



Efforts to Improve the Performance of Class VI Teachers through Individual Supervision at SD Sukaharja I Karawang District

Kona'ah

SD Negeri Sukaharja I Karawang

* Corresponding Author. E-mail: konaah321@gmail.com

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Abstrak

Penelitian ini bertujuan untuk meningkatkan kinerja guru Kelas VI di SDN Sukaharja I Kabupaten Karawang Tengah tahun 2021/2022. Penelitian ini akan menggunakan Action Research, yaitu jenis penelitian dimana orang melakukan sesuatu (dalam hal ini pembimbingan guru) kemudian mempelajari hasilnya. Berdasarkan hasil penelitian tindakan bahwa terjadi peningkatan kinerja Guru Kelas VI dari awal sebelum tindakan sebesar 58,3%, setelah tindakan siklus I menjadi 72,2%, dan setelah tindakan siklus II meningkat lagi menjadi 94%. Adapun hasil belajar peserta didik terjadi peningkatan yang tajam dari kondisi awal sampai hasil belajar setelah tindakan pada siklus I, dan terjadi peningkatan pula setelah tindakan siklus II, meskipun peningkatannya tidak terlalu tajam. Hasil penelitian tindakan supervisi inidividual terhadap Guru Kelas VI terbukti memberikan peningkatan kinerja Guru Kelas VI yang selanjutnya berdampak pada peningkatan hasil belajar peserta didik. Supervisi individual dapat meningkatkan kinerja Guru Kelas VI baik komponen perencanaan pembelajaran maupun komponen pelaksanaan pembelajaran. Peningkatan kinerja Guru Kelas VI tersebut berdampak pada peningkatan hasil belajar Mata Pelajaran yang lain.

Kata kunci: Kinerja, Supervisi, Hasil Belajar, Individual.

Efforts To Improve The Performance Of Class Vi Teachers Through Individual Supervision At Sd Sukaharja I, Karawang District

Abstract

This research aims to improve the performance of Class VI teachers at SDN Sukaharja I, Karawang Tengah Regency in 2021/2022. This research will use Action Research, which is a type of research where people do something (in this case teacher guidance) and then study the results. Based on the results of the action research there was an increase in the performance of Class VI teachers from the beginning before the action was 58.3%, after the action in Cycle I it became 72.2%, and after the action in Cycle II it increased again to 94%. As for the learning outcomes of students there was a sharp increase from the initial conditions to learning outcomes after the action in cycle I, and there was also an increase after the action in cycle II, although the increase was not too sharp. The results of individual supervision action research on Class VI teachers are proven to provide an increase in the performance of Class VI teachers which in turn has an impact on improving student learning outcomes. Individual supervision can improve the performance of Class VI teachers in the lesson planning and learning implementation components. The increase in the performance of Class VI teachers has an impact on improving the learning outcomes of other subjects.

Keywords: Performance, Supervision, Learning Outcomes, Individual.

Introduction

Improving the quality of education can be done by improving the quality of learning. This means students will be better able to solve the problems they face in school and learn more effectively. It also helps educators become more professional and apply the latest learning strategies (Fatah, 2005).

According to Boardman, supervision is a way to help Class VI teachers grow and become better at their jobs. This helps them understand what they are doing and makes them more effective in their teaching (Douglass, 1996; Sembiring, 2022). Another opinion expressed by Purwanto that supervision is to help develop the leadership of school principals in order to achieve educational goals. They provide encouragement, guidance, and opportunities to help Principals succeed (Bafadal, 1992; Purwanto, 2007; Sahertian, 2007).

They also help choose better learning tools and teaching methods. They also assess the school's progress during the teaching process. The key word of supervision is to

provide services and assistance to Class VI-Class VI Teachers, so the purpose of supervision is to provide services and assistance to develop teaching-learning situations conducted by Class VI Teachers in classes that turn improves the quality of student learning. This opinion is elaborated by Sahertian who states that the objectives of educational supervision are: (a) developing the curriculum that is being implemented in schools, (b) improving the teaching and learning process in schools, (c) developing the performance of all school staff, including the Class VI teacher(Zarlina, 2019) (Sahertian, 2010).

