# EFFORTS TO IMPROVE TEACHER PERFORMANCE IN LEARNING THROUGH SUPERVISION OF CLASS VISITS POST COVID 19

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**Abstract**

This study aims to improve teacher performance in learning at SD Negeri 1 Sendang, Karanggede District, Boyolali Regency by using class visit supervision.This research is a school action research. The research was conducted at SD Negeri 1 Sendang, Karanggede District, Boyolali Regency. The research subjects were elementary school teachers from class I to class VI. The research procedure uses two cycles. Data analysis techniques using descriptive analysis techniques. Indicators of achieving the success rate with a minimum score of 75% teachers show high scores following the supervision of post-covid-19 class visits in improving teacher performance.The results of this study indicate that supervision of post-covid-19 class visits can improve teacher performance in learning, this is because through supervision of class visits they feel that they receive input and know the shortcomings in learning. Based on the results of the study, it can be seen that through supervision of post-covid-19 class visits, it can improve teacher performance in learning at SD Negeri 1 Sendang, Karanggede District, Boyolali Regency for the 2021/2022 Academic Year.Thus, it can be concluded that through supervision of post-covid-19 class visits, teachers can improve the performance of teachers in learning at SD Negeri 1 Sendang, Karanggede District, Boyolali Regency.

## Introduction

At the beginning of the 2021/2022 school year, face-to-face learning has been carried out according to the Joint Decree (SKB) of the four Ministers Number 01/KB/2022, Number 408 of 2022, Number HK.01.08/MENKES/1140/2022, Number 420-1026 of 2022 concerning Guidelines for the Implementation of Learning in the COVID-19 Pandemic Period by holding face-to-face learning, this is very encouraging in the world of education. Because education has an important role in increasing piety to God Almighty, intelligence, and skills. To carry out the task of improving the quality of education, a teaching and learning process is held, the teacher is a central figure, in the hands of the teacher lies the possibility of success or failure in achieving teaching and learning objectives in schools. Therefore, the task and role of the teacher is not

only to educate, teach and train but also how teachers can read the classroom situation and the conditions and conditions of their students in receiving lessons.

To increase the role of teachers in the teaching and learning process and student learning outcomes, teachers are expected to be able to create an effective learning environment and will be able to manage the class. In information about Wiyatamandala's insight, teacher discipline is defined as a mental attitude that contains a willingness to comply with all applicable provisions, regulations and norms in carrying out duties and responsibilities. From the above understanding, it can be concluded that the discipline of teachers and employees is a willingness to comply with all existing rules and norms in carrying out their duties as a form of responsibility for the education of their students.

Regulation of the Minister of National Education Number 13 of 2007 concerning Standards for Principals/Madrasahs emphasizes that a principal/madrasah must have five minimum competency dimensions, namely: personality, managerial, entrepreneurial, supervisory, and social competencies.

One of the principal competencies that is very important is that the principal must have the ability to plan academic supervision and follow up on the results of the supervision to teachers to improve the quality of learning. This requires the principal to have more abilities as a supervisor. Therefore, to improve the quality of learning in schools, like it or not, school principals must carry out their daily duties, namely carrying out supervision of learning activities in the classroom.

Supervision is assistance given to all teachers/school staff to develop the school to the fullest. Meanwhile, what is meant by supervision here is not as an inspection from people who feel they know everything (superior) to people who are considered not to know at all (inferior). However, academic supervision is in the form of coaching and assistance provided to teachers/educators to develop a better teaching and learning situation. So that teachers always make improvements in the way they teach a subject and increase the effectiveness of their work which in turn improves the quality of education in the school.

Likewise in SD Negeri 1 Sendang, Karanggede District, Boyolali Regency, the quality of learning in general is still not optimal. This is because the teaching and learning process in the classroom is still using conventional methods. Teachers still tend to teach without a lesson plan, still using teacher-centered learning methods. This situation causes the class average score to be low.

