

ANALYSIS OF TEACHER PERFORMANCE IN TERMS OF WORK MOTIVATION AND IMPLEMENTATION OF ACADEMIC SUPERVISION IN TK NEGERI KAMPUNG RAKYAT DISTRICT, SOUTH LABUHANBATU REGENCY

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Abstract

This study aims to determine and analyze in depth the academic performance of the 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 Planning for academic supervision by the principal at the Kampung Rakyat State Kindergarten can be well structured. It can be seen that the supervision planning starts from compiling a supervision schedule, determining the purpose of supervision, implementing supervision, the techniques needed, the instruments to be used, and important things that support the implementation of good supervision. Giving motivation to teachers is able to provide encouragement to improve teacher performance. The role of the principal in fostering teacher work motivation by carrying out academic supervision. The implementation of academic supervision by the principal is carried out according to the planning stages of academic supervision and takes a humanist approach that creates comfort for teachers, even the teacher is used as a friend to discuss and agree on the implementation of follow-up supervision of academic supervision starting from face-to-face direct coaching, evaluation, and analyze and process the results of the evaluation which in the end prepare a follow-up report and carry out the follow-up. In connection there are principals

who find teachers who have difficulty in carrying out learning evaluations, the principals try to overcome them.

Keywords: *Academic Supervision, Work Motivation, and Teacher Performance*

A. Introduction

Teacher performance is the work achieved by the teacher in carrying out the tasks assigned to him based on skills, experience, and sincerity at work (Wau, 2018:33). The level of teacher performance in learning is shown in their sincerity in carrying out their professional duties. Therefore, the quality of teachers is an indicator to maintain the quality of learning and teachers are the main implementers of learning who must have high competence and professionalism in learning. (Roskina Mas Sitti, 2017:30).

Social competence according to Kunandar (2007: 56) is the ability of teachers as social beings in interacting with other people. This competency relates to the ability of teachers as members of society and social beings. 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 by Ririanti Rachmayanie, (2017:6) which states, "The problems faced by teachers include: Weak teacher performance in 3 main aspects of teacher duties in the teaching and learning process, namely: the performance of kindergarten teachers is still not optimal in planning In the teaching and learning process, it appears that the teacher has not been able to apply varied learning strategies so that what is caught by the community is only playing and singing activities in kindergarten".

The same thing according to the results of research Simaremare (2015:11) states, "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 towards their profession can also be seen in South Labuhanbatu Regency. Based on data from the Education Office of South Labuhanbatu Regency in 2022, there are 6 State Kindergartens in South Labuhanbatu Regency. A total of two state kindergarten schools are located in the Kampung Rakyat sub-district, namely TK Negeri 1 Air Merah and TK Negeri 2 Tanjung Selamat.

According to field observations, the performance of teachers in TK Negeri 1 Air Merah and TK Negeri 2 Tanjung Selamat is low. The data shows that there are 3 people or 37.5% who get a score in the poor category, 3 teachers or 37.5% in the medium category, and as many as 2 teachers or 25% who get the Teacher Performance Assessment (PKG) in the good category.

According to Wau (2018:161) states, "Indeed the concept of supervision was originally the need for a foundation for fostering learning situations by guiding teachers in choosing the right teaching method, and the importance of preparing teachers who are able to carry out their duties with high creativity based on autonomy as teachers, so that the growth of teacher positions continues. This is reinforced by Fuad (2021:62) that academic supervision contains three main concepts, namely: (1) influencing and developing teacher behavior in the learning process, (2) designing the development of teacher abilities including the objectives, substance, and development schedule, (3) the ultimate goal of learning supervision is that teachers are able to facilitate positive learning in students.

Daresh in Shulhan (2012:37) says, "Academic supervision is an effort to help teachers develop their abilities to achieve learning goals". This is in line with Kristian's opinion, (2019:26) which states that, "Academic supervision is a supervisory activity carried out by school principals to increase the ability of teachers in the learning process and administrative staff in schools".

