

TEACHER PERFORMANCE DEVELOPMENT THROUGH ACADEMIC SUPERVISION POST COVID-19

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Abstract. This study aims to develop teacher performance through analysis of post-covid-19 academic supervision in Santa Lucia Sei Rotan Private Middle School teachers and to determine teacher performance skills in developing the quality of education after supervision is held. The type of research used is Classroom Action Research. The research method used is the Kemmis and Taggart model using 4 stages, namely planning, action, observation, and reflection. The location of this research is Santa Lucia Sei Rattan Private Middle School, Percut Sei Tuan, Deli Serdang, North Sumatra. Methods of data collection using interviews, observation, and questionnaires. The data analysis technique uses the Miles and Huberman interactive analysis model. Data analysis was carried out with the following steps: data collection, data reduction, data presentation, and drawing conclusions. The results of the study show that academic supervision can improve teacher performance. The results obtained from design experts and material experts are very good. This is evidenced by the effectiveness test of academic supervision at Santa Lucia Sei Rotan Middle School, which received very good scores. Based on these data it can be concluded that teacher performance through post-covid-19 academic supervision is feasible or valid and appropriate to be used in improving teacher performance, especially in the Santa Lucia Sei Rotan Middle School environment.

Keywords: performance development; teacher performance; supervision; academic

I. INTRODUCTION

Public social activities began to be normal after the Covid 19 pandemic, including the world of education. Institutes of education are rearranging the curriculum towards an atmosphere like before Covid 19. The pandemic began in Indonesia in mid-February 2020 and has gradually recovered until now, although there are still cases detected according to Covid (another variant) but it has not hindered the community from doing their activities. Post-Covid 19 Learning starting to be carried out face-to-face with an education schedule that is adjusted to the learning hours of students. The changing climate of the teaching and learning process must receive interest, even though obstacles during Covid 19 can be minimized. challenges faced by teachers include Currently, face-to-face learning teachers can examine learning optimally, continue lessons optimally, provide lessons according to the minimum completeness that will be achieved in the classroom where teachers and students are in the classroom so that teaching materials are easier to understand/dimengeti students and more actively ask and answer questions more optimally in increasing their potential so that the quality and goals of education can be achieved optimally because the teacher already has experience providing learning with online and offline methods or both methods.

Work as a teacher is a professional job, because to achieve the success of a professional teacher one must take professional education to develop human resources for teachers as stated in Law No. 14 of 2005 concerning teachers and lecturers, article 1 point 1 states that teachers and lecturers are professional educators with the task of The main focus is

educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education through formal education, basic education and secondary education. Teaching adequacy cannot be measured only through formal education, but is appropriate through the implementation of teacher competence [1]. When carrying out a teaching system through proficiency, understanding, determining methods, teaching materials and evaluating the learning process. Of course some of the teachers find it difficult to understand to implement it [2]. This problem alone, teachers need help to overcome difficulties. The people who are closest to and seen as capable of helping overcome the teacher's difficulties are the principal and school supervisor through supervision activities [3]. Changes in the atmosphere and conditions of post-pandemic learning are interesting to study as well as material for learning evaluation. One of the evaluations is how the process of implementing learning changes in terms of knowledge, skills, attitudes during online learning. Changes in learning that have returned to normal are interesting to observe after the pandemic needs to be carried out to get an overview of how teachers' performance is in the process of learning and mastering teaching materials and how academic supervision is carried out after Covid-19.

Performance is a description of the level of achievement of the implementation of a program of activities or policies in realizing the goals, objectives, vision and mission of the organization which are outlined through the strategic planning of an organization. Moehariono [4]. Anwar Prabu Mangkunegara [5] defines performance (work achievement) is the result of work in quality and quantity

achieved by an employee in carrying out his duties in accordance with the responsibilities given to him Teacher performance can be interpreted as the ability of a teacher to carry out learning tasks at school and is responsible for students under his guidance by increasing student learning achievement (Supardi [6]). Related to teacher performance, the manifestation of the behavior in question is the teacher's activities in learning process With regard to teacher performance Law of the Republic of Indonesia No.20 of 2003 concerning National Education System Article 39 paragraph (2), states that educators are professionals whose job is to plan and carry out the learning process, assess learning outcomes, conduct mentoring and training and conduct research and community service, especially for educators at tertiary institutions. Then teacher performance is the level of success of teachers in completing their work[7]. Teacher performance is shown by work results but also shown by behavior at work, starting with lesson planning, in the implementation of learning teaching in class and the process of evaluating or assessing student learning outcomes [8]. Ratih et. all. [9] explains teacher performance is the behavior produced by someone in carrying out their duties as educators and teachers when teaching in front of the class. Performance standards are contained in the Law of the Republic of Indonesia Number 14 of 2005 Article 8 concerning teachers and lecturers that teachers are required to have academic qualifications, competency, educator certificates, physically and mentally healthy and have the competence to realize national education goals.