This situation cannot be left alone because it will have a chronic impact on schools. To overcome the problem above, actually at any time (spontaneously) the principal has carried out class supervision visits when the teacher is carrying out the teaching and learning process. But in reality this spontaneous supervision makes many teachers unprepared by marked incomplete teaching administration, such as lesson plans, student absent lists and student grade lists. With the incomplete administration of this school, teachers teach only in a conventional and unplanned manner. Teachers teach only based on textbooks without any renewals as demands for increasing teacher professionalism.

Facing the situation as described above, several things are prepared by the principal to carry out supervision activities to teachers during the teaching and learning process. First, arrange a supervision program for teacher class visits during the teaching and learning process. Second, assigning teachers to form a teacher working group (KKG) in order to increase teacher professionalism and appoint a teacher or deputy principal as the coordinator in charge of conducting observations/observations in the classroom using the specified instrument. The

expected result of this activity is the realization of a clear program for school principals in fostering teachers in teaching and learning activities, so that learning conditions become conducive, increasing teacher teaching motivation, administrative order, and increasing student learning achievement.

Supervision of class visits that will be carried out by the principal as planned above is intended so that teachers have readiness in preparing learning administration and orderly in complying with official hours. With the establishment of the Teacher Working Group (KKG) it is intended that teachers do not have difficulties in developing and renewing the educational profession as well as facilitating the preparation of learning administration completeness according to their responsibilities. The purpose of this study is to improve teacher performance in post-covid 19 learning at SD Negeri 1 Sendang, Karanggede District, Boyolali Regency semester 2 of 2021/2022 and the benefit is that it can solve teacher problems related to teacher performance and quality in teaching post-covid 19 and can be used as input for the Education Office of Boyolali Regency, especially Karanggede District, Boyolali Regency in an effort to improve teacher professionalism, especially through supervision of class visits.

**Method**

This type of research is school action research (PTS). School action research can be used as a means of evaluating educational performance at the education unit level, the results of which will provide useful input for decision making. Therefore, PTS is a form of reflective research, through certain actions to improve and improve school management in a professional manner. There are at least two characteristics of PTS that distinguish it from other types of research. First, the problems raised to be solved and the conditions to be improved depart from the practice of real school management. Second, school principals can collaborate or ask for help from others to identify and elaborate on the problems that will be used as research topics (Mulyasa & Profesional, 2009)

**A. Data Collection Techniques**

Data collection methods used in this study are:

1. Questionnaire or Questionnaire

(S Arikunto, 1993) explains that a questionnaire or a questionnaire is a number of written questions that are used to obtain information from respondents in the sense of reporting on personal matters that are known. Thus, it is clear that the characteristic of the questionnaire lies in collecting data through a list of written questions and distributing it to obtain information and data sources in the form of people.

The questionnaire was distributed to teachers to find out the teacher's response to the implementation of post-covid-19 classroom visit supervision to improve teacher performance in teaching at SD Negeri 1 Sendang, Karanggede District.

2. Observation

According to Sutrisno Hadi in Sugiyono (1999:138) suggests that observation is a complex process, a process composed of various biological and psychological processes. Two of the most important are the processes of observation and memory.

Observations were carried out by observing directly the teacher's activities during the post-covid-19 classroom visit supervision to improve teacher performance in teaching.

3. Documentation

Documentation technique is a method used to utilize existing data at the research site. Completeness of data obtained from school profiles, notes, reports, information from books, newspapers, internet and the like related to this research study.

## B. Data Analysis Techniques

1. Data Analysis Techniques

In qualitative research, data analysis is the process of systematically tracking and arranging interview transcripts, field notes, and other materials collected to increase understanding of these materials so that they can be interpreted by others (Bondan & Biklen in (Suharsimi Arikunto, 2006)

In this regard, qualitative analysis is used to analyze the results of observations and documentation. The steps taken in the qualitative analysis method are interactive models including (Miles, 1992) :

2. Data reduction

The collected data were searched for themes and patterns, highlighted the important points and then arranged systematically so that they were easy to control. Data reduction is a process of selecting, focusing on simplifying, abstracting, and transforming "rough" data that emerges from written records in the field. In this stage, there are several activities such as making summaries, coding, tracing themes, creating clusters, creating partitions and writing memos.