The fact is the low student learning outcomes, which can be seen from the results of evaluating the learning outcomes of subjects in Class VI students who are taught by Class VI teachers. The data in table 1 shows that the grades of Civics subjects in Grade VI students are still far from the learning completeness standards, let alone meeting the established learning mastery standards. This clearly shows that efforts are needed to improve subject learning outcomes in Class VI students.

Table 1. Average daily test scores for Class VI students for the 2021/2022 academic year.

No	Name of Class VI teacher	Subjects	Average
1	Cicah Komalawati, S.Pd	Pendidikan Agama Islam	80,25
2		PKN	70,50
3		Bahasa Indonesia	65,50
4		Matematika	60,25
5		Ilmu Pengetahuan Alam dan Sosial	62,25
6		Penjasorkes	85
7		Seni dan Budaya	72,5
8		Bahasa Inggris	60

Source: Initial Academic Supervision Results

These results show apprehensive results, and may be influenced by several factors, including inadequate teaching planning, the use of inappropriate methods can lead to boredom, and a less conducive learning system, resulting in less absorption of lessons.

Assistance in the form of individual supervision of Class VI Teachers in managing Subject learning is important so that Class VI Teachers can really manage learning as well as possible starting from planning (materials, learning media, methods, learning resources, and evaluation), implementing learning up to the evaluation of student learning outcomes (Zarlina, 2019) (Sembiring, 2022).

The hypothesis in this action research is that individual supervision of Class VI teachers in managing learning can improve the performance of Class VI teachers and improve learning outcomes in subjects taught by Class VI teachers.

This research can provide direct benefits, namely for Class VI teachers, they will get effective methods in managing learning, and indirect benefits are: (1) for students, they can improve learning outcomes in Subjects learning outcomes in the Subjects taught by the Teacher Class VI, and (2) for schools and education in general, there will be an increase in the performance of Class VI teachers which can also improve school performance.

METHOD

This research was carried out using an action research design which was designed through two cycles through procedures: (1) planning (planning), (2) implementation of action (action), (3) observation (observation), (4) reflection (reflection) in each cycle (Arikunto, 2013; Kemmis, 1998).

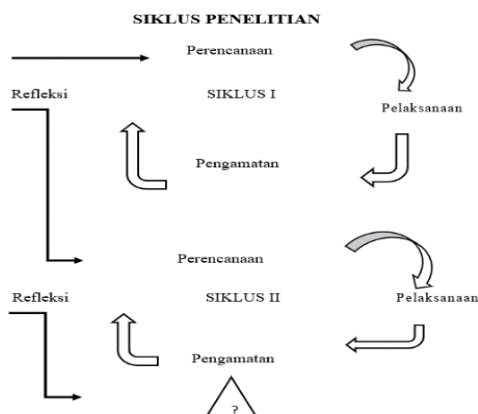


Figure 1 Action research design (action research)

This research was conducted at SD Sukaharja I Teluk Jambe Timur, Karawang Regency in the 2021/2022 school year. The research was carried out on Class VI teachers at SD Sukaharja I Teluk Jambe Timur, Karawang Regency in the 2021/2022 school year, with a total of 1 (one) Class VI teacher. The research was carried out in the even semester of the 2021/2022 school year. Cycle I and Cycle II were carried out from 1 August to 21 October 2021. The object of this research was Class VI teachers at SD Sukaharja I Teluk Jambe Timur,

Karawang Regency in the 2021/2022 school year.

As for the stages that will be carried out in this research, in the planning stage the following things are prepared: (a) preparing materials, inventorying needs and inventorying problems/difficulties of Class VI Teachers in managing to learn, (b) discussing with Class VI Teachers (Focus Group Discussion) on things that can be done to improve the quality of learning Subjects, (c) prepare a schedule for implementing mentoring for each Class VI

Teacher according to the readiness of each Class VI Teacher, and (d) prepare materials and tools needed in mentoring.