The notion of academic supervision can be stated as a series of activities which include efforts to help teachers from pre-learning to post-learning in order to achieve the learning objectives set according to the applicable curriculum. There are three approaches to academic supervision, namely: direct, indirect, and collaborative approaches. The three approaches help teachers in preparing lesson plans, implementing learning, and post-learning.

Based on the mindset, it is predicted that it can be influenced by the implementation of supervision and work motivation. Another factor that is predicted to affect performance is work motivation. This is in accordance with the opinion of Pratiwi and Shabrina, (2021) explaining the main factors that affect teacher performance are motivational factors. Fadilah and Nawangsari, (2019) explained that teachers will feel happy if they have motivation to work, so they will carry out their duties and responsibilities well. It is further emphasized that the results of research conducted by Maharani (2015) show that teacher work motivation determines teacher teaching performance, if teacher work motivation reaches a high value, it will show high teacher performance.

Thus, motivation is an impulse that can lead to certain behaviors that are directed to the achievement of a certain goal. The behavior or actions shown by a person in an effort to achieve certain goals is very dependent on the motivation he has. As stated by Arden (1957) in Wina

Sanjaya (2010: 250) that the strength or weakness of the efforts made by a person to achieve goals will be determined by the strength and weakness of the motivation of that person.

According to Manullang (in Imam, 2012:103) there are 2 (two) kinds of motivational factors, namely: 1. Job content factor, this factor can function positively and negatively. a; Work performance, b; The work itself, c; Responsibilities, d; Progress/development of self-potential, and e; Recognition 2. Health factors, health factors include: a; Salary/Wages, b; Working Conditions, c; Policy and Administration, d; Interpersonal Relations, and e; Supervision Technique.

B. Method

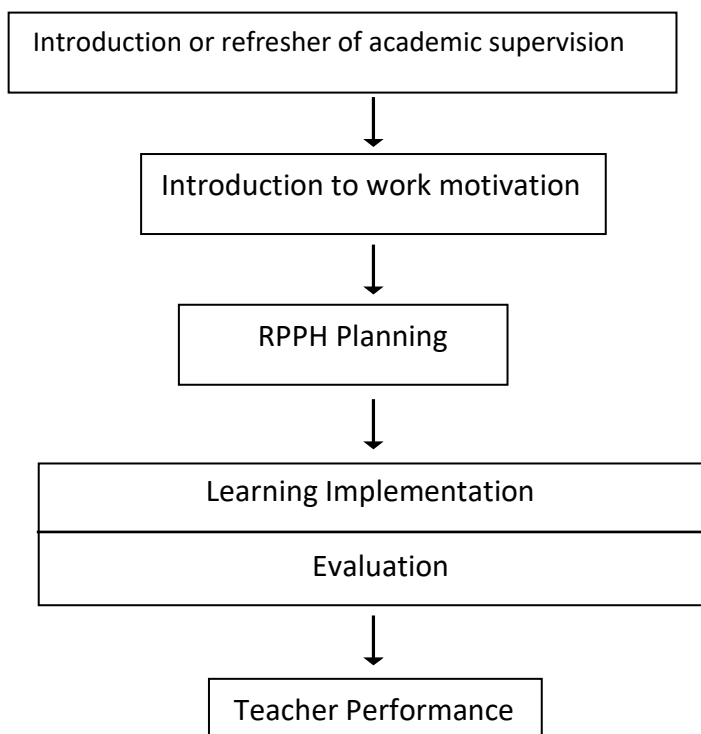
This type of research uses qualitative methods because the empirical data obtained is qualitative data in the form of a collection of tangible words and not a series of numbers and cannot be arranged in categories/classification structures. This research will be carried out on TK Negeri 1 Air Merah teachers and TK Negeri 2 Tanjung Selamat teachers in Kampung Rakyat District, South Labuhanbatu Regency. The time of conducting the research is from April to May 2022, the 2021/2022 Academic Year. Amount There are 6 teachers at TK Negeri 1 Air Merah, while the number of teachers at TK Negeri 2 Tanjung Selamat is 37 people. The subjects in this study were State Kindergarten teachers in Kampung Rakyat District, South Labuhanbatu Regency, namely TK Negeri 1 Air Merah and TK Negeri 2 Tanjung Selamat. And the object of this research is teacher performance, academic supervision, and work motivation.