Based on the opinion above, the writer can define that teacher performance is teacher work performance in learning as a realization of competence possessed in order to obtain maximum student learning outcomes. And in principle performance leads to an effort in order to achieve better work performance as well as an overview of application mastery of teacher competencies in actualizing their duties and roles as teachers. Teacher performance cannot run optimally without guidance and motivation from certain parties. This is supported by Izhar's statement (2017), which is an effort to create maximum teacher performance, it is necessary to have guidance when carrying out its performance both in the technical, academic and educational administration fields. Therefore it is necessary to have a strategy on the part of the school principal to assist teachers in providing guidance or coaching during carrying out tasks through academic supervision activities. The school principal's strategy is urgently needed to help teachers maximize teacher performance in producing quality learning achievements, because school principals have an influence on improving teacher performance. Hilda [10] a leader is essentially someone who has authority based on his ability to influence the character of each individual towards his performance. A school principal is expected to have the expertise and competence in providing direction and input related to the obligations carried out by the teacher by supervising.

Academic supervision is an activity in the form of providing assistance to teachers in order to help and guide teachers in the learning process which is felt to be still in the

learning process which is felt to still have difficulties when carrying out the learning process. Academic supervision activities can help provide services and guidance to teachers in achieving increased quality learning (Roesminingsih [11]).

Teacher performance indicators are in the form of the quality of the learning process which is greatly influenced by the teacher in: Preparing instructional designs, Mastering teaching methods and using them according to the nature of student learning activities, Interacting with students which generates high motivation so that students feel good teaching and learning activities fun, Mastering materials and using learning resources to stimulate an active learning process through the development of process skills, Recognizing individual differences in students so that they are able to provide tutoring, Assessing learning processes and outcomes, providing feedback to students and designing remedial learning programs. While aspects of teacher performance are contained in Law No. 14 of 2005 concerning teachers and lecturers article 35 cited by Barnawi and Arifin [12] that the teacher's workload includes main activities, namely planning lessons, implementing learning, assessing the results of defenders teaching, guiding and training students, as well as carrying out additional assignments and as for the factors that affect teacher performance there are internal or self-inflicted factors and external or outside oneself.

Factors that affect teacher performance according to Mulyasa [13] include. Drive to work. Responsibility for assignments, interest in assignments, appreciation for assignments, opportunities for development, attention from the principal From the above opinion it can be concluded that the factors that influence teacher performance can be seen from internal factors and external factors. Internal factors that can affect teacher performance include intelligence, talent, motives, health, aspirations and goals at work, while external factors that can affect teacher performance are factors from the family environment, work environment, communication with the principal, facilities and infrastructure. and teacher activities in the classroom.

Strategies to improve teacher performance

The performance shown can be observed from the teacher's ability to carry out duties and responsibilities which of course can reflect a work pattern that can improve the quality of education in a better direction. Strategic steps in improving teacher performance were carried out with several breakthroughs including the principal helping teachers understand, selecting and formulating educational goals to be achieved, encouraging solving their own problems and finding work results, providing proper work appreciation to teachers, delegating responsibility and work authority to teachers and freedom in managing the learning process, helping to provide convenience in promotions, making school policies in the distribution of tasks, carrying out supervision in accordance with abilities on an ongoing basis in an effort to improve and improve teacher abilities, improve teacher welfare, create a pleasant atmosphere in the school environment [14].

Efforts to develop teacher performance are by holding training in accordance with the progress of science, promoting activities to develop teaching materials, especially those that are as capable as possible, completeness of educational facilities and infrastructure, encouraging teachers to attend seminars both held by the government and foundations. Continuous supervision and follow-up on the results of supervision found by supervisors. From the explanations of several experts above, it can be concluded that school principal supervision is a form of service, guidance, assistance and supervision carried out by school principals to develop, improve and improve the quality of teaching teachers. Supervision activities at SMP Santa Lucia Sei Rotan have been carried out since the 2022/2023 school year. Supervision is carried out by the principal and supervision is carried out by academic supervision, where supervision is carried out by the administrative readiness of the teacher and the teacher's teaching and learning activities in the classroom. The instrument used is Curriculum 13. For administration so far it has been done well which is a problem in teaching and learning activities the teacher still has not carried out the learning process in accordance with the administration being carried out. For example, in RPP there are learning resources and learning methods, but in the learning process there are teachers who do not carry out learning in accordance with the administration carried out. Through the implementation of academic supervision the school principal is expected to improve teacher performance and motivation in preparing and implementing learning activities [15]

The problem in school action research is that not all teachers at Santa Lucia Sei Rotan Middle School have prepared learning administration well and the implementation of learning activities has not been maximized. For this reason, it is necessary to improve teacher performance through the supervision of school principals. Supervision can be carried out in the form of guidance and assistance provided by the principal to teachers to develop teaching and learning situations so that they are better. Academic supervision is a series of activities to help teachers develop better teaching and learning situations. Academic supervision is a series of activities to assist teachers in developing their ability to manage the learning process to achieve educational goals [16]. Academic supervision can see the real conditions of teacher performance to answer questions, for example what happens in class, what activities are meaningful to the teacher and what the teacher does to prepare obtained information about teacher abilities and performance [17] then Sutisna explains that supervision is school efforts to create a spirit of quality teaching [18].