At this stage assistance is carried out for each Class VI teacher according to the planned schedule, namely: (a) Assistance for Class VI teachers in lesson planning: starting from preparing teaching plans: preparing methods, making learning media, preparing learning resources, and preparing evaluation tool. (b) Assistance to Class VI Teachers when carrying out teaching and learning activities both inside and outside the classroom, according to the subject matter and material to be taught. (c) Assistance to Class VI Teachers when evaluating student learning outcomes.

Observations were made at each stage of the research, starting from the planning and implementation stages, events and things that happened were recorded in the form of observational notes, and documented as research data.

At the end of each cycle, a reflection is held based on observational data. This reflection is intended so that researchers can see whether the actions taken in this study can improve the performance of Class VI teachers and student learning outcomes, what constraints hinder them, what factors drive them, and what alternative is a solution. In this study, the reflections made were from the results of observing the input and output of Class VI Teacher performance and student learning outcomes.

Sources of research data are students, Class VI teachers, and researchers. The type of data collected is in the form of quantitative and qualitative data, which includes (a) mentoring plans, (b) mentoring implementation, (c) observational data, (d) Class VI Teacher performance, (e) subject learning outcomes (e) changes Class VI teachers and students' attitudes in following the subjects.

The data collected in this study were analyzed qualitatively and quantitatively. Qualitative data were analyzed using categorical and functional analysis through an interactive model of analysis (interactive model), namely the analysis carried out through four components of analysis: data reduction, encoding, and verification carried out simultaneously. Quantitative data were analyzed using descriptive analysis.

RESULTS AND DISCUSSION

Research result

This research is an action research in the form of individual supervision of Class VI teachers at SD Sukaharja I Teluk Jambe Timur, Karawang Regency in the 2021/2022 school year, which was carried out in two cycles. The research results are presented as follows:

The results of the initial reflection on the performance of the Class VI Teacher in carrying out learning before taking action in cycle I, obtained the performance level of the Class VI Teacher, it can be seen that the average score of the performance of the Class VI Teacher has a score of 55.15%, which includes the learning planning component of 52.0 % and learning implementation component 58.3%. The performance percentage category for Class VI teachers is included in the moderate category.

The percentage of the lesson planning component for Class VI teachers is relatively lower than the implementation component, this indicates that the Class VI teacher is not very good at planning their lessons.

The percentage of the performance of Class VI teachers in the learning planning component includes: (1) formulation of learning objectives by 40.0%, (2) selection and organization of teaching materials by 60.0%, (3) selection of learning resources/learning media by 40.0%, (4) the learning method is 60.0%, and (5) the plan for assessing learning outcomes is 60.0%, from these data it appears

that Class VI teachers do not plan enough to choose learning resources/learning media because the percentage is quite small, only reaching 40.0%.

In the learning implementation component, the average percentage of performance scores for each aspect is: (1) Pre-learning is 50.0%, (2) opening lessons is 50.0%, (3) core learning activities which include: (a) mastery of the material by 50%, (b) approach/strategy by 50%, (c) utilization of learning resources 50.0%, (d) management of student learning 50%, (e) process assessment and learning outcomes by 75%, (f) use of language by 75.5%, and (4) closing by 75%.

From these data, the lowest in the performance of Class VI teachers in utilizing

learning resources which is relatively low, only 50.0%, and also in the selection of learning media 40.0%, this is generally the Class VI teachers at the end of the learning session do not provide reflection or making summaries that involve students and do not provide follow-up directions, activities to add to the enrichment of the material being taught to students. Utilization of learning resources is relatively lacking, and media that can be used for learning is relatively underutilized.

These things have an impact on the low learning outcomes of students in all subjects, with the average value obtained as shown in the following table.

