

IMPROVING TEACHER PERFORMANCE IN LEARNING MANAGEMENT THROUGH TEACHING SUPERVISION AT SD NEGERI 1 NGASINAN, PONOROGO DISTRICT

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Abstract

The behavior of academic supervision is directly related to and influences teacher behavior. This means that through academic supervision, supervisors influence teacher teaching behavior so that their behavior is getting better in managing teaching and learning. Furthermore, good teacher teaching behavior will influence student learning behavior. Thus that the implementation of the principal's academic supervision can improve the management of learning if this is done in accordance with the applicable supervision principles. Therefore, the principal as a supervisor is required to be competent as a person who provides guidance to teachers in improving learning management.

Procedures for implementing academic supervision consist of: (1) Preparation Stage, including; (a) preparing instruments and (b) preparing a joint schedule, (2) Implementation Phase, namely the implementation of school principal supervision observations, (3) Reporting Stage, including; (a) identify the results of observations during class observations, (b) analyze the results of supervision, (c) evaluate jointly between the principal and teacher, and (d) make notes on the results of supervision which are documented as reports, (4) Follow-up Stage, includes; (a) discussing and making solutions together, (b) notifying the results of class visits, and (c) communicating to the teacher.

The results of this study indicate that the implementation of academic supervision in cycle 2 in the learning category is very good with a value of 4.2. With the results mentioned above, the implementation of academic supervision is considered successful because the results are good and are in accordance with the success indicators that have been determined in increasing teacher professionalism.

INTRODUCTION

There is a strong tendency that in order to improve service quality in terms of teacher professional qualifications what needs to be fostered and reorganized is their ability so that in turn it can be used to direct teacher programs to become professional figures in education. This is inseparable from the help and guidance of the supervisor. In carrying out their duties, a supervisor is obliged to help teachers provide support that can carry out their duties properly as educators and teachers. As professional teachers they must have special expertise and be able to master the intricacies of education and teaching with various knowledge that needs to be nurtured and developed through a certain educational period.

In this study, an effective supervisor is a good principal. The principal is the center of leader in helping teaching and learning effectiveness. As we know that the principal as an educational leader has a big role in the success of educational institutions. The principal's role is to guide, guide, guide, build and motivate work, establish a good communication network, provide efficient supervision or supervision with provisions for time and planning.

The principal has a strategic role in improving the quality of education in a school. The principal not only acts as a learning leader, but more than that the principal is the leader of all

leadership functions in a school such as planning, career development, coordination and evaluation. The principal as a wise supervisor must be able to make plans about what to do as an alternative solution to problems that occur among the teachers he leads by working together in adjusting plans and new situations that arise.

The above is reinforced by Permendiknas no.13 of 2007 regarding school/madrasah principal standards which include 5 competencies that must be possessed by school principals, namely personality competencies, managerial competencies, entrepreneurial competencies, supervisory competencies and social competencies. Signs of evaluating the performance of school principals of the Director General of Elementary and Primary Education in 2000, namely: 1) Ability to develop teaching supervision programs, 2) Ability to carry out teaching supervision programs, 3) Ability to utilize supervision results. Therefore, what is the subject of study in this study is supervision which includes: 1) Elements supervised by the principal of teachers in improving teacher performance, 2) Appropriate supervision strategies for improving teacher performance,

Based on initial observations made by researchers at SD Negeri 1 Ngasinan, Ponorogo Regency in December 2013, it can be seen that the existing school has enormous potential to become an educational institution that can be recognized for its credibility and grow to become one of the leading schools. This can be seen from the role of school principals in improving teacher performance, the strategic location of schools so as to create an orderly and comfortable learning environment, continuous monitoring of students by teachers, the optimal role and support of parents and the community. One way that can be done so that this can be achieved is if the school has a leader who is able to bring changes to school performance. A school principal must be able to avoid creating a relationship pattern with teachers who only rely on power. Principals must prioritize functional cooperation, emphasize peer collaboration, avoid creating a scary work atmosphere, create a situation that makes all teachers confident. Besides that, the principal must have the ability to perform professionally, avoid envy and hatred, develop the enthusiasm for the work of teachers, avoid blaming teachers, but instead must be able to create a work atmosphere that makes teachers interested and feel at home in doing his job. emphasizing on peer cooperation, avoiding the creation of a frightening work atmosphere, creating a situation that makes all teachers confident. Besides that, the principal must have the ability to perform professionally, avoid envy and hatred, develop the enthusiasm for the work of teachers, avoid blaming teachers, but instead must be able to create a work atmosphere that makes teachers interested and feel at home in doing his job. emphasizing on peer cooperation, avoiding the creation of a frightening work atmosphere, creating a situation that makes all teachers confident. Besides that, the principal must have the ability to perform professionally, avoid envy and hatred, develop the enthusiasm for the work of teachers, avoid blaming teachers, but instead must be able to create a work atmosphere that makes teachers interested and feel at home in doing his job.

