

ASSESSMENT OF TEACHER PERFORMANCE THROUGH GUIDANCE SCHOOL SUPERVISOR

**Abdul Rahmat
Yones Eni Luawo**

Gorontalo State University
Jl. Sudirman 06 Gorontalo Indonesia
abdulrahmat@ung.ac.id ;
yonesluawo@gmail.com

A.INTRODUCTION

The quality of education is one of the benchmarks that determine the dignity or progress of a nation. By looking at the quality of education of a nation/country, one will be able to estimate the country's ranking among countries in the world. Therefore, a developed nation will always pay great attention to the world of education, by making various efforts to improve the quality of education, such as increasing the education budget, holding various competitions in various aspects of education, or sending the nation's buds to study in other countries. These various efforts are made because of the awareness of the importance of education, and the belief that a nation that neglects education will become an underdeveloped nation, which will be unable to compete with other nations.

In Indonesia, the low quality of education is one of the four main problems of education that have been identified since the 60s. The attention to education is quite high, however, despite the many efforts that have been made, it seems that until now the problem of education quality has yet to be resolved. Complaints about the low quality of graduates continue to echo. Elementary, junior high and high school graduates have not been able to reason and think critically, and are still dependent on teachers (D. Nielson, et al, 1996; Nasoetion, 1996). The ability of students to be independent has not yet been realized, so students' initiatives to start something are not too often found. Student mastery is more focused on factual knowledge because that is what is required in the final exam. The root causes of all this are of course very many, but the main accusation is mostly aimed at teachers because it is the teacher who is the spearhead in the field who meets students programmatically (Wardani, 1998). Therefore, the teacher is considered as the party most responsible for the results achieved by students.

In the world of education, the role of the teacher is very important, namely a person who is responsible for the intellectual life of students, and is responsible for everything, attitudes, behavior and actions in order to foster students to become moral, capable, and useful people for the country and the nation. Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education (Menpan Regulation No. 16 of 2009).

The teacher is a very dominant and most important factor in formal education in general because for students, teachers are often used as role models and even self-identification figures. In schools, teachers are an element that greatly influences the achievement of educational goals in addition to elements of students and other facilities. The success of education is largely determined by the readiness of the teacher in preparing students through learning activities. However, the strategic position of teachers to improve the quality of education outcomes is strongly influenced by teachers' professional abilities and performance.

Teachers are required to have a performance that is able to provide and realize the hopes and desires of all parties, especially the general public who have trusted schools and teachers in fostering students. In achieving good quality education, it is strongly influenced by the performance of teachers in carrying out their duties so that teacher performance is an important requirement for achieving educational success. In general, the quality of good education is a benchmark for the success of teacher performance.

In principle, teachers have a high enough potential to be creative in order to improve their performance. However, the potential that the teacher has to be creative as an effort to improve his performance does not always develop naturally and smoothly due to the influence of various factors both that appear in the teacher's person or those outside the teacher's person. It cannot be denied that the conditions in the field reflect the condition of teachers who are not in accordance with expectations such as there are teachers who work part time both in accordance with their profession and outside their profession, sometimes there are some teachers who in totality are more engaged in side activities than their main activities as teachers in school. This fact is very concerning and invites various questions about the consistency of teachers in their profession.

On the other hand, teacher performance is also brought into question when discussing the problem of improving the quality of education. For this reason, the factors that influence teacher performance are deemed necessary to be studied, studied and studied in depth in order to provide a clear picture of the more important and urgent factors that affect teacher performance.

Performance measurement of an educational institution is very crucial. For performance evaluation and plan for future education required performance measurement accurately, especially against teacher performance as implementing even the cutting edge of education. In this case, various information is needed to ensure that education and learning services are carried out effectively, efficiently and accountably. Thus, improving the quality of education performance must always be measured through various information, task control, funding reports, and most importantly teacher performance reports because teachers have a very strategic role in determining the quality of education, which requires standard and accountable personality requirements and professional abilities. In other words, performance evaluation is the responsibility (accountability) of the institution and individual workers to its *stakeholders*.