Table 2. The average value of the subject's daily test

No	Name of Class VI teacher	Subject	Average
1	Cicih Komalawati, S.Pd	Pendidikan Agama Islam	80,25
2		PKN	70,50
3		Bahasa Indonesia	65,50
4		Matematika	60,25
5		Ilmu Pengetahuan Alam dan Sosial	62,25
6		Penjasorkes	85
7		Seni dan Budaya	72,5
8		Bahasa Inggris	60

Description of Cycle I Results

1. Preparation

In the preparatory activities carried out by making lesson plans carried out by the Class VI Teacher. The purpose of this activity is how to carry out learning that applies creative and fun Innovative Active Learning. Class VI teachers are

expected to teach using Innovative Active Learning, creative and fun.

Then proceed with an evaluation of the implementation of learning, to evaluate the weaknesses and strengths in the implementation of the learning. Then proceed with the activities of making preparation for learning such as Learning Implementation Plans (RPP), preparation of learning tools and materials, and evaluation tools.

2. Implementation

At this stage the Class VI teacher carries out learning according to the lesson plans that have been made by the Class VI teacher named Cucu Komalawati, S.Pd. After the learning was completed, a review was carried out on the learning that had been carried out by Cucu Komalawati, S.Pd, in accordance with the observations of 1 observer.

3. Observation

Observation activities on the implementation of learning are carried out collaboratively between the School Supervisor and Class VI subject teachers. When Cucu Komalawati, S.Pd carried out the learning, the one observing the Principal was also a researcher.

4. Reflection

The results of the initial reflection on the performance of Class VI Teachers after taking action in cycle I, obtained the performance level of Class VI Teachers. It can be seen that the performance of Class VI Teachers after individual supervision with the Modeling approach obtained the percentage of performance scores increased from 55.15% to 66, 1%. The performance percentage category for Class VI teachers is included in the moderate category.

The percentage of all aspects has increased with the following percentage results: the learning planning component by 52.0% to 60.0% and the learning implementation component from 58.3% to 72.2%. It appears that the learning planning component of the Class VI Teacher has increased, which has an impact on the implementation which has increased even more, however this still shows that the preparation of the Class VI Teacher before teaching is still lower than the implementation.

The percentage of performance of Class VI teachers in each component of the learning planning results of cycle I are: (1) formulation of learning objectives by 60.0%, (2) selection and organization of teaching materials by 60.0%, (3) selection of learning resources/learning media by 60.0%, (4) the learning method by 60.0%, and (5) the plan for assessing learning outcomes by 60.0%, from these data it appears that the Class VI

teacher in planning the selection of learning resources/learning media because the percentage is still the smallest which only reached 60.0%.

In the learning implementation component, the average percentage of the results of the first cycle of performance scores for each aspect is: (1) Pre-learning is 75%, (2) opening lessons is 75%, (3) core learning activities which include: (a) mastery material by 75.0%, (b) approach/strategy by 75.0%, (c) utilization of learning resources 75.0%, (d) management of student learning 50.0%, (e) assessment of learning processes and outcomes 75.0%, (f) 75.0% language use, and (4) 75.0% closing.

From these data, the lowest is the performance of Class VI teachers in utilizing learning resources, which has increased quite well, reaching 75.0%, but in managing student learning it is still 50%, this shows that Class VI teachers have been able to utilize learning resources. so that students can be more optimal in their learning. The relatively lowest aspect of the results of cycle I in the implementation of learning is the management of student learning, namely learning that triggers and maintains student involvement fosters active student participation through the interaction of Class VI teachers, students, and learning resources responds positively to student participation, showing an open attitude to students' responses, showing conducive interpersonal relationships, and fostering joy and enthusiasm of students in learning.

The increase in the performance of Class VI teachers also had an impact on improving student learning outcomes in Civics subjects, with the average score obtained is relatively higher compared to the previous grade. There was an increase in the value of Islamic Religious Education from 80.25 to 90, PKN from 70.5 to 75, Indonesian from 65.5 to 70, Mathematics from 60.25 to 65, Natural and Social Sciences from 62.25 to 67, Penjasorkes was originally 85 to 88, Arts and Culture was originally 72.5 to 70, and English was originally 60 to 65, after individual supervision of Class VI teachers.