3. Data display or data presentation

By making a description of the research results so that the overall picture can be seen to be able to draw conclusions correctly. Presentation of data as a set of structured information that gives the possibility of drawing conclusions and taking action.

4. Drawing conclusions and verification

At first, the conclusion was temporary, vague, and doubtful, but with increasing data, the conclusion was more grounded. So conclusions must always be verified during the research.

As for the data in the form of numbers, descriptive statistical analysis will be used. According to (Arikunto, Suharsimi., 2008) descriptive statistics is a data processing technique whose purpose is to describe and analyze data groups without making or drawing conclusions on the objects observed. Statistics of this type provide a way to reduce the amount of data into a form that can be processed and describe it accurately about means, differences, relationships and so on.

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## Results and Discussion

Based on the results of the study, it can be seen that through the supervision of post-covid-19 class visits, it is able to improve the performance of teachers at SD Negeri 1 Sendang, Karanggede District in 2021/2022, it can be seen that the teacher's performance before the action obtained the results of supervision of class visits from 6 teachers there were 2 teachers or 33.3% categorized as poor. , and 4 teachers or 66.7% categorized as sufficient. After the action was taken, there was an increase in the value in the first cycle, this can be seen from 6 teachers after supervised class visits, 2 teachers or 33.3% were categorized as sufficient and 4 teachers or 66.7% were categorized as good. The increase in teacher performance scores in the first cycle was not satisfactory so the researcher took the second action with the same method, namely class visits. After the second action, it increased from an average of 66.7 in the first cycle to

83.1 in the second cycle, with details of 3 teachers or 50% categorized as good and 3 teachers or 50% categorized as very good. This proves that the supervision of class visits has been successfully carried out at SD Negeri 1 Sendang, Karanggede District and the research was stopped in cycle II.

The increase in teacher performance scores from pre-cycle, cycle I and cycle II can be seen in the table below.

**Table 1**
**Improved Results of Supervision of Pre-cycle Class, Cycle I and Cycle II**

| No | Teacher name | Score | | Ascension |
|---|---|---|---|---|
| | | Cycle I | Cycle II | |
| 1 | Hesti Murni Asari, S.Pd | 58.4 | 72.8 | 14.4 |
| 2 | Niken Witaminingsih, S.Pd | 68.0 | 82.4 | 14.4 |
| 3 | Galuh Epriyana Irmawati, S.Pd | 59.2 | 78.4 | 19.2 |
| 4 | Ahmad Fuad, S.Pd | 68.0 | 88.0 | 20.0 |
| 5 | Eni Yulianti, S.Pd | 72.8 | 89.6 | 16.8 |
| 6 | Teguh Nugraha W, S.Pd | 73.6 | 87.2 | 13.6 |
| | **Amount** | 400.0 | 498.4 | 98.4 |
| | **Average** | 66.7 | 83.1 | 16.4 |
| | **The highest score** | 73.6 | 89.6 | 16.0 |
| | **Lowest Value** | 58.4 | 72.8 | 14.4 |

**Conclusion**

The implementation of class visit supervision actions can improve teacher performance in learning at SD Negeri 1 Sendang, Karanggede District, Boyolali Regency in semester 2 of 2021/2022, it is proven that the increase in teacher performance scores from pre-cycle, first cycle and second cycle. Supervision of class visits is carried out by providing guidance in the process of preparation and procurement of learning tools, becoming a teacher work team in the learning process in the classroom and holding discussions to then provide input to the teacher for the implementation of the next lesson.. Based on the results of the study, the hypothesis that says "Through the technique of supervising class visits can improve the performance of post-covid 19 teachers in learning at SD Negeri 1 Sendang, Karanggede District, Boyolali Regency for the 2021/2022 Academic Year.

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