

Improving Teacher Performance in Classroom Learning Through Periodic Collaborative Educational Supervision

Sulhawati

sulhawatiyuk@gmail.com

SD Negeri 10 Belida Darat

Abstract: This study aims to describe the steps of collaborative educational supervision periodically in carrying out learning. This research was conducted at SD Negeri 10 Belida Darat, Belida Darat District, Muara Enim Regency in the 2020/2021 academic year. This research is an action research, so this research is carried out in cycles. The implementation is for two cycles. The data that has been collected was analyzed using qualitative and quantitative analysis. In the first cycle, it concluded that there were four teachers with a percentage of 66.4%. There are still many teachers who have not concluded the lesson. This happens because the time is spent working on student worksheets only. For this reason, it is necessary to adjust the questions that are worked on in the student worksheets. Concluding the learning amounted to 6 teachers with a percentage of 100%. After the first cycle was carried out, then the teacher and researcher discussed how to conclude the learning turned out to bring satisfactory results. In the second cycle, the completeness of teacher development in groups has been achieved with satisfactory results.

Keywords: Performance, Learning, Teacher Professional Competence

Abstrak: Penelitian ini bertujuan mendeskripsikan langkah-langkah supervise edukatif kolaboratif secara periodic dalam melaksanakan pembelajaran. Penelitian ini dilaksanakan di SD Negeri 10 Belida Darat Kecamatan Belida Darat Kabupaten Muara Enim pada tahun ajaran 2020/2021. Penelitian ini merupakan penelitian tindakan, maka penelitian ini dilaksanakan secara siklus. Pelaksanaannya selama dua siklus. Data yang telah dikumpulkan dianalisis dengan menggunakan analisis kualitatif dan kuantitatif. Pada siklus pertama, menyimpulkan pembelajaran berjumlah empat orang Guru dengan persentasi 66,4%. Guru masih banyak yang belum menyimpulkan pembelajaran. Hal ini terjadi karena waktunya habis digunakan mengerjakan lembar kerja siswa saja. Untuk itu perlu disesuaikan soal-soal yang dikerjakan dalam lembar kerja siswa. Menyimpulkan pembelajaran berjumlah 6 Guru dengan persentasi 100 %. Setelah siklus I dilaksanakan, kemudian guru dan Peneliti berdiskusi tentang cara menyimpulkan pembelajaran ternyata membawa hasil yang memuaskan. Pada siklus II ketuntasan pembinaan guru secara kelompok telah tercapai dengan hasil yang memuaskan.

Kata Kunci: Kinerja, Pembelajaran, Kompetensi Profesional Guru

INTRODUCTION

The Education System Law (2003:37) explains that every renewal of the national education system is to update the vision, mission and strategy of national education development. The national education vision includes (1) seeking to expand and equalize opportunities to obtain quality education for all Indonesian people, (2) assist and facilitate the development of the nation's full potential from an early age to the end of life in order to create a learning society, (3) improve the readiness of inputs and the quality of the educational process to optimize the formation of a moral personality, (4) increase the professionalism and accountability of educational institutions as centers of civilizing knowledge, skills, experience, attitudes, and values based on national and global standards, (5) empowering community participation in the implementation of education based on the principle of autonomy in the context of the Unitary State of the Republic of Indonesia.

Observing the vision of education, all of them lead to the quality of education which can ultimately improve student learning outcomes. The quality of education is influenced by many components. According to Syamsuddin (2005:66) there are three main components that are interrelated and have a strategic position in teaching and learning activities.

A teacher must always improve his professional abilities, knowledge, attitudes and skills according to the development of science and technology, including a new educational framework. According to Syamsuddin (2005:66) there are three main components that are interrelated and have a strategic position in teaching and learning activities. The three components are curriculum, teachers, and learners (students). The three components, the teacher occupies a central position because his role is very choosing. In learning a teacher must be able to translate the values in the curriculum optimally. Although the learning system is now no longer a teacher center, a teacher still plays an important role in guiding students.

Competence is a specification of a person's abilities, skills and attitudes and their application in the work, in accordance with the performance standards required by the field (Dirjen Dikdasmen, 2004:4). Based on this opinion, someone who works as a teacher, whose job according to the Teacher Law of 2006 is a professional job, then the teacher must meet the minimum standards required by the Ministry of National Education.