Research procedure

The procedure used in the research is Pre-Research Stage, Research Implementation Stage and Post Research Stage.

Research design

Experimental design in the following chart:



Data Collection Instruments and Techniques

a. Research Instruments

The instrument in this study was a guide for observation by researchers as a guide when conducting research, then supported by interviews, namely giving in the form of questions to teachers related

to work motivation and academic supervision accompanied by evidence from documentation.

b. Data collection technique

Data collection techniques in this study are as follows:

Observation, Interview and Documentation

Data analysis technique

The stages of data analysis activities in the Miles and Huberman model in Yusuf (2014: 407), namely: Data reduction, Data Presentation and Conclusions or verification

Research Validity

In standard qualitative research, to see the degree of trust or truth in research results is called data validity. To determine the validity of the data, an examination technique is needed. Moleong in Nisa and Yulias (2016: 124). The implementation of the inspection technique is based on a number of certain criteria. There are 4 criteria: Credibility, Transferability, Dependability and Confirmability.

C. Finding and Discussion

1. Result

a. Planning of academic supervision carried out by the principal to improve teacher performance in the Kampung Rakyat State Kindergarten

Based on observations from class teachers and interviews, researchers obtained the following notes:

"We, these teachers, want to know that the schedule will be supervised

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so that we can prepare lesson plans, media, questions and others, so that when we are supervised, our preparation is not too bad." (Teacher/Interview/09 May 2022).

The same thing was conveyed by another class teacher whose conclusions were as follows:

"PNS and Non-PNS teachers are not differentiated in supervision, if there is a shortage during teaching implementation, they will be notified after teaching observation." (Teacher/Interview/10 May 2022).

This is also confirmed by the principal whose interview results are as follows:

"All teachers who have been supervised will get scores from the implementation of supervision according to the applicable format. For teachers who do not match the material or there are errors, briefing will be carried out at the time of post-supervision in the room and direct direction from me as the principal or supervisory team. (Principal/11 May 2022).

Based on the documentation obtained from the principal, the author made observations with the following results:

"You can't choose books randomly, this book selection is the result of a teacher council meeting at the Kampung Rakyat State Kindergarten. The book is in accordance with the new curriculum, namely the 13 revised curriculum that has been set by the government". (Teacher/Interview/10 May 2022).

The principal stated that related to learning tools such as the selection of instruments, based on the results of interviews as follows:

"Follow-up in terms of selecting learning instruments does not force the teacher. The important thing is that the purpose of academic supervision is to improve the quality of the learning process and outcomes. Teacher

skills and teacher attitudes will be the goal of coaching as well.” (Principal/12 May 2022).

Based on the results of the interviews above, it can be stated that the principal is very concerned about freedom in determining the instrument. This will provide space for teachers to become learning leaders. After direct/indirect coaching in the supervision and selection of learning tools, the teacher's professionalism has increased in terms of teaching.

b. Implementation of Academic Supervision carried out by the principal to improve the performance of the Kampung Rakyat State Kindergarten teachers

The indirect guidance of the principal to the teacher can change perceptions and habits at the point of the usual safe zone. The previous year's teacher performance rarely had the ability to plan lessons well. is a program in which almost every teacher planning runs better than the previous year.

This is also confirmed by the teachers whose interview results are as follows:

"Supervision is carried out at the beginning of the semester, either odd or even semesters. Supervision is carried out by the principal by sitting as an observation of the teacher's ability to teach it." (Teacher/Interview/12 May 2022).

based on the results of observations and as follows:

"I am the principal in providing direct guidance to teachers during the implementation of supervision, making teachers a partner marked by building an agreement according to the teacher's approval. (Principal/ 19 March 2022).

