



Implementation of Academic Supervision Activities as an Attempt to Improve Teacher Performance at SDN 023 Muara Mamat Baru Tapung in Kampar

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ABSTRACT

This paper discusses the improvement of teacher performance through the implementation of academic supervision activities. Teacher performance is a description of the teacher's attitudes, skills, values, and knowledge in implementing their duties and functions which consist of their appearance, actions, and work performance. The interviews and surveys conducted in the research aimed to obtain information regarding teacher performance in learning and related to the research. After analyzing the data, it can be concluded that the use of academic supervision indicates an improvement in teacher performance. The type of research was School Action Research (PTS), which was located at SDN 023 Muara Mahat Baru Tapung in Kampar. The research population was 9 teachers. Based on the research results, the implementation of academic supervision activities can improve teacher performance. It can be seen from the results of the first cycle at 56%, which were 54.5% of planning teacher ability learning, 63.6% of implementing teacher ability learning, and 54.5% of evaluating teacher ability learning. It increased to 85% in cycle II, which was 90.9% for planning teacher ability learning, 100% for implementing teacher ability learning, and 72.7% for evaluating teacher ability learning. It is classified in the very good category.

Keywords: *academic supervision, teacher performance, elementary school teacher*

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INTRODUCTION

Education is an important means of supporting successful development. The quality of education determines the quality of human resources (Shamsuddin, 2018) . Education is a change that occurs in individuals and human behavior which includes changes in knowledge, attitudes and behavior (Usmaedi & Alamsyah, 2016). A similar thing was also conveyed by Wasitohadi (2014) who stated that education is a guidance given by adults to immature children to achieve a goal, namely maturity.

The teacher is a central figure for the implementation of education in schools, because teachers have a role, function and position in implementing the success of education (Muspawi, 2021). Teachers as an important element in the national education system in Indonesia are required to always improve their quality, professionalism and performance (Sari, 2016). The main task of teachers is to educate, teach, guide, direct, train, assess and evaluate students in formal education (Huda, 2018). Apart from these tasks, teachers also have special abilities and expertise including teaching planning, the ability to carry out learning so that with these abilities the teacher is able to carry out tasks optimally (Samudi, 2018).

Teacher performance is a description of the teacher's attitudes, skills, values and knowledge in carrying out their duties and functions, which are shown in appearance, actions and work performance (Mulyasa, 2013). Teacher performance is a condition that shows a teacher's ability to carry out their duties at school and describes the actions displayed by the teacher during learning activities (Supardi, 2013). Teacher performance is the main or key factor that must be had in order to achieve overall educational goals, which is why the government carries out teacher performance assessments. Yamin & Maisah (2010) said that teacher performance is related to the teacher's overall activities in his responsibilities as a person who carries out the mandate and responsibility in teaching, educating, developing and developing students towards the desired success.

Functionally, the main task of teachers is to provide technical educational services to students. To encourage teacher professionalism, a factor that cannot be ignored is supervision. Supervision is an effort to continue to stimulate, coordinate and guide the growth of teachers in schools both individually and collectively, so that they understand better and are more effective in realizing all teaching functions. The term supervision is very popular among the public academics, bureaucrats, politicians, even entrepreneurs. The supervision in question here specifically related to interest education and learning so it is called academic supervision (Mardhiah, Yusrizal & Usman, 2014).

The implementation of academic supervision needs to be directed at efforts that provide opportunities for teachers to develop professionally. Academic supervision is an activity that creates the right conditions for the continuation of teacher professional growth (Mu'alimin et al., 2021). So academic supervision management activities are necessary and must be arranged in such a way as to increase teacher professionalism in carrying out their duties as educators. A teacher's ability to understand their competencies greatly determines the success of their students, because students will develop if the teacher is able to develop themselves (Aqil et al., 2020).

Based on the results of temporary observations, the author found symptoms or phenomena related to teacher performance, including:

1. There are several teachers who have not completed their learning tools, such as Learning Implementation Plans (RPP) and so on.
2. There are some teachers who do not carry out their duties in accordance with the provisions that have been set, this can be seen from the fact that there are still teachers who leave school during teaching hours.
3. Lack of teacher initiative in developing learning models or methods that are more attractive to children. Learning tends to be carried out using conventional methods.
4. Lack of teacher creativity in providing various media and learning resources. So learning tends to use existing media.

Based on the problems above, researchers are interested in conducting research that discusses "Implementation of Academic Supervision Activities in Efforts to Improve Teacher Performance at SDN 023 Muara Mahat Baru, Tapung District, Kampar Regency".