In any organization or institution, it is always necessary to have employees who are skilled, capable and competent in accordance with their work so that they can contribute to success and can also increase good work performance for the institution, the community, and the employees themselves. Due to the high demand for Human Resource competencies and the importance of human positions in organizations, the role of superiors or leaders is very important to see how far the teacher or employee is capable of carrying out his work.

In carrying out activities or jobs within the institution, it is necessary to evaluate the work that has been carried out by employees or teachers. Performance appraisal is a process carried out by government agencies or companies in evaluating teacher performance abilities. This assessment is intended to see how far the quality of employees or teachers has

developed, the results of the teacher's performance appraisal can identify the strengths and weaknesses of the work being assessed and can provide feedback to the employee concerned. For all this, of course, a clear and objective performance appraisal system is needed that can be used as a guide in assessing teacher performance fairly.

High teacher productivity plays an important role in increasing the effectiveness and efficiency of the teacher himself. With good productivity it is hoped that teachers can act constructively, be confident, have a sense of responsibility, and have a love of work. The results will certainly be better and many things can still be saved. So, time is not wasted, if it is directed effectively and the achievement of business goals can be carried out properly. Its importance lies in the principal's ability to identify and overcome difficulties or problems before they become big. The researcher also found several problems in carrying out the principal's duties in supervising teachers so that in carrying out their duties the teachers could provide maximum results in an effort to improve the teacher's performance. Other reasons that form the rationale for this research include: 1) Decentralization of education is at the level of educational units, so that principals are given the authority to empower school resources, especially teachers in achieving educational goals, 2) Principals are responsible for the quality of learning conducted by teachers, so it is necessary to carry out a programmed supervision activity,

Based on the background of the problems above, the authors are interested in researching the Effect of Principal Teaching Supervision on Teacher Performance at SD Negeri 1 Ngasinan, Ponorogo Regency.

RESEARCH METHODS

The research location is SD Negeri 1 Ngasinan, Ponorogo Regency. The implementation time is planned for one month from 1 to 30 January 2022. This research was carried out by the Head of SD Negeri 1 Ngasinan, Ponorogo Regency. This research was conducted using classroom action research methods which lasted for 2 cycles. Each cycle consists of the stages of planning, implementing, observing and reflecting. The research method used by researchers is to carry out academic supervision which includes traditional supervision and clinical supervision

RESEARCH RESULTS AND DISCUSSION

Research result

The researcher's actions in the implementation of the first cycle of supervision are as follows. (1) Researchers provide indicators that must be achieved during preparation, implementation, and assessment a week before supervision is carried out, (2) Researchers instruct teachers to fill out assessment forms and re-plan the following activities to be supervised

Cycle I Reflection

Reflection on the Implementation of Cycle I Supervision

The results of reflection on the implementation of supervision and after discussions with the class teacher are as follows.

- (1) Open the lesson with the appropriate method. The average teacher has been able to open lessons with the right method. There are 5 teachers who are considered capable of opening lessons correctly or with a percentage of 83%. Based on the percentage above, the teacher needs to maintain this method. As for one teacher who is not suitable, it is necessary to be invited to discuss with the researcher.
- (2) Presenting subject matter. In presenting subject matter, the average teacher is good and based on observations there are 4 teachers who are categorized as good. If it is

percentaged, it has reached 66.4%. Teachers need preparation in presenting material because some teachers still lack mastery of the material provided, as a result students find it difficult to understand it.