This is in accordance with the statement of the principal whose conclusions are as follows:

"Supervision is carried out by prioritizing exemplary, open relationships between teachers and those carrying out supervision based on friends, and carried out according to the needs of teachers and according to the applicable curriculum. This I check whether the RPPH made by the teacher is in accordance with the theme being studied? The suitability of the media with the material is also checked, even the teacher is also asked for opinions that he prefers which supervision approach is carried out. (Principal/May 13, 2022).

Furthermore, the principal also explained the relationship between the interview results and the implementation of supervision as follows:

"It is impossible for supervision to be carried out alone. The team that helped me was a senior teacher, and also assisted by the Out-of-school Inspector and School Superintendent". (Principal/13 March 2022).

Based on the results of interviews with the principal of TK Negeri 2 Tanjung Selamat as follows:

"Learning tools are designed according to the 2013 curriculum and the needs of students. For academic supervision, must pay attention to the results of previous assessments. It will go on to say how well the teacher is doing. Let the teacher's understanding occur in making prota, prosem and syllabus, and the principal provides constructive input." (Principal/ 14 May 2022).

The school principal provides guidance and provides assistance to teachers so that they are able to make changes and academic improvements. The purpose of the coaching is essentially to encourage teachers to be more professional, creative, and master educational technology information.

Based on these observations and interviews, the authors conducted interviews with the principal of TK Negeri 2 Tanjung safely, it was found that:

"The school will socialize the Kampung Rakyat State Kindergarten teachers before conducting supervision. because this will help teachers understand when they are being supervised and they can focus on preparing the necessary administration". (Principal/May 14, 2022).

Based on the results of the interviews and observations above, it can be stated that the academic supervision socialization activities were carried out before the academic supervision activities. including systematic planning.

c. Follow-up academic supervision that has been carried out by the principal to improve the performance of the Kampung Rakyat State Kindergarten teachers

The implementation of academic supervision by the principal as a supervisor does not only accept report administration.

However thereby, supervision of the planning, implementation and integrity of the evacuation is still being carried out. It seems that the main interview results are as follows:

"The formal performance of teachers in carrying out educational and teaching tasks is also very much determined or influenced by the supervision of the principal. Effective principal leadership behavior is very decisive or greatly affects teacher performance. As with the supervision that takes place every year, this year we have the ability to see the integrity of faculty management. The principal as the supervisor will appeal to prepare everything needed". (principal/2022).

Based on the results of interviews with school principals regarding

how the implementation of the principal's academic supervision is as follows:

"Academic supervision begins with planning for academic supervision. The next step is to pay attention to the number of effective weeks. After that the implementation activities and the last evaluation or action. (Principal/May 16, 2022).

Based on the results of interviews with teachers as follows:

"The principal carries out supervision which consists of 14 indicators and the achievement of teacher success in teaching in the class of TK Negeri 2 Tanjung Selamat". (Teacher/Interview/30 May 2022).

The principal provides motivation and criticism according to the lack of teacher administration. As the results of the interview with the principal as follows: "I must be wise to show a professional attitude in the implementation of supervision of the learning process that takes place or indirectly. If it is wrong it is said to be corrected and if it is correct it is said to be maintained or improved (Principal/ 16 May 2022).

Based on the results of the observations and interviews above, it can be stated that the academic supervision activities carried out at the Kampung Rakyat State Kindergarten in terms of TK Negeri 1 Air Merah and TK Negeri 2 Tanjung Selamat went well. The purpose of this supervision is to improve the competence of teachers in teaching. The principal understands the assistance needed by teachers during the implementation of academic supervision. Fuad (2021:64) the purpose of implementing academic supervision is 1. Helping teachers develop their professional abilities in understanding classroom learning (planning, organizing, mobilizing and assessing student learning outcomes) while being able to develop teaching skills, 2. Supervising the quality of learning by monitoring and evaluate teaching and learning activities carried out

through.

2. Discussion

a. Planning for academic supervision carried out by the principal to improve teacher performance in the Kampung Rakyat State Kindergarten.