METHOD

This type of research is School Action Research (PTS) located at SDN 023 Muara Mahat Baru, Tapung District, Kampar Regency. The population in this study was 9 teachers. The main reason is from the results of observations and information from teachers, that teacher performance is still relatively low. This research consisted of 2 cycles, while each cycle was carried out in 2 meetings. Every cycle covers *planning* (plan), *action* (action), *observation* (observation), and *reflection* (reflection) (Arikunto, 2016). Data collection techniques through observation and interview techniques. Data were analyzed qualitatively and presented in tabular form.

Planning, including: (a) Researchers And observer arrange alternative enhancement effectiveness of the method discussion learning. (b) Researcher together collaborator make planning teaching Which develop Skills students' intellectuals. (c) Discuss about developing learning Skills intellectual students. (d) Carry out inventory media and learning methods for students. (e) Create sheet observations related to the learning methods that will be applied. (f) Designing evaluation tool to see how student learning outcomes are when the learning method has been applied, namely the discussion method.

Action, namely carrying out learning activities as intended own planned according to the learning method that will be applied.

Observation, that is, activity Which held It is observe to application action with use sheet observation Which has been prepared.

Reflection includes analysis data Which obtained through observation observations regarding the media and learning methods that will be applied.

RESULTS AND DISCUSSION

Cycle I

Planning

In the planning or action preparation stage, the steps taken are as follows: preparing operational objectives , making worksheets and compiling teacher worksheets to determine teacher performance , preparing a learning process observation format consisting of teaching and learning activity situations, teacher activity in learning , compiling teacher performance measurement sheets.

Action Implementation

The researcher focuses on the material so that the objectives of carrying out this research can be achieved, the researcher creates adequate communication between resource persons and participants, the researcher provides objective guidance and assessment of the participants, the researcher utilizes resources such as involving several competent teachers to help carry out the research , the researcher conveys a clear identity to the participants and vice versa, the participant has a clear identity including name, NIP and telephone number that can be contacted , the researcher conveys an explanation of the material clearly, and speaks good language so that the participant understands the material presented by the facilitator , researchers develop innovative learning models so that the learning carried out is not monotonous, researchers carry out research autonomously and are not influenced by other parties, researchers adapt with participants so that effective learning can occur, researchers provide alternatives or solutions problems regarding the difficulties faced by teachers related to efforts to improve teacher performance.

Observation

In carrying out the research carried out by the researcher for the first time in cycle I, an achievement of 56 % was seen in all aspects observed and assessed. This means that it still requires repetition in the next cycle because it is not very satisfactory. The results of research observations regarding the activities of researchers or facilitators at that time will be described in the table 1 below.

Table 1. Aspects of Academic Supervision Activities in Cycle I

NO	EVALUATION	elementary school				Qty	%
		SB	B	KB	TB		
1	Researchers focus on the material so that the objectives of carrying out this research can be achieved		√			4	
2	Researchers create adequate communication between resource persons and participants			√		2	
3	Researchers provide objective guidance and assessment of participants			√		2	
4	Researchers utilize resources such as involving several competent teachers to help carry out research			√		3	56 %
5	Researchers convey identity to participants and vice versa			√		4	
6	The researcher explained the material clearly, and spoke good language so that the participants understood the material presented			√		3	

7	Researchers develop innovative learning models so that learning is not monotonous	√	2
8	Researcher carry out study in a way autonomy and not influenced other parties	√	3
9	Researchers make adaptations to participants so that effective learning can occur	√	2
10	Researchers provide alternatives and problem solving for the difficulties faced by teachers related to efforts to improve teacher performance.	√	3
AMOUNT		8	9
		10	28

Source: Observation Data, 2023

From the table above it can be explained as follows: The researcher focuses on the material so that the objectives of carrying out this research can be achieved, is classified as good , the researcher creates adequate communication between resource persons and participants, is classified as poor , the researcher provides objective guidance and assessment of the participants, is classified as poor , the researcher makes use of resources such as involving several competent teachers to help carry out research, moderate or quite good , researchers convey a clear identity to the participants and vice versa, participants have a clear identity including name, NIP and telephone number that can be contacted, classified as good , p the researcher conveys an explanation of the material clearly, and speaks good language so that the participants understand the material presented by the facilitator, classified as moderate or quite good , the researcher develops innovative learning models so that the learning carried out is not monotonous, classified as poor , the researcher carries out research autonomously and not influenced by other parties, classified as moderate or quite good , researchers make adaptations with participants so that effective learning can occur, classified as moderate or poor , researchers provide alternatives or problem solutions to the difficulties faced by teachers in relation to efforts to improve teacher performance, is classified as quite good Then, to find out teacher performance, you can see the results of the following assessment :

