhanbatu Regency".

2 Finding and Discussion

[15] said supervision from the words "super" and "vision" which means seeing or observing and assessing carried out by the leadership on all work activities of subordinates. In line with this opinion, [16] explains "supervision is a series of assistance in the form of professional services provided by more skilled people (principals, school inspectors, supervisors, and other experts to teachers)". Similar explanation by [17] Supervision is an activity aimed at

improving leadership to improve the achievement of goals based on goals, targets, and work results. the supervision scheme can be seen in Figure 1 below:

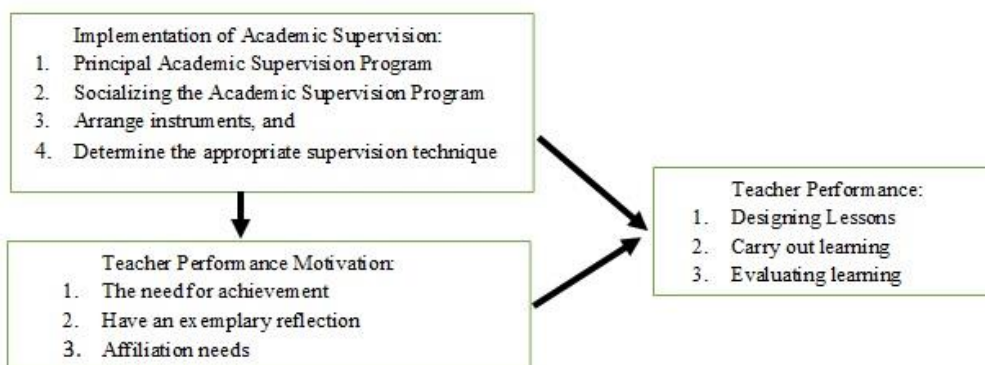


Fig. 1. Academic Supervision Scheme

In planning for academic supervision carried out by the principal of the State Kindergarten of Kampung Rakyat Subdistrict, the planning of an academic supervision program consists of disseminating the supervision program to teachers, compiling instruments, and determining appropriate supervision techniques. This is evidenced by the principal's document as shown in table 1 below:

Table 1 Academic Supervision Planning

Need for Design	Supporting Matters	Related Elements	Time	The place
formulate goals	As the result of previous supervision, Mrs. Christy Prahastaty has not used a varied model	Principal	27 April 2022	Principal's office
Make schedule	The results of the identification of the implementation of learning. Direct approach and class visit technique.	Principal	27 April 2022	Principal's office
Determining approaches and techniques	The results of the identification of the implementation of learning. Hands-on approach and class visit technique.	Principal	27 April 2022	Principal's office
Selecting an instrument	Integrated supervision instrument	Principal	27 April 2022	Principal's office

The information on the findings of the supervision results above is used as a basis for reference to formulate the objectives of academic supervision and is also used as a consideration in preparing the agenda for the next supervision activity as a criterion for achieving the goals of academic supervision. Formulate the objectives and criteria for the output of academic supervision to improve the quality of the education process in Kampung Rakyat District. Based on the problems above, the principal determines the objectives of academic supervision activities clearly and measurably and can formulate the output criteria expected by the principal for the teachers of TK Negeri 1 Air Merah and TK Negeri 2 Tanjung Selamat as shown in the table below:

Table 2. Objectives of Academic Supervision Activities and Criteria for Achievement of Goals

No	Teacher name	Group	Supervision Purpose	Output Criteria
(1)	(2)	(3)	(4)	(5)
1.	Christy Prahastaty	B	improve competence teacher pedagogy on learning models	Increase teacher professionalism in the field of pedagogy
2	Dian Supristiana	A	improve competence in teacher pedagogy, especially in the assessment	Increase teacher professionalism in the field of pedagogy
3	Nuraini insane	B	improve competence in teacher pedagogy, especially in time management	Increase teacher professionalism in the field of pedagogy
4	Supristiana	A	improve competence in teacher pedagogy, especially in using media	Increase teacher professionalism in the field of pedagogy
5	Hasmala Desi	A	improve competence in teacher pedagogy, especially in learning models	Increase teacher professionalism in the field of pedagogy
6	Sinta Andi Kurnia	B	improve competence in teacher pedagogy, especially in the assessment	Increase teacher professionalism in the field of pedagogy
7	Ayu Kesuma	A	improve competence in teacher pedagogy, especially in learning models	Increase teacher professionalism in the field of pedagogy
8	Risma Jayanti	B	improve competence in teacher pedagogy, especially in the use of language	Increase teacher professionalism in the field of pedagogy