Planning for academic supervision by the principal through the stages of preparing face-to-face direct coaching administration. The principal gave more focused direction at the time of post-observation. Because there are deficiencies in the learning process, an analysis of the solution or improvement is carried out in the future. Based on interviews and observations that form the basis of the learning assessment. This guidance comes directly from the principal during the assessment. If the principal finds that the teacher has difficulty in conducting learning assessments, the principal will overcome it.

In the Minister of National Education of the Republic of Indonesia Number 20 of 2007 it is explained that the performance assessment aims to monitor the learning process and progress of students and increase the effectiveness of learning activities. Therefore, the principal is obliged to provide guidance to teachers. Carry out subject supervision activities in the evaluation of learning through administrative checks. Furthermore the principal can provide more encouragement and a good example.

Planning for the principal's academic supervision will demonstrate the ability and responsibility of teachers to prepare for emotional maturity. Furthermore, the essence of a leader is to formally assume his responsibilities, both morally and legally, to fully enforce the power he delegates to the people he leads.

Kartono in Rochmah Hidayati et al, (2010:4) states, the power of
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leaders to invite, influence, and move people. Likewise the research results of Abdul Hamid, et al. (2022) Research results: Management of academic supervision of principals at SD Negeri Karawang Regency is carried out to make supervisory activities more effective by planning in advance, both planning for teacher development, planning for teacher and principal performance appraisal, mentoring and professional teacher training. Implementation of academic supervision management to improve teacher performance, which is more directed at evaluating the performance achieved by teachers and school principals. Efforts and corrective steps for the problems faced by principals and their weaknesses in carrying out academic supervision to improve teacher performance, which is more directed at increasing personal competence, the willingness of teachers to be motivated and change towards improving the performance of improving procedures and trying to propose to policy makers to support teacher professional improvement.

b. Implementation of academic supervision carried out by the principal to improve the performance of the Kampung Rakyat State Kindergarten teachers.

Based on the objectives of the Kampung Rakyat State Kindergarten school, it is 1; Develop innovative curriculum and learning tools, 2; Educate children to become a quality generation useful for religion, homeland and nation, 3; Prepare students to enter basic education level with the achievement of basic competencies according to the stages child development, 4; Increasing the professionalism of educators in managing fun and potential and quality education, 5; Developing students' creative skills to express themselves in art, 6; Creating a school atmosphere that is religious and disciplined.

Based on the school's objectives, it is seen that it is important for school principals to carry out supervision to educate children to become a quality generation useful for religion, homeland and nation. The purpose of implementing academic supervision is to ensure that teachers carry out the duties and main tasks of teachers in planning, implementing, and evaluating learning so that students become a quality generation.

Describes the actual situation of implementing the principal's academic supervision, which can be learned through the participation of resource persons in the education department. This is done to establish good communication with the teacher. In addition, the implementation of academic supervision by the principal must know how to use it, socialization by the principal provides a sense of comfort and allows older teachers to understand its use more quickly. Also, understand when the teacher is writing the syllabus. During this event, teachers will be assisted and trained on how to good plan learning, especially in the preparation and development of syllabus and lesson plans.

Academic supervision activities to be carried out must be well prepared by the principal. The implementation of supervision can be carried out face-to-face in connection with the government loosening policies to deal with COVID-19. The guidance and training provided by the principal is a manifestation not to judge teachers but rather to encourage teacher competence to be more abreast of the times. The arrangement of the syllabus, prota, prosem, lesson plans to the arrangement of efficient teaching hours still needs academic supervision.

Donald P. Ely in (Sanjaya, 2012:24) states, "Planning is basically a process and way of thinking that can help create the expected results". This statement illustrates that a plan begins with a target to be achieved. Furthermore, based on the target setting, it is considered how to achieve

it. Uno's opinion (2012: 2) also states that planning is a satisfactory way to make activities run well, accompanied by various anticipatory steps to minimize gaps that occur so that these activities achieve the goals that have been set. Based on this opinion, it can be concluded that planning contains at least four elements, namely: 1) there is a goal to be achieved, 2) there is a strategy to achieve the goal.