Workers (in this case teachers and school principals) not only have direct responsibility to their superiors but also to parents of students and society in general. Their performance, whether good or bad, must be held accountable to society. Moreover, if you remember who employ teachers and school principals, they are obliged to set up an objective performance appraisal system that can be accounted for by the community. Assessment of the performance of teachers, school principals, and staff (school administration personnel) is one of the competencies that school/madrasah supervisors must master. These competencies are included in the dimensions of educational evaluation competencies. The performance of school principals can be measured from three aspects, namely: (a) behavior in carrying out tasks, namely the behavior of the principal when carrying out managerial functions, (b) how to carry out tasks in achieving work results that are reflected in his self-commitment as a reflection from the personal and social competences they have, and (c) from the results of their work which are reflected in changes in the performance of the schools they lead.

B. Principal Duties of School Supervisors

School supervisors and school supervisors (later named school supervisors) became purely functional officials. Structural positions is attached to it is released by decision of the. Since then school supervisors have served as assessors and supervisors in the fields of educational engineering and administrative techniques in schools for which they are responsible, (PP 19 of 2005). As a functional official and in accordance with the name of his position, the school supervisor is in charge of supervising. Each School Superintendent is obliged to carry out academic supervision and managerial supervision and not choose one of the two. The main task of the School Superintendent is to carry out academic supervision and managerial supervision in educational units. with academic supervision covering aspects of the implementation of the learning process. That is why the target managerial supervision is the principal and other school staff, while the target academic supervision is the teacher (Nana Sudjana, Educational Supervision: 28).

The implementation of the supervisory duties, namely academic supervision and managerial supervision, includes:

1. Arranging a supervisory program both academic supervision program and managerial supervision program,
2. Carry out academic and managerial supervision based on the program that has been prepared,
3. Evaluating the implementation of academic supervision and managerial supervision programs in order to know the success and failure of the supervision that has been implemented,
4. Carry out guidance and professional training of teachers based on the results of evaluating the implementation of supervision or we call coaching,
5. Prepare reports on the results of academic and managerial supervision and follow up for the preparation of the next supervisory program.

In line with the tasks stated above, a number of school supervisor obligations are stipulated, namely:

1. compiling a supervisory program , implementing a supervisory program, evaluating the results of the implementation of supervision as well as guiding and training the professional abilities of teachers,
2. improve and develop academic qualifications and competencies on an ongoing basis in line with the development of technology and art science,
3. uphold high regulatory legislation, legal, religious and ethical values and
4. maintain and cultivate the unity and integrity of the nation.

Based on the above duties and obligations, the school supervisor is responsible for carrying out the main duties and obligations according to those assigned to him. This means that the

responsibility of the school supervisor is the achievement of the quality of education in the school under his guidance. (Nana Sudjana, Supervision of Education Concepts and Its Applications, 2011: 29) . Referring to SK Menpan number 118 of 1996 regarding supervisory functional positions and credit numbers, Joint Decree of the Minister of Education and Culture number 03420/O/1996 and the Head of the State Civil Service Administration Agency number 38 of 1996 concerning guidelines for implementing supervisory functional positions as well as Minister of Education and Culture Decree number 020/U/1998 Regarding technical instructions for the implementation of a school supervisor's functional position and the credit score, it can be stated about the main duties and responsibilities of a school supervisor which includes:

1. Supervise the implementation of education in schools in accordance with their assignments at kindergarten, elementary, high school, junior high and high school.
2. Improve the quality of the teaching-learning process/guidance and the results of student achievement/guidance in order to achieve educational goals.