- (3) Applying predetermined learning methods and procedures amounted to 4 teachers with a percentage of 66.4%. The teacher in using the method is still focused on the traditional method, the implementation of which is automated, the teacher seems to be transferring his knowledge. As an improvement, teachers who still don't understand using modern learning methods are required to read books related to modern learning methods, especially CTL books, and given examples of modern learning.
- (4) Organize student activities in a class of 5 teachers with a percentage of 83%. Based on these data, many teachers are able to manage the class. Teachers who have not succeeded in managing the class well are invited to post-supervision discussions.
- (5) Using learning media/ practicum equipment (and materials) that have been determined, there are 4 teachers with a percentage of 66.4%. Teachers still rarely use tools that can reinforce learning. This is because they understand CTL learning.
- (6) Using selected learning resources (in the form of books, modules, computer programs and the like) there are 4 teachers with a percentage of 64.4%. For this reason, teachers still need to be guided by researchers.
- (7) Motivate students in various positive ways, totaling 5 teachers with a percentage of 83%. Teachers have motivated students a lot, which rarely motivates the average senior teacher's students. This happens because it is still influenced by the old education. Teachers like that need to be invited to discuss the advantages of motivating students.
- (8) Interacting with students using communicative language amounts to 5 teachers with a percentage of 83%. There is one teacher who still uses language that is difficult for students to understand. It happened to junior teachers.
- (9) Provide questions and feedback, to determine student acceptance in the learning process totaling 4 teachers with a percentage of 66.4%. Teachers rarely give feedback to students. On average, they only work on the questions in the LKS until the time is up. To overcome this, the teacher is asked to plan the presentation of the material by paying attention to the time used.
- (10) Concluding learning amounted to 4 teachers with a percentage of 66.4%. There are still many teachers who have not concluded learning. This happened because the time was up for working on LKS only. For this reason, it is necessary to adjust the questions that are worked on in the LKS.
- (11) Using time effectively and efficiently amounted to 4 teachers with a percentage of 66.4%. The teacher is less effective in using learning time if it is related to the steps in the indicator because the time is only consumed on working on the LKS. For that, it needs to be well planned

Reflection on Cycle I Supervision Assessment

The results of reflection on the supervision assessment section and after discussions with the teacher are as follows.

- (1) Developing questions/assessment tools according to predetermined performance indicators/criteria totaling 5 teachers with a percentage of 83%. There is still one teacher who has not been able to compile assessment questions because they are still not in accordance with the indicators. Based on the observation/analysis it turned out that the teacher did not really understand the verbs in the indicator. Therefore, the teacher still needs to learn together about these indicators.

- (2) Carrying out an assessment of 5 teachers with a percentage of 83%. There are still teachers who let their students open the open in the test. Things like this will harm the child. In fact, the assessment cannot be used to measure students' abilities. Teachers like this need to be given special guidance about the importance of assessment.
- (3) Checking answers/providing learning outcomes test scores based on predetermined performance indicators/criteria totaled 4 teachers with a percentage of 66.4%. Teachers who have not been able to give a score are teachers who have never attended training. The score is considered the same as the weight. To overcome this, these teachers are included in the district MGMP or given special guidance.
- (4) Assessing student learning outcomes totaled 6 teachers with a percentage of 100%. Because all teachers have been able to maintain this indicator.
- (5) Processing the results of the assessment amounted to 4 teachers with a percentage of 66.4%. Teachers who have not been able to process grades are mostly the same as teachers who do not understand the weighting of scores.
- (6) Analyzing the results of the assessment (based on difficulty level, discriminating power, validity and reliability) totaled 4 teachers with a percentage of 66.4%. Teachers who can't analyze the average problem are teachers who are reluctant to analyze or don't want to analyze so they forget how to analyze. To overcome this, the teacher is invited to a discussion or invited to attend a workshop at school.
- (7) Concluding the results of the assessment clearly and logically (for example: interpretation of the tendency of the results of the assessment, the level of student achievement, etc.) amounted to 4 teachers with a percentage of 66.4%. Because they could not analyze the items as a result, the teacher could not conclude the assessment logically and clearly. To overcome this, the teacher is invited to a discussion or invited to attend a workshop at school.
- (8) Compile reports on the results of the assessment totaling 6 teachers with a percentage of 100%. Because all teachers have been able to maintain this indicator.
- (9) Correcting questions/assessment tools totaling 6 teachers with a percentage of 100%. Because all teachers have been able to maintain this indicator.