Based on data on learning developments in Kampung Rakyat State Kindergarten and the teacher, the principal discusses and determines with the teacher what needs to be improved through academic supervision. The supervision carried out is arranged and designed for implementation time but is only known to the supervisor or principal. The academic supervision schedule designed and implemented is as shown in the table below:

Table 3 Academic Supervision Schedule

No	Date and time	Teacher name	Theme	group	Problem Focus
1	Friday, April	Christy	my country	B	The learning model is

	29, 2022	Prahastaty			not varied based on the results of past supervision
2	Thursday, May 5, 2022	Dian Supristiana	my country	A	Assessment has not used the instrument
3	Friday, May 13, 2022	Nuraini insane	my country	B	Time management is not right
4	Thursday, May 19, 2022	Supristiana	Universe	A	Media usage is not optimal
5	Friday, May 20, 2022	Hasmala Desi	Universe	A	Monotonous learning model
6	Thursday, 02 June 2022	Sinta Andi Kurnia	Universe	B	Rating not maximal
7	Friday, June 10, 2022	Ayu Kesuma	Universe	A	The learning model has not activated the children
8	Thursday, June 16, 2022	Risma jayanti	Universe	B	The teacher's use of language is too high

Furthermore, in determining the Approach and Technique of Academic Supervision at the State Kindergarten of Kampung Rakyat Subdistrict, it appears that the principal has used a directive approach (direct and collaborative approach, while the technique used is an individual technique and class observation, this is the result of an interview with the Acting Head of TK Negeri 2 Tanjung Congratulations as follows: "In planning academic supervision using a directive approach (direct and collaborative approach, while the technique used is an individual technique and class observation"

The implementation of supervision begins with an initial meeting conducted by the principal of the teacher who wants to be supervised. By the agreed schedule, the principal calls the teacher to the principal's office. The principal asked what theme and sub-theme would like to be carried out tomorrow related to the supervision of learning activities. Teacher Christy Prahastaty replied, "The theme of my country and the sub-theme of Traditional Games". The principal asked, "Have you prepared the RPPH for tomorrow's lesson? The teacher answered, "Yes ma'am, I have prepared the lesson plans, tools and materials, and the assessment rubric".

At the time of observing the implementation of learning the principal brought the RPPH and assessment instruments, the principal entered the class B group and asked for permission to sit in the back. The principal saw the teacher preparing rubber media, RPPH, and instruments to be used. The theme that was taken during today's supervision was the theme of my country, the sub-theme of traditional games. The principal sees pays attention and hears both in terms of voice, intonation, motion, and teaching aids used by teachers. The principal also looks at the appropriateness of the time according to the RPPH, core activities, and closing activities. The principal also pays attention to the activity of children learning, also sees how the teacher explains and uses intonation language, the suitability of teaching aids, the language used, class mastery, and stimulates children's interest or interest in carrying out activities that day related to themes related to the sub-themes of traditional games. . The principal observes as well as assesses according to the assessment format. Based on information from interviews with school principals at TK Negeri 2 Tanjung Selamat, Kampung Rakyat Subdistrict, it was concluded as follows: "The principal has carried out academic supervision by studying teacher

administration, studying RPPH, studying instruments, observing directly in class, using learning implementation instruments, finding strengths and teacher weakness

Based on the results of these interviews, it can be concluded that the implementation of academic supervision at TK Negeri 2 Tanjung Selamat is good. This is evidenced by the results of the study of teacher administration, studying RPPH, reviewing instruments, observing directly in class, using learning implementation instruments, and finding teacher strengths and weaknesses. The results of the observation of the implementation of academic supervision on 8 teachers at the State Kindergarten in the Village of the People's District tend to be in a good category. This is evidenced by 6 teachers or 75% getting the results of the implementation of academic supervision in learning with good categories.