The first main task refers to managerial supervision or supervision while the second main task refers to academic supervision. Managerial supervision basically provides coaching, assessment and assistance/guidance starting from program plans, processes, to results. Guidance and assistance is provided to school principals and all school staff in school management or education in schools to improve school performance. Academic supervision is concerned with fostering and assisting teachers in improving the quality of the learning process/guidance and the quality of student learning outcomes. While the authority given to school supervisors includes: (1) selecting and determining work methods to achieve optimal results in carrying out tasks as well as possible in accordance with the professional code of ethics, (2) determining the level of performance of teachers and other personnel being supervised along with other factors. factors that influence it, (3) determine or propose guidance programs and carry out coaching. This authority implies the existence of supervisory autonomy to determine steps and strategies in determining supervisory work procedures. However, supervisors need to collaborate with school principals and teachers so that in carrying out their duties in line with the direction of school development that has been set by the principal.

Based on the two main tasks above, the activities carried out by the supervisor include:

1. Arranging a supervisory work program for each semester and each year at the school under his guidance.
2. Carry out assessment, processing and analysis of data on learning outcomes/student guidance and teacher abilities.
3. Collecting and processing data on educational resources, the learning process/guidance, and the school environment that affect the development of student learning outcomes/guidance.
4. Carry out a comprehensive analysis of the results of the analysis of various factors of educational resources as materials for school innovation.
5. Provide direction, assistance and guidance to teachers about the learning process/quality guidance to improve the quality of the process and student learning outcomes/guidance.
6. Carry out assessment and monitoring of the delivery of education in the target schools starting from the admission of new students, implementing learning, implementing examinations to releasing graduates/awarding certificates.
7. Prepare reports on the results of supervision at the target schools and report them to the Education Office, School Committee and other stakeholders.
8. Carry out an assessment of the results of the whole school supervision as study material to determine the supervision program for the next semester.
9. Provide assessment materials to schools in the context of school accreditation.
10. Provide advice and considerations to the school in solving problems faced by schools related to the implementation of education.

Based on the description above, the supervisor's duties include: (1) inspecting (supervising), (2) advising (giving advice), (3) monitoring (monitoring), (4) reporting (making reports), (5) coordinating (coordinating) and (6) performing leadership in the sense of leading in carrying out the five main tasks (Ofsted, 2003). The main task of inspecting (supervising) includes the task of supervising the performance of school principals, teacher performance, school staff performance, implementing curriculum / subjects, implementing learning, availability and utilization of resources, school management, and other aspects such as: moral decisions, moral education, cooperation with Public. The main task of advising (giving advice) includes advice on the school as a system, advising teachers on effective learning, advising the principal in managing education, advising the work team and school staff in improving school performance, advising parents and school committee especially in increasing community participation in education. The main tasks of monitoring/monitoring include the following tasks: monitoring education quality assurance/standards, monitoring new

student admissions, monitoring student learning processes and outcomes, monitoring examination implementation, monitoring teacher and school staff meetings, monitoring school relations with the community, monitoring school progress statistics, monitor school development programs.

The main tasks of reporting include the following tasks: reporting the progress and results of supervision to the Head of the District/City, Provincial and/or National Education Office, reporting the progress and results of supervision to the public, reporting the progress and results of supervision to the target schools. The main duties of coordinating include the following tasks: coordinating school resources, both human, material, financial, etc., coordinating inter-school activities, coordinating preservice activities and in service training for school principals, teachers and other school staff, coordinating other stakeholder personnel, coordinating the implementation of school innovation activities.

The main tasks of performing leadership/leading include the following tasks: leading the development of the quality of human resources in the target schools, leading the development of school innovation, participation in leading educational managerial activities at the relevant, participation in education planning in districts/cities, participation in the selection of prospective school principals/candidates. supervisors, participation in school accreditation, participation in recruiting personnel for projects or special school quality development programs, participation in managing conflicts in schools with a win-win solution and participation in handling complaints both from internal schools and from the community. This is all done in order to realize the five main tasks above.