Table 2. Observation Results of Teacher Performance in Cycle I

No	Teacher name	Indicator			Amount	%	Information
		Planning	Implementation	Evaluation			
1	Semart Sukepto	1	0	1	2	67	Good
2	Lisnibar, S.Pd	0	0	1	1	33	Pretty good
3	Yusniati, S.Pd, SD	1	1	0	2	67	Good
4	Gita Maryafasta, S.Pd	1	0	0	1	33	Pretty good
5	Merli Yenti	0	1	0	1	33	Pretty good
6	Rafdalena, S.Pd, SD	1	1	1	3	100	Good
7	Resma Eka Putri, ST	0	1	0	1	33	Pretty good
8	Reghi Nab D Kartika, S.Pd	1	1	1	3	100	Good
9	Jefri Oner, S. Sos	1	0	0	1	33	Pretty good
Amount		6	5	4	15	500	
Average		66.7	55.6	44.4	55.6	56	Pretty good

Source: Observation data, 2023

From the data above it can be concluded that the percentage obtained from the teacher performance aspect obtained an average achievement percentage of 58 % or in the quite good category . For more details,

please pay attention to the following description: Learning planning teachers' abilities were 54.5% , implementation of teachers' learning abilities was 63.6% , evaluation of teachers' learning abilities was 54.5% . Teacher performance in cycle I can be displayed in the form of the following bar diagram:

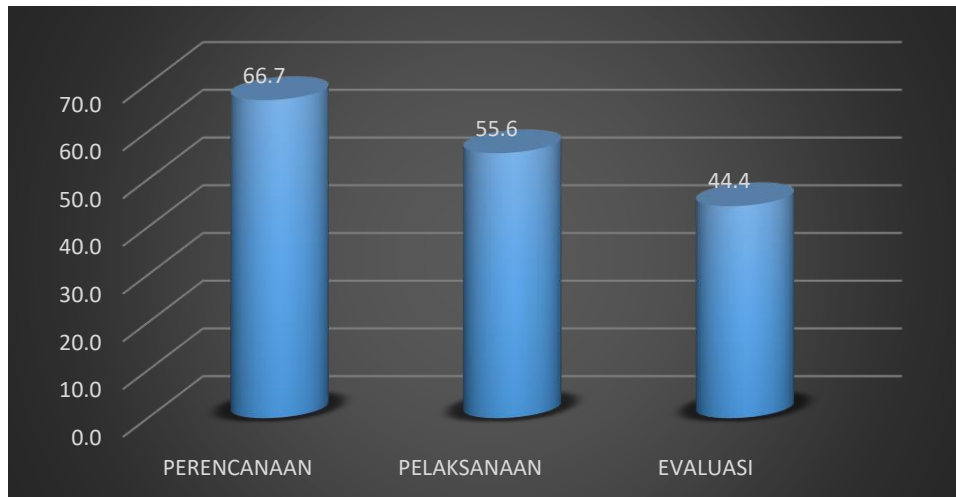


Figure 1. Bar diagram of teacher performance in Cycle I

Reflection

The results of data analysis for each step in implementing the action are described by the author at this stage. So according to the research results, it cannot be said to be successful because the scores obtained can still be improved. Overall teacher performance has only reached 58%. Meanwhile, other aspects also still require correction and improvement in the next cycle, namely cycle II. The weaknesses of researchers as facilitators include: Researchers create adequate communication between resource persons and participants, researchers provide objective guidance and assessment of participants, researchers develop innovative learning models so that the learning carried out is not monotonous, researchers adapt with participants so that effective learning occurs, The four aspects carried out by the researchers above are still considered moderate or quite good, thus influencing the success of this research. For this reason, researchers need to make improvements in the next cycle.

Cycle II Planning

In the planning or preparation stage for this action, the steps taken are as follows: Developing operational objectives , creating worksheets and compiling teacher worksheets to determine teacher performance , preparing a learning process observation format consisting of teaching and learning activity situations, activeness. teachers in learning , compiling teacher performance measurement sheets.

Action Implementation

The researcher focuses on the material so that the objectives of carrying out this research can be achieved, the researcher creates adequate communication between resource persons and participants, the researcher provides objective guidance and assessment of the participants, the researcher utilizes resources such as involving several competent teachers to help carry out the research , the researcher conveys a clear identity to the participants and vice versa, the participant has a clear identity including name, NIP and telephone number that can be contacted, the researcher conveys a clear explanation of the material, and speaks good language so that the participant understands the material presented by the facilitator , researchers develop

innovative learning models so that the learning carried out is not monotonous, researchers carry out research autonomously and are not influenced by other parties, researchers adapt with participants so that effective learning can occur, researchers provide alternatives or solutions problems regarding the difficulties faced by teachers related to efforts to improve teacher performance.