Based on observations, document analysis, and interviews with the principal of the State Kindergarten in the Kampung Rakyat sub-district, the results of the academic supervision carried out found that the power of 8 teachers in preparing lesson plans was categorized as good, while in terms of implementation of learning there was a tendency for a sufficient category of 4 teachers. , and totaling 4 teachers get the less category. The tendency of teachers in implementing learning is less precise in managing time, besides that it is also seen that some teachers are less precise in using learning media, and are incomplete in having assessment instruments.

Based on these findings, the principal carried out the socialization of the results of supervision to all teachers, the principal also prepared a follow-up plan and guided all TK Negeri teachers in the Kampung Rakyat District.

Based on the results of research in the follow-up to academic supervision, it can be seen that the teacher's tendency in implementing learning is less precise in managing time, besides that it is also seen that some teachers are less precise in using learning media, and are incomplete in having an assessment instrument. The findings showed that the principal carried out the socialization of the results of the supervision to all teachers, the principal also developed a follow-up plan and guided all TK Negeri teachers in the Kampung Rakyat sub-district.

The principal consistently follows up on supervision that should be carried out face-to-face. The purpose of supervision is to increase teacher competence in teaching quality. The principal as supervisor provides space for teachers to understand the administration of educational features made by each teacher. Education planning will be related to the expertise of teachers in teaching so that teacher performance increases. [18] said "the key to the success of a school essentially lies in the efficiency and effectiveness of the principal, because the success of a school is the success of the principal itself, one of the criteria for school success requires the existence of quality principal leadership. The need for the leadership quality of school principals so is always emphasized the meaning of the 3 bottom skills that need to be possessed by principals, and schools, namely conceptual skills, human skills, and technical skills.

No further academic supervision of teachers is a form step to improve teacher shortages in teaching and urge teachers to improve their skills in teaching better. The principal visits the teacher's room to directly check the teacher's condition in terms of administration. [15] said that supervision is an activity designed to improve teaching at all levels of schooling, related to the development and development of children, supervision is also an encouragement in the growth of teaching and learning well. Universally the appearance of the principal. Until then, the principal can improve teacher performance with academic supervision.

[19] The results of the research show: 1) The academic supervision program is tried by preparing and compiling an academic supervision program. The aspects that are supervised are the completeness of educational features, including the preparation of syllabus arrangement and development, annual programs, semester programs, minimum completeness criteria (KKM), and education preparation plans (RPPH), 2) Techniques for applying academic supervision are tried with 2 methods, namely the method of group behavior and the method of individual behavior. 3) The obstacles to implementing academic supervision by school principals are the lack of training and socialization of the concept of academic supervision, and limited knowledge, and expertise on academic supervision techniques. The principal is busy with other environmental tasks, such as completing a school rehabilitation project. 4) Follow-up on the implementation of academic supervision begins with carrying out an analysis and assessment process, followed up by sending teachers to explore upgrading/training and carry out sharing in the Teacher Group Activity forum (KKG).

3 Conclusion

From the discussion of this research, it can be concluded: The description of teacher performance at the State Kindergarten of Kampung Rakyat Subdistrict has implemented: 1) learning planning aspects, 2) learning implementation aspects, and 3) learning achievement assessment aspects. The quality of the content of learning plans in the arrangement of the Daily Learning Implementation Plan (RPPH) appears to have formulated learning objectives in the RPPH by observing the personality of students, compiling teaching materials in a coherent, logical, contextual manner, designing efficient learning activities, and sorting out learning resources/educational media. according to the module and strategy.

The description of the work motivation of the Kampung Rakyat State Kindergarten teachers is a good category tendency. This can be seen from the observation aspect, namely: 1) The teacher's responsibility in carrying out tasks, 2) Performing tasks with clear goals, 3) Having clear and challenging goals, 4) There is feedback on the results of his work, 5) Always trying to exceed others, 6) Happy to get praise for what he does, and 7) Work to get achievements.

Teachers are expected in preparing lesson plans not to focus on completing administration, but it is very important to develop quality learning plans. This can be done by formulating learning objectives, taking into account aspects of children's character, planning collaborative learning, and selecting relevant learning resources. Teachers also have work motivation from the aspect of receiving interesting and challenging assignments and have clear targets for learning. This aims to maximize motivation in carrying out duties and principal as a teacher. Principals and supervisors should carry out academic supervision not only as a formality, but as academic supervision must consider guidelines consisting of planning, implementation, and follow-up.

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