The standard components of teacher competence include: (1) Learning Management Competency and Educational Insights, (2) Academic/Vocational Competency Components according to learning materials, (3) Professional development. In addition to these three components, a teacher must have a

positive attitude and personality, where the attitude and personality are always attached to every component that supports the teaching profession.

Teacher performance can be seen and measured based on competency specifications/criteria that must be possessed by every teacher. In relation to teacher performance, the behavior in question is teacher activities in the learning process, namely how a teacher's ability to plan lessons, carry out learning activities, and assess learning outcomes.

SD Negeri 10 Belida Darat, Belida Darat District, Muara Enim Regency is a school that has implemented the learning process with the 2013 curriculum as a basis in the learning process, with the implementation of this curriculum, research on improving teacher performance in classroom learning through periodic collaborative educational supervision has become very important to implement.

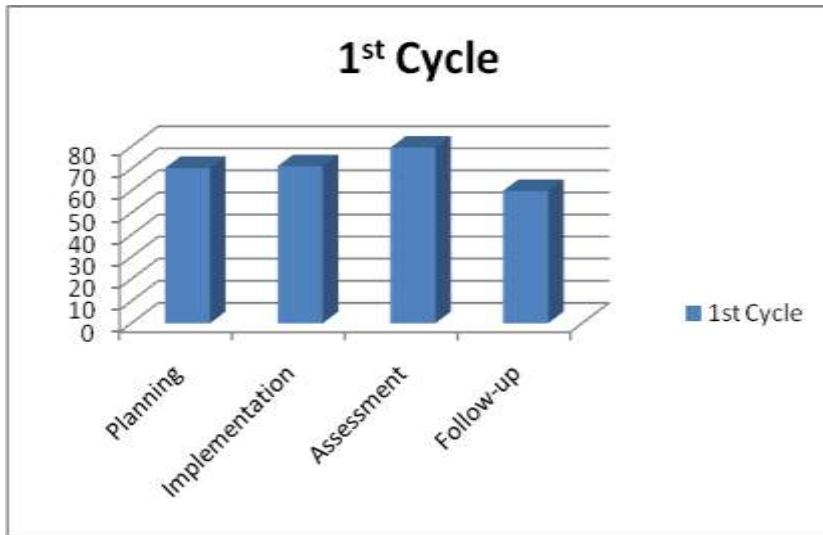
RESEARCH METHODS

This type of research is school action research. School action research is a controlled, recycled and independent reflective investigative process carried out by school principals with the aim of making improvements to systems, ways of working, processes, content, competencies, or learning situations. Action research is then carried out in cycles. The implementation is for two cycles. These cycles mean a series that is mutually sustainable, meaning that the second cycle is a continuation of the first cycle. Every cycle there is always preparation for action, application of action, monitoring and evaluation, and reflection.

Data collection techniques in this study consisted of four main activities, namely initial data collection, data analysis results at the end of each cycle, and other responses from the teacher to the implementation of collaborative educational supervision.

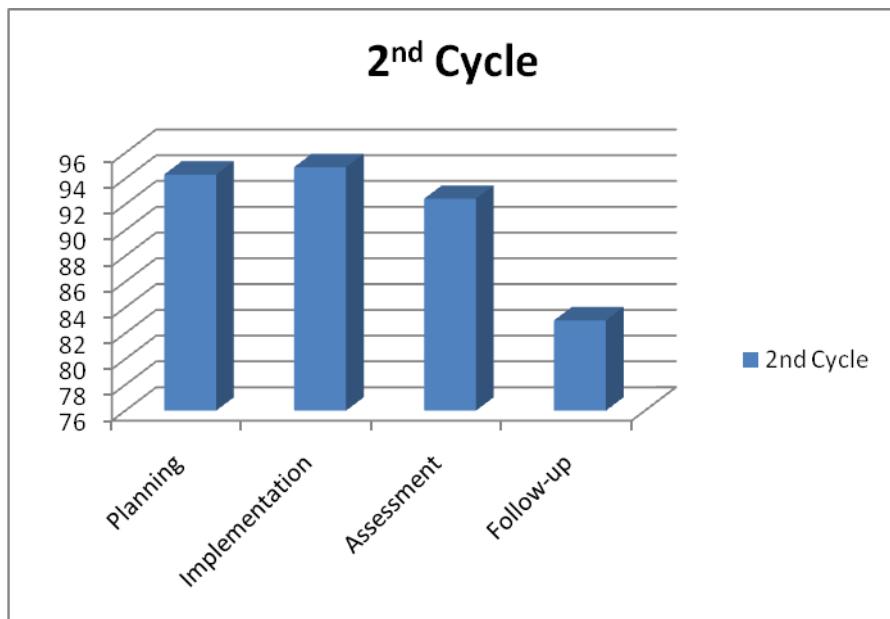
RESULTS AND DISCUSSION

This study uses coaching by applying the contextual teaching and learning (CTL) model through the academic supervision of the principal. The expected goal at the first meeting in this coaching is to improve the ability of teachers in learning.