As the results of research in the journal Ade Lisna and Erni Munastiwi (2020) The results of this study indicate that the role of the principal as a supervisor to improve teacher professionalism is: (1) visiting classes where learning is taking place, (2) observing the state of learning in class, (3) interview teachers.

Principals must guide teachers in preparing media, focus on using appropriate procedures when teaching, and focus on children's talents/attention to be more planned. From that, through the coaching that is tried by the principal, it becomes more intense to supervise and form regular meetings. Make an assessment of teachers in using media, procedures and learning resources.

c. Follow-up academic supervision that has been carried out by the principal to improve the performance of the Kampung Rakyat State Kindergarten teachers.

In achieving the goals of the Kampung Rakyat State Kindergarten school, the principal follows the government's recommendation to implement full face-to-face learning. The principal performs academic supervision through lesson planning. Coaching in making lesson plans in order to know the learning objectives. Selection of learning methods, compiling materials and the use of resources used, making designs during the learning process. The results showed that the supervision at the

Kampung Rakyat State Kindergarten principal carried out academic supervision starting from preparing lesson plans, implementing learning to the learning evaluation stage. This is in accordance with the applicable process. Steps for implementing academic supervision.

The principal remains consistent in following up on supervision that should be carried out face-to-face. The purpose of supervision is to improve teacher competence in teaching quality. The principal as a supervisor provides space for teachers to process the administration of learning devices made by each teacher. In learning planning, it will be related to the teacher's ability to teach so that the teacher's performance increases.

Wahyo Sumidjo in Amini (2020:311) said that 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 himself, one of the criteria for school success is the existence of quality principal leadership. The need for leadership qualities of principals, it is always emphasized the importance of the three basic abilities that need to be possessed by principals, schools, namely conceptual skills, human skills and technical skills.

Basically, no further academic supervision to teachers is a form of stage for improving teacher shortages in teaching and encouraging teachers to improve their ability to teach better. The principal makes a visit to the teacher's room to directly check the teacher's condition in terms of administration. According to Kimbal Willles in Sagala (2013:109) said that supervision as an activity designed to improve teaching at all levels of schooling, related to the development and growth of children, supervision is also an aid in the development of teaching and learning well general the appearance of the principal. Therefore, the principal is able to

improve teacher performance with academic supervision.

Tri Irfa Indrayani Metriza (2017) The results show: 1) The academic supervision program is carried out by preparing and compiling an academic supervision program. Aspects that are supervised are the completeness of learning tools including preparation of syllabus preparation and development, annual programs, semester programs, minimum completeness criteria (KKM), and lesson preparation plans (RPP) 2) The techniques of implementing academic supervision are carried out using two techniques, namely technique is group and technique is individual. 3) The obstacles to implementing academic supervision by school principals are the lack of training and socialization about the concept of academic supervision, limited knowledge and skills about academic supervision techniques. Principals are busy with other complex tasks, such as completing school rehabilitation projects. 4) Follow-up on the implementation of academic supervision begins with conducting an analysis and evaluation process, followed up by sending teachers to attend upgrading/training and sharing in the Teacher Group Activity forum (KKG).

D. Conclusion

Planning for academic supervision by the principal at the Kampung Rakyat State Kindergarten can be well structured. It can be seen that the supervision planning starts from compiling a supervision schedule, determining the purpose of supervision, implementing supervision, the techniques needed, the instruments to be used, and important things that support the implementation of good supervision.

1. Giving motivation to teachers is able to provide encouragement to improve teacher performance. The role of the principal in fostering

teacher work motivation by carrying out academic supervision.

2. The implementation of academic supervision by the principal is carried out according to the planning stages of academic supervision and takes a humanist approach that creates comfort for the teachers, even the teacher is used as a friend to discuss and agree on the implementation of supervision.
3. Follow-up Academic supervision starts from direct coaching face-to-face, evaluating, and analyzing and processing the results of the evaluation which in the end prepares follow-up reports and carries out follow-up. In connection there are principals who find teachers who have difficulties in carrying out learning evaluations, the principals try to overcome them.

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