Based on the description of the supervisor's duties as stated above, the supervisor of the educational unit has many roles as: (1) assessor, (2) researcher, (3) developer, (4) pioneer/innovator, (5) motivator, (6) consultant, and (7) collaborators in order to improve the quality of education in the target schools. Associated with the main task of supervisors as supervisors or academic supervisors, namely the main duties of supervisors that emphasize the technical aspects of education and learning, and managerial supervisors, namely the main duties of supervisors who emphasize more on aspects of school management.

C. Teacher Performance Management

According to Mangkunegara (2001: 67) performance is the result of work in quality and quantity achieved by a person in carrying out his duties in accordance with the responsibilities given to him. High to low performance of workers is closely related to reward systems implemented by institutions/organizations for which they work. according to the word of Allah SWT in QS Al-Zalzalah verses 7 and 8 about doing a performance according to his deeds. Meaning: Whoever does good as much as dzarrah, surely He will see (reply) it. and Whoever does evil as big as dzarrah, surely He will see (reply) it too. Giving an inappropriate award can have an effect on improving one's performance.

It is closely related to the performance of teachers in carrying out their daily duties so that in carrying out their duties teachers need to have three basic abilities so that their performance is achieved as follows:

1. personal abilities include things that are physical such as appearance, voice, eyes or sight, health, clothing, hearing, and things that are psychic such as humor, friendly, intellectual, patient, polite, diligent, creative, self-confidence, optimistic, critical, objective, and rational;
2. social abilities include being open, disciplined, dedicated, responsible, helpful, constructive, orderly, fair, forgiving, honest, democratic, and loving students;
3. professional abilities as formulated by P3G which includes 10 professional skills of teachers, namely: mastering the field of study in the school curriculum and mastering in-depth study materials/applications, managing teaching and learning programs, managing classes, using media and resources, mastering educational foundations, managing learning interactions teaching, assessing student achievement for educational purposes, recognizing counseling functions and programs, recognizing and organizing school administration, understanding principles and interpreting the results of educational research for teaching purposes according to.

Teacher performance is the teacher's perception of teacher work performance related to work quality, responsibility, honesty, cooperation and initiative. Compensation given to teachers greatly affects the level of job satisfaction, work motivation, and work results. If the compensation is given by considering the normal standard of living and can meet the needs of the teacher, it will automatically affect the morale of his work, which in turn will improve the quality of every work done. This is because the work goals of teachers are much influenced by whether or not the minimum needs of teachers and their families are fulfilled. Thus the impact is an increase in the full

attention of teachers to their profession and work. If the compensation given is getting bigger so that job satisfaction will get better.

This is where the importance lies in this research, namely job compensation. teacher performance is determined by many factors. These factors individually or simultaneously play a role in determining the achievement of maximum teacher performance. From the literature on teacher performance, it is generally known that teacher performance is determined by internal factors, namely factors related to the state of the teacher himself and external factors, namely factors related to circumstances that are outside the teacher. Of the internal factors related to the teacher, there are two dominant factors which according to the authors determine the quality of teacher performance, namely work compensation and work discipline.

Performance, which in English is called performance, means work performance; performance; form of work. Performance is the result of the multiplication of motivation, abilities and tasks. With high motivation, adequate abilities and proper task management will have implications for the realization of high performance, and vice versa. Teacher is a professional profession in which he is required to make every effort to carry out his profession as best as possible. As a professional, the teacher's duties as educators, teachers and trainers should have an impact on their students. In this case the teacher should be able to continuously improve their performance which is the capital for the success of education. In realizing optimal employee performance, a leader must know the motivation and ability of his employees to do the job. Furthermore, the leader manages the tasks of the organization in accordance with the motivation and abilities of each employee. It is important to note, high motivation which is supported by the ability and accuracy in carrying out tasks, does not guarantee the achievement of high performance without being accompanied by the creation of a conducive work environment.