Results and Findings of Cycle II

Cycle II was carried out based on the findings of cycle I. Parts that were already good were maintained, while parts with a small percentage of success were improved in this cycle II. Based on the reflection and implementation of cycle I follow-up, the results and findings that need to be followed up are described as follows.

Implementation of Cycle II Supervision

Research instruments in cycle II still use instruments made by the government. According to the Director General (2004:8) the instrument contains the following indicators: a) Opening lessons with the appropriate method; b) Presenting subject matter automatically; c) Apply the learning methods and procedures that have been determined; d) Organize student activities in class; e) Using learning media/practicum equipment (and materials) that have been determined; f) Using selected learning resources (in the form of books, modules, computer programs and the like); g) Motivating students in a variety of positive ways; h) Interact with students using communicative language; i) Provide questions and feedback, to find out and strengthen student acceptance in the learning process; j) Concluding learning;

Cycle II Supervision Assessment

In cycle II, the instruments used were based on the Director General (2004:11), namely: a) Compile assessment questions/assemblies according to predetermined performance indicators/criteria; b) Carry out an assessment; c) Checking answers/providing learning outcomes test scores based on predetermined performance indicators/criteria; d) Processing the results of the assessment; e) Analyze the results of the assessment (based on level of difficulty, discriminating power, validity and reliability); f) Summarize the results of the assessment clearly and logically (for example: interpretation of the tendency of the results of the assessment, the level of student achievement, etc.); g) Prepare a report on the results of the assessment; and h) Improve assessment questions/tools

Reflection on Cycle II

Reflection on the Implementation of Supervision Cycle II

The results of reflection on the implementation of supervision and after discussions with the teacher are as follows: (1) Open the lesson using the appropriate method. The average teacher has been able to open lessons with the right method. There are 6 teachers who are considered capable of opening lessons correctly or with a percentage of 100%. Based on the percentage above, teachers need to maintain this method; (2) Presenting subject matter. In presenting subject matter, the average teacher is good and based on observations there are 5 teachers who are categorized as good. If it is percentaged, it has reached 83%. In cycle II, many teachers have been able to present the material in the right order. For this reason, the model of material mastery in collaborative teaching supervision needs to be maintained; (3) Applying predetermined learning methods and procedures totaling 5 teachers with a percentage of 83%. Teachers in using learning methods have led to the CTL model; (4) Organize student activities in a class of 6 teachers with a percentage of 100%. Based on these data the teacher is able to manage the class. The principal must continue to motivate these teachers; (5) Using predetermined learning media/equipment (and materials) for 5 teachers with a percentage of 83%. Many teachers use tools that reinforce learning; (6) Using selected learning resources (in the form of books, modules, computer programs and the like) totaling 6 teachers with a percentage of 100%. At this point the teacher is no longer a problem. However, the principal must continue to motivate these teachers; (7) Motivating students in various positive ways, totaling 6 teachers with a percentage of 100%. Teachers have a lot to motivate students. Activities like this need to be maintained; (8) Interact with students using communicative language, totaling 6 teachers with a percentage of 100%. Activities like this need to be maintained; (9) Providing questions and feedback, to find out and strengthen student acceptance in the learning process totaling 5 teachers with a percentage of 83%. There were already a lot of teachers who gave questions as feedback. This is because there is cooperation between supervised teachers and researchers; (10) Summing up the learning of 6 teachers with a percentage of 100%. After cycle I was carried out, then the teacher and researcher discussed how to conclude that learning turned out to bring satisfactory results. It turned out that all teachers were able to conclude lessons; and (11) Using time effectively and efficiently totaling 6 teachers with a percentage of 100%. In cycle II it turns out that all teachers can use time effectively and efficiently. This way needs to be maintained.