Graph 1. Results of classroom action research in 1stCycle

According to the description and reflection above, lecturers and researchers carry out follow-up actions related to the actions that need to be taken in the second cycle, both related to using planning, implementation, as well as assessment.



Graph 2. Results of classroom action research in 2ndCycle

Based on the description and reflection above, the researcher, teacher and researcher stopped this action research because the results obtained after the action, both those carried out by the researcher and the teacher were satisfactory. Teacher performance increases in making lesson plans. This happened because of the cooperation between the classroom teachers with one another and was given direction by the researcher. Teacher performance also increases in carrying out learning. In this action research, it turned out that almost all of the 6 teachers were able to carry out learning well. This is evident from the results of supervision in second cycle.

Teacher performance increases in making lesson plans. This is due to the cooperation of one class teacher with another. Steps that can improve teacher performance in preparing learning are: (1) Researchers provide a supervision format and a supervision schedule. Implementation of supervision is not only done once, (2) Researchers always ask for the development of making devices, (3) Two weeks before the implementation of supervision of learning devices, (4) Researchers give special notes on sheets to be given to the teacher who will be supervised. (5) Researchers in assessing learning tools are attentive and do not reflect as assessors. Researchers act as a collaboration. Researchers guide, direct teachers who can't, but researchers also accept positive teacher arguments. With this, a close relationship is created between the teacher and the researcher. Of course this will bring positive value in the implementation of learning.

Teacher performance has increased in carrying out learning. In this action research, it turned out that almost all of the 6 teachers were able to carry out learning well. This is evident from the results of supervision. Teacher performance increases in assessing student achievement. In action research conducted at SD Negeri 10 Belida Darat, Belida Darat District, it turns out that the implementation of collaborative educational supervision periodically has a positive impact on teachers in preparing questions/assessment tools, implementing, examining, assessing, processing, analyzing, concluding, compiling reports and improving about. weighting, and value processing, which before the implementation of supervision were discussed with the teacher's performance increasing in carrying out the follow-up to the results of the student learning achievement assessment. Steps that can improve teacher performance in collaborative educational supervision are: (1) Researchers and teachers together make a follow-up program on the results of the assessment, (2) Researchers provide examples of follow-up implementation, which is finally continued by the teacher in the actual implementation, (3) Researchers invite discussions with teachers who have created, implemented, and analyzed follow-up programs. Teacher

performance increases in preparing learning programs, implementing learning, assessing learning achievement, and carrying out follow-up on student achievement results. which is finally continued by the teacher in the actual implementation, (3) The researcher invites a discussion to the teacher who has made, implemented, and analyzed the follow-up program. Teacher performance increases in preparing learning programs, implementing learning, assessing learning achievement, and carrying out follow-up on student achievement results. which is finally continued by the teacher in the actual implementation, (3) The researcher invites a discussion to the teacher who has made, implemented, and analyzed the follow-up program. Teacher performance increases in preparing learning programs, implementing learning, assessing learning achievement, and carrying out follow-up on student achievement results.

Based on the results of this study, the authors suggest that (1) supervision of all teachers needs to be carried out periodically and set in the new year of learning, (2) educative supervision turns out to lead to an increase in teacher performance and student learning outcomes If it is carried out collaboratively, thirdly, collaborative educational supervision will be meaningful If the researcher is a colleague who can in the subject concerned, fourth, it is necessary to provide opportunities for teachers who are said to have been able to supervise other teachers.

CONCLUSION

Based on the results of the study, there are four things that are stated in this action research, namely: (1) Improved teacher performance in preparing lesson plans, (2) Improved teacher performance in implementing learning, (3) Improved teacher performance in assessing learning achievement, (4) Improved teacher performance in carrying out follow-up on the results of student achievement assessments. ■

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