Observation

In implementing the optimization of assistance presented by researchers for the first time in cycle I, there was an achievement of 88 % of all aspects observed and assessed. This means that the Academic Supervision Activities carried out by researchers are classified as very good . The results of research observations regarding the activities of researchers or facilitators at that time will be described in table 4 below.

Table 3. Aspects of Academic Supervision Activities in Cycle I I

NO	EVALUATION	S B	B	elementar y school	K B	T B	Qty	%
1	Researchers focus on the material so that the objectives of carrying out this research can be achieved		√				4	
2	Researchers create adequate communication between resource persons and participants	√					5	
3	Researchers provide objective guidance and assessment of participants		√				4	
4	Researchers utilize resources such as involving several competent teachers to help carry out research	√					5	
5	Researchers convey identity to participants and vice versa	√					5	
6	The researcher explained the material clearly, and spoke good language so that the participants understood the material presented		√				4	88 %
7	Researchers develop innovative learning models so that learning is not monotonous		√				4	
8	Researcher carry out study in a way autonomy and not influenced other parties		√				4	
9	Researchers make adaptations to participants so that effective learning can occur		√				4	
10	Researchers provide alternatives and problem solving for the difficulties faced by teachers related to efforts to improve teacher performance.	√					5	
AMOUNT		30	1	6			44	

Source: Observation Data, 2023

From the table above it can be explained as follows: the researcher focused on the material so that the objectives of carrying out this research could be achieved, classified as good , the researcher created adequate communication between resource persons and participants, classified as very good , the researcher provided

objective guidance and assessment of the participants classified as good , the researcher utilized resources such as involving several competent teachers to help carry out the research classified as very good , the researcher conveyed a clear identity to the participants and vice versa, the participant had a clear identity including name, NIP and telephone number that could be contacted, classified as very good, the researcher conveyed a clear explanation of the material, and spoke good language until the participants understand the material presented by the facilitator, classified as good , the researcher develops innovative learning models so that the learning carried out is not monotonous, classified as good , the researcher carries out research autonomously and is not influenced by other parties, classified as good , the researcher adapting with participants so that effective learning can occur, classified as good , researchers provide alternatives or problem solutions to the difficulties faced by teachers in relation to efforts to improve teacher performance, classified as very good

Improvements in Academic Supervision Activities carried out by researchers have had a good impact on teacher performance. Then, to find out teacher performance, you can see the results of the following assessment :

Table 4. Observation Results of Teacher Performance in Cycle I I

No	Teacher name	Indicator			Amount	%	Information
		Planning	Implementation	Evaluation			
1	Semart Sukepto	1	1	1	3	100	Good
2	Lisnibar, S.Pd	0	1	1	1	67	Good
3	Yusniati, S.Pd, SD	1	1	1	3	100	Good
4	Gita Maryafasta, S.Pd	1	1	0	1	67	Good
5	Merli Yenti	1	1	0	1	67	Good
6	Rafdalena, S.Pd, SD	1	1	1	3	100	Good
7	Resma Eka Putri, ST	1	1	1	1	100	Good
8	Reghi Nab D Kartika, S.Pd	1	1	1	3	100	Good
9	Jefri Oner, S. Sos	1	1	0	2	67	Good
Amount		8	9	6	23	767	
Average		88.9	100.0	66.7	85.2	85	Good

Source: Observation Data, 2023

From the data above, it can be concluded that the percentage obtained from the teacher performance aspect obtained an average achievement percentage of 88 % or in the good category . For more details, you can pay attention to the following description: learning planning , teacher ability is 90.9% , learning implementation, teacher ability is 100% , learning evaluation, teacher ability is 72.7% . Teacher performance in cycle I can be displayed in the form of the following bar diagram:

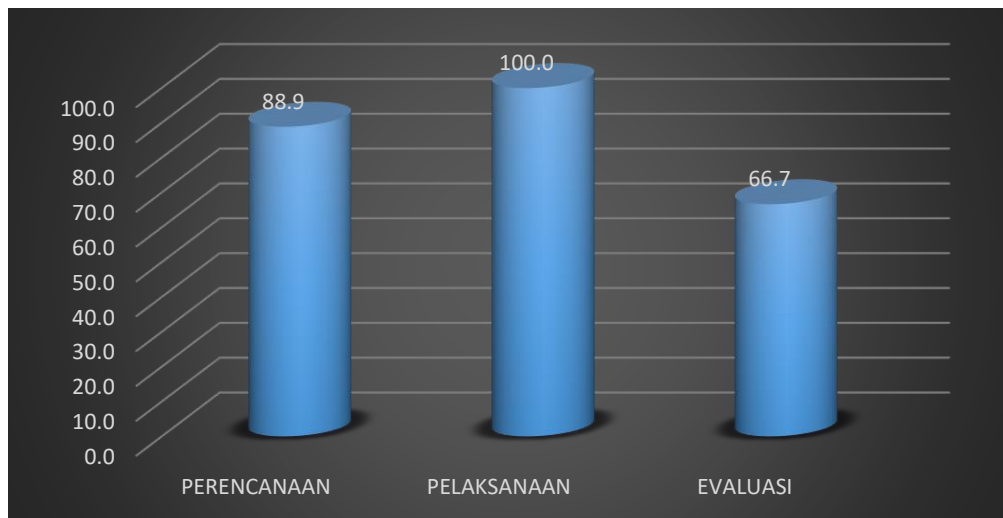


Figure 2 . Bar diagram of teacher performance in Cycle I I

Reflection

Based on the data obtained from observations, it can be concluded that all academic supervision activities carried out by researchers have experienced development in 2 cycles. Thus, there is no need for the next cycle of activities because according to the researchers the expected competencies have been achieved with good grades. The interviews and surveys conducted in this research aimed to obtain information regarding teacher performance in learning and related to research. After analyzing the data obtained, it can be concluded that the use of academic supervision shows an increase in teacher performance. Table 5 summarizes the comparison of learning planning abilities from cycle 1 to cycle II .

Table 5. Results of Teacher Performance Observations in Cycles I and II

Implementation of Academic Supervision	Total number of teachers	Indicator			%
		Planning	Application	Evaluation	
Cycle I	9	6	5	4	56%
Cycle II	9	8	9	6	85%

From the table above it is known that from the aspect of supervision activities it is known that from cycle I there has been an increase in cycle II. If in cycle I the achievement value was 56%, then in cycle II it was even better by obtaining an achievement value of 88%. Teacher performance evaluation refers to the Regulation of the Minister of State for Empowerment of State Apparatus and Bureaucratic Reform Number 16 of 2009 which states that teacher performance evaluation is an assessment of each item of the teacher's main task activities in the context of career development, rank and position. Evaluation of teacher performance is closely related to the implementation of a teacher's main duties in mastering knowledge, applying knowledge and skills according to the required competencies. Ambarita (2015) explains that there are 10 basic competencies that a teacher must master, including; (1) Mastering the material/subject matter; (2) Managing learning programs; (3) Class Manager; (4) Use of media and learning resources; (5) Mastering the basics of education; (6) Managing Learning Interactions; (7) Assessing student achievement; (8) Get to know the functions and services of guidance and counseling; (9) Get to know and organize school administration and; (10) Understand and interpret research results for learning purposes.

Saud (2013) said that teacher performance in the teaching process must have competencies consisting of; planning the learning process, implementing and leading or managing the learning process, and assessing the progress of the teaching and learning process. In general, teacher performance evaluation can be grouped into six main parts, namely (1) learning planning; (2) carrying out learning and (3) evaluating or assessing

learning outcomes, (4) guiding extracurricular activities and (5) guiding novice teachers and (6) self-development. Through the implementation of academic supervision, it is hoped that it can improve teacher performance and motivation in preparing and implementing learning activities (Erni, 2017; Wiwin, Endang, & Cich, 2016; Karsiyem, & Wangid, 2015).

The results of research conducted by Martina Yasinta Ngozo regarding teacher performance showed an increase in the development of learning tools and implementation of learning from cycle I to cycle II (Martina, 2019). The results of research conducted by Nurfatah (2018) also show that, in order for teachers to be able to carry out the noble tasks that are their responsibility at school, teachers need to constantly receive refreshment in the form of technical assistance as a tool. efforts to improve performance, where assistance takes the form of academic supervision carried out by school principals and supervisors. Apart from that, research conducted by Edi Rismawan (2015) showed that school principal supervision had an effect on teacher teaching performance.

CONCLUSIONS AND RECOMMENDATION

Based on the results of research and discussions that have been carried out regarding improving teacher performance at SDN 023 Muara Mahat Baru through academic supervision, it can be concluded that the implementation of academic supervision activities can improve teacher performance, this can be seen from the results of cycle I which obtained a score of 56% and increased in the cycle II achieved a score of 85%, this is included in the very good category.

Suggestions for further research, to further improve teacher performance in learning, should provide regular and scheduled supervision, as well as provide direction so that each delivery of learning material must refer to RPP that has been prepared.

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