The teacher is one of the components of education that plays an important role in the success of education, the teacher is expected to be able to play the role of an ideal teacher. The community hopes that the 'teacher' is a person who can be 'digested' and 'emulated'. The teacher is also one of the figures that must be upheld, namely: 'teacher, queen, (Tilaar, 2004: 11). The government often makes various efforts to improve the quality of teachers, including through training, seminars and workshops, and even through formal education, by sending teachers to higher levels. Although the implementation is still far from expectations. Many factors influence teacher performance, but the problems in this paper are focused on the leadership role of school principals, providing compensation, teacher discipline, and developing Teacher Resources (HR).

As for efforts to improve teacher performance, namely providing an understanding of improving teacher quality, and also providing an increase in teacher welfare so that there are teachers' efforts in carrying out their duties and responsibilities as teachers. So this effort will give spirit to teachers in carrying out their duties.

D. RESEARCH RESULT

The school principals who were the sample of the study were 18 school principals who were in kindergarten and early childhood education in Bongomeme District, Gorontalo Regency who became the target schools under supervision. This school action research was carried out in the assisted kindergarten under the guidance and supervision of the school/district supervisor. The school action research undertaken provides several benefits such as :

1. Implementing PTS, school principals and supervisors can get tangible benefits in the form of innovations in school management for the long, medium and short term.
2. PTS (School Action Research) can be used to sharpen the formulation and implementation of the school's vision and mission. With school action research carried out in realizing this vision and mission, the benefits obtained are the formation of good collaboration between supervisors, school principals, and other elements in the school to the community around the school.
3. PTS (school action research) can help create a supportive climate for education in schools where supervisors are mentors or school principals are top managers. This conducive climate will help schools achieve their goals or vision and mission by making continuous improvements.
4. When PTS (school action research) is carried out in a sustainable manner, gradually the staff and principals can formulate and develop a curriculum at the school level (Education Unit Level Curriculum or KTSP) that is good and continues to be refined.
5. Supervisors and school principals will benefit from the implementation of PTS (school action research) in the form of increased professionalism and performance in their respective work units.

This is done to look closely at the ability of school principals to conduct performance appraisals for TK assisted teachers through the guidance of school / regional supervisors. Initial data obtained by the supervisors of several school principals in evaluating the performance of their

kindergarten teachers are not in accordance with the principles in performance appraisal. This is because many school principals do not know the procedure for evaluating the performance of their subordinates, namely the kindergarten teachers assisted by each school. The limited knowledge of principals on teacher performance appraisal procedures is caused by several things including the principal's inability to assess teacher performance, the lack of socialization of school supervisors to school principals in filling and assessing the performance of school principals. This is what motivates supervisors to provide guidance to all target school principals to evaluate the performance of the kindergarten teachers.

In the implementation of the performance appraisal activities for the kindergarten teachers assisted by school principals in Bongomeme District. The first cycle data for the principal was observed by the supervisor, using the principal activity observation sheet in which there were 14 aspects of the assessment used by the supervisor in observing the competence of the TK assisted teachers. The results of the principal's observations in assessing the performance of TK teachers in Bongomeme District in cycle I can be seen in the following table :

Competency statement sheets, indicators, and how to assess the Class/Subject Teacher PK

Source :

- National Education Ministerial Regulation 16/2007 on Academic Qualification Standards and Teacher Competencies
- BSNP version 6.0. 11/2008 Indicator Framework for Reporting Achievement of National Education Standards: Academic Qualification Standards and Teacher Competencies.
- Permenegpan and RB 16/2009 concerning Teacher Functional Position and Credit Score.

Competency statement sheets, indicators, and how to assess the Class/Subject Teacher PK

Source :

- National Education Ministerial Regulation 16/2007 on Academic Qualification Standards and Teacher Competencies
- BSNP version 6.0. 11/2008 Indicator Framework for Reporting Achievement of National Education Standards: Academic Qualification Standards and Teacher Competencies.
- Permenegpan and RB 16/2009 concerning Teacher Functional Position and Credit Score.