II. RESEARCH METHODS

The research was conducted at Santa Lucia Sei Rotan Middle School, from 28 November 2022. The subjects of this research were all 12 teachers of Santa Lucia Sei Rotan Middle School. This research is a School Action Research (PTS). PTS procedures include planning, implementing, observing and reflecting. This research was planned in two cycles, where the

bar for the implementation of the cycle can be seen in Figure 1

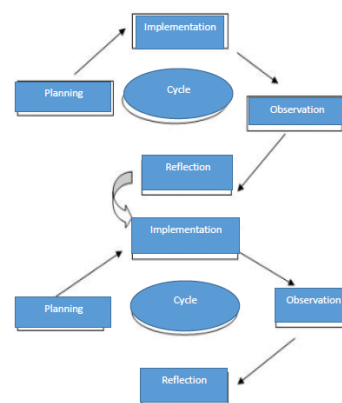


Figure 1 Research Design

Data collection techniques used in this study consisted of observation techniques, interviews, documentation, questionnaires. The data analysis technique used is a qualitative descriptive analysis technique. Data analysis technique by describing is a data analysis technique by describing or describing the data that has been collected without intending to make generalizations. The stages of this analysis are data collection, data reduction or data screening, data presentation and drawing conclusions [19].

III. RESULTS AND DISCUSSION

The results of research conducted shows that in cycle 1 out of 10 teachers as research subjects, the teacher performance mastery only reached 30% or 3 people who already got a score greater than 80. This result indicates that the success target of 60% has not been achieved so it is necessary to continue cycle II indicating that 100% of teachers complete the performance, namely from 4 people who complete it to 10 teachers or an increase of 60%. There are 3 indicators of teacher performance in the field of teaching methods/implementation of the learning process, namely preliminary, core and closing activities. Based on the results of the analysis shown in the table in cycle 1, there were 3 teachers who did not complete because they received scores below the set standard, namely 80 while in cycle 2 all subjects or 10 teachers had completed the performance of learning implementation in cycle 1 and cycle II. There are 3 teacher performance indicators in the field of implementing learning assessment. Based on the results of the analysis shown in the table in cycle 1, there are 3 teachers who did not complete because they received scores below the standard set, which was 85 while in cycle 2 all subjects or 10 teachers had completed their performance in implementing learning in cycle 1 and cycle II. From the results of the research above, it shows that the implementation of individual supervision by school principals, through class visits can improve the performance of teachers in the field of learning administration

and the field of learning implementation at Santa Lucia Sei Rotan Middle School. this illustrates that there is an effect of academic supervision on teacher performance results. This result is supported by the opinion of Hasanudin [20] that in order to improve teacher performance an important factor that should not be ignored is the implementation of ideal school principal supervision in accordance with the correct work steps. Supervision which means all the efforts made by supervisors in providing assistance, guidance, movement of motivation, advice and direction which aims to improve the ability of teachers in the learning process which in turn can produce student learning outcomes.

The results of research conducted by Martina Yasinta Ngozo regarding teacher performance in the field of administration showed that there was an increase in the development of learning tools and the implementation of learning from cycle 1 and cycle II. (Martina [21]) The results of research conducted by Nurfatah [22] also gave the result that so that teachers need to always receive refreshment in the form of technical assistance as an effort to improve their performance, where the assistance is in the form of academic supervision carried out by school principals and supervisors. In addition to the research conducted by Edi Rismawan [23] the results show that the supervision of the school principal influences teacher teaching performance. Principal supervision which is an organizational factor can encourage the growth of teacher efforts and motivation in improving teacher performance. The driving factor within a teacher is of course very important, however, stimulation from within a teacher is of course very important to continue to improve teacher performance. The role of the school principal can certainly be very important to improve the abilities and skills of teachers. Therefore, it is hoped that the supervision of school principals can improve teacher abilities and teacher performance to achieve good performance. For this reason, the principal as a leader seeks to develop teacher performance by carrying out and attending seminars, workshops, continuous coaching.

IV. CONCLUSION

Changes in the atmosphere and conditions of post-pandemic learning are interesting to study as well as material for learning evaluation. One of the evaluations is how the process of implementing learning changes in terms of knowledge, skills, attitudes during online learning. Changes in learning that have returned to normal are interesting to observe after the pandemic needs to be carried out to get an overview of how teachers' performance is in the process of learning and mastering teaching materials and how academic supervision is carried out after Covid-19. (1). There is a significant increase in teacher performance in the field of learning administration from 40% to 100%. (2). There is an increase in teacher performance in the field of learning implementation, which is shown from the results obtained from 3 people to 10 people from 30% to 100%. (3). There is an increase in teacher performance in the field of

implementing learning assessment, which is shown from the results of 30% to 100%.

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