Results of Cycle II Actions

1. Preparation

In the preparatory activities in cycle II, namely the activities of making preparation for learning such as Learning Implementation Plans (RPP), preparation of learning tools and materials, and evaluation tools. With the improvements of the deficiencies that still exist in the activities of Cycle I. so that the preparation for Cycle II feels more stable and perfect when compared to the preparation for cycle I

2. Implementation

At this stage the Class VI teacher carries out learning according to the lesson plans that have been made. After the learning was completed, a review was carried out on the learning that had been carried out by Cucu Komalasari, S.Pd, in accordance with the observations of 1 observer.

3. Observation

At this stage the Class VI teacher carries out learning according to the lesson plans that have been made by the Class VI teacher. Then a review is carried out on the implementation of learning as in the first learning activity. Then a review is carried out on the implementation of learning as in the second learning activity.

4. Reflection

The results of the reflection on the performance of the Class VI Teacher after the action was taken in cycle II, the performance level of the Class VI Teacher was obtained as presented in the following table. The results of reflection on the results of the actions in Cycle I were then used as a basis for individual supervision of Class VI teachers at a later stage. Furthermore, directives that are more operational and easy to implement are given by Class VI teachers in effort to make learning easier for students.

Individual supervision measures were carried out, which were based on observations of the problems faced by each Class VI teacher which were relatively the same, namely Class VI teachers were still weak to innovate in preparing learning resources and media, generally, Class VI teachers

were stuck in the learning routines they were doing. Furthermore, every Class VI teacher is advised to increase innovation in using learning media and learning resources so that in delivering learning material it is more easily accepted and distributed by students.T

he performance of Class VI Subject Teachers after individual supervision with the Modeling approach obtained an increase in the percentage of performance scores from 66.1% to 87%. The performance percentage category for Class VI teachers is included in the very high category.

The percentage of all aspects has increased with the following percentage results: the learning planning component by 68.0% to 84.0% and the learning implementation component from 70.1 to 83.3%. It appears that the Class VI Teacher's lesson planning component has increased much higher, which has an impact on its implementation even more. The percentage of performance of Class VI teachers in lesson planning is relatively the same and even higher than the percentage of performance of Class VI teachers in their implementation.

The percentage of performance of Class VI teachers in each component of the learning planning results of cycle II are: (1) formulation of learning objectives of 90.0%, (2) selection and organization of teaching materials of 90.0%, (3) selection of learning resources/learning media by 80.0%, (4) the learning method by 80.0%, and (5) the plan for evaluating learning outcomes by 80.0%, from these data it appears that Class VI teachers have been able to plan the selection of learning resources/learning media with the percentage performance reached 80.0%.

In the learning implementation component, the average percentage of the results of the first cycle performance score for each aspect is: (1) Pre-learning is 100.0%, (2) opening lessons is 100.0%, (3) core learning activities which include: (a) material mastery of 75.0%, (b) approach/strategy of 75.0%, (c) utilization of learning resources 75.0%, (d) management of student learning 75.0%,

(e) assessment process and learning outcomes by 75.0%, (f) language used by 75.0%, and (4) closing by 100.0%.

From these data, the lowest is the performance of Class VI teachers in utilizing learning resources. There has been a very good increase reaching 83.7%, this shows that Class VI teachers have been able to utilize learning resources so that students can be more optimal in their learning.

The increase in the performance of Class VI teachers also had an impact on improving student learning outcomes in Subject subjects, with the average score obtained relatively higher compared to the previous value there was an increase in the

value of Islamic Religious Education from 90 to 93, PKN from 75 to 80 , Indonesian from 70 to 77, Mathematics from 65 to 70, Natural and Social Sciences from 67 to 75, Penjasorkes from 88 to 90, Arts and Culture from 70 to 87, and English from 65 to 70, after supervision Individually against Class VI Teachers.