Based on the results of the study, it was explained that of the 4 observed aspects consisting of 14 indicators of the total number which were assessed from 14 there were 9 indicators which had an average value of 64% for cycle I activities, of these 14 indicators can be described as follows, pedagogic aspects for 7 indicators of (57%) and personality aspects (100%) and social aspects by 50% and professional aspects by 50%. The data on cycle I activities for assessing the performance of the principal against the kindergarten teachers assisted by the Bongomeme District have not met the research target. This is of course influenced by several problems, namely: the principal is not too clear on several indicators of 4 aspects, especially pedagogic aspects, social aspects, and professional aspects, the principal has not been able to focus on teacher performance appraisal.

School action research for preliminary data observation before the treatment was carried out in the implementation of the performance appraisal of kindergarten teachers assisted by the principal had not met the required research target, namely 75% of school principals were able to carry out performance appraisals of TK teachers assisted by Bongomeme District. The performance appraisal consists of 4 aspects, namely pedagogical, personality, social, and professional and consists of 14 indicators of performance appraisal of the kindergarten teachers. This preliminary data is a reference for researchers to conduct school action research in order to improve the competence of the principal of the Assisted Kindergarten School, Bongomeme District, Gorontalo District.

School action research data for cycle I consisted of 4 observed aspects consisting of 14 indicators of the total number assessed from 14 there were 9 indicators which had an average value of 64% for cycle I activities, of these 14 indicators can be described as follows, pedagogic aspects for 7 indicators of (57%) and personality aspects of (100%) and social aspects of 50% and professional aspects of 50%. The data on cycle I activities for assessing the performance of the principal against the kindergarten teachers assisted by the Bongomeme District have not met the research target. This is certainly influenced by several issues namely: the principal has not been too clear on several indicators of four aspects, especially aspects of pedagogy, social aspects, and aspects of professionalism, the principal has not been able to focus on teacher performance appraisal.

E. CONCLUSION

Data from the results of school action research conducted by researchers as school supervisors on the performance appraisal of the kindergarten teachers assisted by the principal through the guidance of school supervisors, especially the kindergarten assisted by Bongomeme District so that there is a significant increase in the teacher personality cycle .

Reference:

1. Alfian, Eli Surya & Yusriani (2011). *The Impact of Teacher Certification on Improving the Quality of the Learning Process: A Case Study in MAN Model Jambi*. Volume 26. Accessed from e-journal.iainjambi.ac.id/index.php /.../article/.../pdf on 18 December 2019, 18.45 WIB.
2. Badrun Kartowagiran 2011 PERFORMANCE OF PROFESSIONAL TEACHERS (TEACHERS POST CERTIFICATION) Horizon Educations , November 2011, Th. XXX, No. 3
3. Directorate of Education Personnel, Directorate General of PMPTK, Ministry of National Education , (2010). *School Supervisor Workbook*. Jakarta: Publishing Director General PMPTK.
4. Leniwati 2017 IMPLEMENTATION OF ACADEMIC SUPERVISION OF SCHOOL HEADS TO IMPROVE TEACHER PERFORMANCE Journal of Management, Leadership, and Educational Supervision Volume 2, No. 1, January-June 2017
5. Nana Sudjana, (2011). *Educational Supervision : Concepts and Applications for School Supervisors. (Supervision Series)* , Bekasi: Publisher Binamitra Publishing.
6. Nana Sudjana, (2012). *Supervisors and Supervision: Understanding the main duties, functions , roles and responsibilities of school supervisors* , Bekasi: Publisher Binamitra Publishing.
7. Law products related to Performance Appraisal, Sustainable Teacher Professional Development, Teacher Certification, and Teacher Competency Test
8. Joint Regulation of the Minister of National Education, Menneg PAN and RB, Minister of Home Affairs, Minister of Finance, and Minister of Religion concerning Structuring and Equalization of Civil Servant Teachers, dated 3 October 2011
9. Republic of Indonesia Government Regulation Number 74 of 2008 concerning Teachers.
10. Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System.