Reflection on Cycle II Supervision Assessment

The results of reflection on the supervision assessment section and after holding discussions with the teacher are as follows: (1) Developing assessment questions/tools

according to predetermined performance indicators/criteria totaling 5 teachers with a percentage of 83%. There is still one teacher who has not been able to compile assessment questions because they are still not in accordance with the indicators. Based on the observation/analysis, it turned out that the teacher did not attend the meeting with the researcher due to illness. Because of this, teachers who have not been successful need to study alone with teachers who are capable; (2) Carry out an assessment of 5 teachers with a percentage of 83%. Almost all teachers have carried out assessments according to the rules. Students may not open, ask other students. Things like this need to be done because the assessment is to measure children who are capable or who are not; (3) Checking answers/providing learning outcomes test scores based on predetermined performance indicators/criteria totaling 5 teachers with a percentage of 83%. The teacher is able to give a score of questions. The way it has been done needs to be maintained; (4) Assessing student learning outcomes totaling 6 teachers with a percentage of 100%. Because all teachers have been able to maintain this indicator; (5) Processing the results of the assessment of 6 teachers with a percentage of 100%. Teachers are already able to process grades starting from scoring weights to giving grades to students; (6) Analyzing the results of the assessment (based on level of difficulty, discriminating power, validity and reliability) of 5 teachers with a percentage of 83%. There were 1 teachers who could not analyze the questions and teachers who were reluctant to analyze or did not want to analyze so they forgot how to analyze. To deal with this, schools need to hold discussions with teachers who are unable to bring in resource persons; (7) Summing up the results of the assessment clearly and logically (for example: interpretation of the tendency of the results of the assessment, the level of student achievement, etc.) of 5 teachers with a percentage of 83%; (8) Compile reports on the results of the assessment totaling 6 teachers with a percentage of 100%. This section needs to be maintained because it is 100 percent successful in learning; and (9) Improving 6 teachers' assessment questions/tools with a percentage of 100%. All teachers in cycle II were able to fix questions that were less valid. So the teacher still maintains how to fix the problem.

Discussion of Research Results

The results of the descriptive analysis described above show a description of the state of the implementation of the supervision of the principal of SD Negeri 1 Ngasinan, Ponorogo Regency, with a very high level of accuracy. This can be seen from the results of calculating the achievement of each indicator on the implementation of supervision variables, namely teaching preparation belonging to the "good" category. This is reinforced by the existence of coaching carried out by the principal in this regard, including by providing guidance to teachers regarding the preparation of the syllabus in accordance with the applicable curriculum, guiding teachers in selecting material according to basic competencies, providing guidance to teachers regarding the presentation of interesting material in the implementation of learning activities, coaching related to the presentation of material that is in accordance with the learning management steps in the RPP facilitating teachers in the form of books and facilities that support mastery of the material taught by the teacher. This is in accordance with the opinion of Ngalim Purwanto (2008: 81) who explains that supervision is carried out to train and provide guidance to teachers, especially teachers who are just starting to teach. So, supervision is a tool to provide guidance to teachers in carrying out teaching and learning activities. With the magnitude of the frequency obtained, this shows that according to the teacher's assumption, in terms of coaching carried out by the principal to elementary school teachers at SD Negeri 1 Ngasinan, Ponorogo Regency regarding lesson plans that

will be taught by the teacher, the guidance has been carried out appropriately. 81) which explains that the supervision carried out is to train and provide guidance to teachers, especially teachers who are just starting to teach. So, supervision is a tool to provide guidance to teachers in carrying out teaching and learning activities. With the magnitude of the frequency obtained, this shows that according to the teacher's assumption, in terms of coaching carried out by the principal to elementary school teachers at SD Negeri 1 Ngasinan, Ponorogo Regency regarding lesson plans that will be taught by the teacher, the guidance has been carried out appropriately. 81) which explains that the supervision carried out is to train and provide guidance to teachers, especially teachers who are just starting to teach. So, supervision is a tool to provide guidance to teachers in carrying out teaching and learning activities. With the magnitude of the frequency obtained, this shows that according to the teacher's assumption, in terms of coaching carried out by the principal to elementary school teachers at SD Negeri 1 Ngasinan, Ponorogo Regency regarding lesson plans that will be taught by the teacher, the guidance has been carried out appropriately.