Discussion

Furthermore, the results of the final reflection can be seen as a clearer increase in the performance of Class VI teachers from the initial test, cycle I, and cycle II which can be described as in the following table.

Table 3 Percentage of Class VI Teacher Performance in Initial Conditions, Results of Cycle I, and Cycle II

	Aspects of Class VI Teacher Performance	% Performance		
		beginning	Siklus I	Siklus II
Lesson Plan Components				
I	Formulation of learning objectives	60,0%	75,0%	90,0%
II	Selection and organization of teaching materials	60,0%	75,0%	90,0%
III	Selection of learning resources/learning media	50,0%	60,0%	80,0%
IV	Learning methods	50,0%	75,0%	80,0%
V	Assessment of learning outcomes	50,0%	75,0%	80,0%
	Total	58,0%	68,0%	84,0%
Learning Implementation Components				
I	Pre Learning	50,0%	62,5%	100,0%
II	Open Learning	50,0%	62,5%	100,0%
III	Core Learning Activities			
	a. Material Mastery	62,5%	75,0%	75,0%

	b. Approach/Strategy	62,5%	75,0%	75,0%
	c. Utilization of Learning Resources	50,0%	75,0%	75,0%
	d. Management of student learning	62,5%	75,0%	75,0%
	e. Assessment of learning processes and outcomes	50,0%	75,0%	75,0%
	f. language use	75,0%	75,0%	75,0%
IV	Closing	62,5%	75,0%	100,0%
	Total	58,3%	72,2%	94%
Keseluruhan		58,2%	55,15%	66,1%

From the table it appears that there was an increase in the performance of Class VI teachers from the start before the action of 58.3%, after the action in cycle I it became 72.2%, and after the action in cycle II it increased again to 94%.

From these data it can be seen that there was a sharp increase from the beginning, after cycle I, to after cycle II.

Furthermore, the development of the average increase in the value of student learning outcomes can be seen as in the following table:

Table 4. Average Value Subjects in Initial Conditions, Cycle I Results, and Cycle II Results

No	Name of Class VI teacher	Subject	Average Beginning	Average Siklus I	Average Siklus II
1	Cicih Komalawati, S.Pd	Pendidikan Agama Islam	80,25	90	93
2		PKN	70,50	75	80
3		Bahasa Indonesia	65,50	70	77
4		Matematika	60,25	65	70
5		Ilmu Pengetahuan Alam dan Sosial	62,25	67	75
6		Penjasorkes	85	88	90
7		Seni dan Budaya	72,5	80	87
8		Bahasa Inggris	60	65	70

From the table above it can be seen that there was a sharp increase from the initial conditions to learning outcomes after the action in cycle I, and there was also an increase after the action in cycle II, although the increase was not too sharp. The results of individual supervision action research on Class VI teachers are proven to provide an increase in the performance of Class VI teachers which in turn has an impact on improving student learning outcomes. This is understandable because if Class VI teachers improve their performance, it is clear that there will be effective learning with optimal learning quality so that students have a high absorption of their lessons and in the end, student learning outcomes become more optimal (Bafadal, 1992; Samidi, 2022). Class VI teacher planning that is mature in preparing the teaching and learning process is one of the keys to success in improving the quality of learning.

Conclusion

Based on the results of the action research above, it can be concluded that there was an increase in the performance of Class VI teachers from the start before the action of 58.3%, after the action in cycle I became 72.2%, and after action in cycle II, it increased again to 94%. As for the learning outcomes of students there was a sharp increase from the initial conditions to learning outcomes after the action in cycle I, and there was also an increase after the action in cycle II, although the increase was not too sharp. The results of individual supervision action research on Class VI teachers are proven to provide an increase in the performance of Class VI teachers which in turn has an impact on improving student learning outcomes. Individual supervision can improve the performance of Class VI teachers in the lesson planning and learning implementation components. The increase in the performance of Class VI teachers has an impact on improving the learning outcomes of other subjects.

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