Implementation of supervision carried out by the principal regarding the use of methods and instruments with an average achievement of 2.57 or included in the "good" category. This can be seen from the existence of coaching by the head to the teacher regarding the use of methods and instruments, teachers are expected to be able to choose and use learning methods in accordance with the material to be delivered. Because students have very homogeneous interests, ideally a teacher should be able to use multiple methods, namely varying the use of learning methods in the classroom such as the lecture method combined with question and answer, the discussion method combined with assignments and so on (Permendiknas, 2008). The same thing was also expressed by Purwanto (2004: 119), the principal with the teacher tried to develop,

The teacher's appearance while in front of the class was not spared from giving directions from the principal. The guidance that can be carried out includes directives from the principal to teachers to look attractive in teaching, guiding and motivating teachers to always be confident in their professional abilities, directions to always create a conducive climate in the teaching and learning process, as well as providing directions regarding the use of time to fit the plan in the RPP. As is coaching from school principals regarding this matter is expected that teachers can always update and master the subject matter presented to students (Permendiknas, 2008). Teachers are also required to have professional competence in order to develop their potential. Professional competence is the ability to master learning material broadly and deeply. Professional competence includes: (1) mastering material, structure, concepts, and scientific mindsets, (2) mastering competency standards and basic subject competencies, (3) developing learning materials, (4) developing professionalism in a sustainable manner, (5) utilizing information and communication technology for self-development (Permendiknas RI no.16 of 2007).

The principal also always guides teachers to always be able to establish good interpersonal relationships with school members. According to Purwanto (2004: 119), the coaching that can be done by school principals in this regard can be in the form of fostering cooperative relationships between schools, school committees in order to improve the quality of education of students. The principal always tries to involve all teachers in achieving goals by moving, directing and influencing teachers and even all members of the school to achieve the expected goals. In this case, a teacher is also required to have social competencies that must be owned by a teacher in accordance with academic standards and teacher competencies in accordance with Permendiknas number

16 of 2007. Social competence is the ability of educators as part of society to communicate and interact effectively with students. Social competence includes: (1) being inclusive, objective, and non-discriminatory towards gender, race, religion, physical condition, family background, and socioeconomic status, (2) communicating effectively, empathetically, and politely to fellow educators, education staff, parents and the community, (3) adapt throughout the territory of the Republic of Indonesia, (4) communicate with fellow professionals themselves and other professions orally and in writing or other forms. This competence will be manifested in the form of mastery of knowledge and actions in a professional manner in carrying out its function as a teacher so that the performance of a teacher is strongly supported by the competencies he has. With the guidance from the principal regarding the implementation of learning, it is hoped that it can improve teacher performance more optimally so that the quality of learning can also improve.

In the aspect of supervision carried out by the principal regarding the determination of procedures and the use of evaluation results at SD Negeri 1 Ngasinan, Ponorogo Regency, the implementation has been carried out properly. This is in accordance with the achievements obtained based on the research that has been carried out which is included in the "good" category with an average score of 2.50. Providing guidance by the school principal in this case in the form of giving directions to teachers in determining aspects of student learning outcomes that are evaluated so that they are in accordance with objectives, coaching related to the development of evaluation instruments according to indicators, coaching in determining learning evaluation procedures, guidance to teachers in administering each evaluation of student learning outcomes, With the guidance from the school principal regarding learning evaluation, it is hoped that later teachers will be able to analyze student learning outcomes, then use the evaluation results to find or obtain effective learning methods. By evaluating, teachers can find out whether learning objectives have been achieved and also the learning management that has been carried out (Permendiknas, 2008).

In connection with these findings, it indicates that as a whole it can be concluded that the implementation of the supervision of the principal at SD Negeri 1 Ngasinan Ponorogo Regency which includes lesson planning, implementation of learning and evaluation of learning, implementation of supervision is included in the "good" category where the average classification is 2.56.

The results of the analysis presented above show a picture of the performance of SD Negeri 1 Ngasinan teachers, Ponorogo Regency, with an average score for each indicator which includes: preparation of syllabus and lesson plans of 2.59 or included in the "good" category, opening learning is included in the "good" with an average score of 2.50, learning management is included in the "good" category with an average score of 2.32, learning closure is classified as "good" with an average score of 2.35, evaluation of the results of the learning process is included in the "good" category. "good" with an average value of 2.49, and learning evaluation is included in the "good" classification with an average value of 2.09. So that overall the teacher's performance can be said to be "good" with a mean value of 2.40.

Based on the explanation above, the teacher's performance at SD Negeri 1 Ngasinan, Ponorogo Regency, is in the good category. In the aspect of lesson planning, which in this case includes the preparation of syllabus and lesson plans, the level of accuracy is classified as "good" with an average score of 2.59. This is reinforced by the results of the documentation in the form of a syllabus and the results of an unstructured interview study with several teachers at SD Negeri 1 Ngasinan, Ponorogo Regency,

indicating that according to the teacher's assumption, in this case each teacher is required to make a teaching program plan for the implementation of good teaching and learning activities. . In addition, if there are deficiencies in making the syllabus and teaching program plans, the principal provides assistance to the teacher concerned.

Making a lesson plan carried out by the teacher is adjusted to the ability of the child. The syllabus material that will be delivered is also always related to the material that was presented at the previous meeting, with the planning of the teaching program being made every time you teach. Thus will be achieved direction and maximum learning objectives. The principal and teacher correct and evaluate the syllabus that has been made together. Evaluation of this syllabus includes Competency Standards, Basic Competencies, subject matter, learning activities, learning activities, and achievement indicators (Permendiknas, 2008). All teachers must make and have a syllabus for each lesson. The principal will always see the syllabus made by the teacher and provide an evaluation every time he supervises the teacher concerned. If there is a teacher who does not have a syllabus then the teacher must make simple lesson preparations, and it will not be recommended to be promoted if the teacher is a PNS. So this syllabus is mandatory and must be made by all teachers as an illustration of the achievement of learning objectives, overall preparation in the material, this syllabus may be photocopied and also becomes a school document.

According to Moh. Uzer Usman, the quality of teachers is shown in the implementation and completion of teacher assignments professionally according to applicable plans and procedures and achieving targets in learning objectives. These plans and procedures include: (1) reviewing educational goals to realize national education goals in making syllabus and lesson plans that must be approved and approved by the school principal before being implemented in class with students. The syllabus as a reference for developing lesson plans contains subject identities or subject themes, SK, KD, learning materials, learning activities, indicators of competence attainment, assessment, time allocation, and learning resources,

The program plan that has been prepared, both the curriculum, syllabus, and the teaching program plan made by each teacher must be approved by the school principal every week. The teacher must submit the teaching program plan to be signed by the school principal and evaluated together with regular meetings held -Once every 3 months or incidental school meetings that really need to be resolved immediately.

The next indicator is opening or starting learning management. In this stage the teachers of SD Negeri 1 Ngasinan, Ponorogo Regency, fully understand the demands of trying to always look attractive in carrying out learning activities. This is done to support the teacher's self-confidence in carrying out his duties as a teacher. In addition, in opening learning management, a teacher is also required to always motivate students when they are about to start opening learning management so that students become excited when they are about to take part in learning management activities. The teacher has the most difficult status and task, because his job is to make students understand. The teacher is someone who has the task of being a facilitator so that students can learn and develop their basic potential and abilities optimally. According to Suparlan (2006: 29), teachers have a unified role and function that are inseparable, between the ability to educate, guide, teach, and train. These four abilities are integrative abilities that cannot be separated from one another. This ability will later support the achievement of a teacher's performance. In the aspect of opening learning carried out by teachers at SD Negeri 1 Ngasinan, Ponorogo Regency, it is included in the "good" category with an average score of 2.50. guide, teach, and train. These four abilities are integrative abilities that cannot be

separated from one another. This ability will later support the achievement of a teacher's performance. In the aspect of opening learning carried out by teachers at SD Negeri 1 Ngasinan, Ponorogo Regency, it is included in the "good" category with an average score of 2.50. guide, teach, and train. These four abilities are integrative abilities that cannot be separated from one another. This ability will later support the achievement of a teacher's performance. In the aspect of opening learning carried out by teachers at SD Negeri 1 Ngasinan, Ponorogo Regency, it is included in the "good" category with an average score of 2.50.

The next indicator is the implementation of learning management, where the implementation of learning management is included in the "good" category with an average score of 2.32. Some of the aspects carried out by elementary school teachers at SD Negeri 1 Ngasinan, Ponorogo Regency, include: conducting apperceptions from various sources, explaining basic competencies and goals to be achieved, showing attention to the cleanliness of classrooms during teaching and learning activities, using various learning approaches, learning media and other learning resources, facilitating interaction between students and students between teachers, environment and learning resources others, involving students actively in various learning activities, facilitating students to carry out experiments in the laboratory, studio or field, familiarizing students with reading and writing in a variety of ways through specific meaningful assignments, facilitating students through giving assignments, discussions to bring up new ideas both physically and orally and in writing, giving students the opportunity to think, analyze, solve problems and act without fear, the teacher facilitates healthy competent students to improve learning achievement.

It is very possible to do the above because SD Negeri 1 Ngasinan, Ponorogo Regency. In addition, support from the school principal is manifested in the form of rewards for outstanding teachers, and the principal always encourages teachers to take part in academic work competitions, participate in KKG/MGMP activities which are beneficial for increasing teacher knowledge. So that with the participation of teachers in terms of improving the ability of these teachers (academic work competitions, KKG/MGMP) it is hoped that there will be an increase in teacher performance in terms of teaching and learning activities.

The principal also facilitates teachers by providing books related to improving teacher performance in the teaching and learning process. It is hoped that by reading the latest books that are in accordance with developments, teachers can keep up with the development of knowledge that will be taught to students, try to use learning media in teaching, both media that have been provided by the school or contain very simple media that require little money to manufacture. This is done in order to clarify and look more attractive in presenting the subject matter that will be taught by the teacher. Mulyasa (2009: 32) states that teacher empowerment is carried out by dividing responsibilities proportionally to teachers and involving teachers in making decisions and responsibilities. Principals must have the right strategy to empower teachers through providing opportunities for teachers to develop their profession, encouraging the involvement of all teachers in various activities that support school programs, involving teachers in training, seminars, writing scientific papers or providing opportunities for them to maximize their improvement. service to students. Empowerment is intended so that teachers can take full responsibility for the tasks they carry out and have self-confidence. Therefore, teachers need to be equipped with academic skills and abilities through education and training to support increased performance through learning management. encourage the involvement of all teachers in various activities that support school programs, involve teachers in

training, seminars, writing scientific papers or provide opportunities for them to maximally improve services to students. Empowerment is intended so that teachers can take full responsibility for the tasks they carry out and have self-confidence. Therefore, teachers need to be equipped with academic skills and abilities through education and training to support increased performance through learning management. encourage the involvement of all teachers in various activities that support school programs, involve teachers in training, seminars, writing scientific papers or provide opportunities for them to maximally improve services to students. Empowerment is intended so that teachers can take full responsibility for the tasks they carry out and have self-confidence. Therefore, teachers need to be equipped with academic skills and abilities through education and training to support increased performance through learning management. writing scientific papers or providing opportunities for them to optimally improve services to students. Empowerment is intended so that teachers can take full responsibility for the tasks they carry out and have self-confidence. Therefore, teachers need to be equipped with academic skills and abilities through education and training to support increased performance through learning management.

The final aspect in the learning implementation sub-variable is the closure of learning management. Things that are done in closing the management of learning include the teacher making summaries/conclusions, the teacher assessing and reflecting on the learning activities that have been carried out, the teacher providing feedback on the process of learning outcomes, the teacher giving structured assignments and unstructured independent activities (KMTT), and the teacher present the plan at the next meeting. The closure of learning management carried out by teachers at SD Negeri 1 Ngasinan, Ponorogo Regency is included in the "good" classification with a mean value of 2.35. This proves that the teachers closed the management of learning in accordance with the lesson plans that had been prepared previously.

The next indicator is the evaluation of the results of the learning process. At this stage, teachers are required to have skills in approaches and ways to prepare evaluation tools, manage and use evaluation results (Permendiknas, 2008). The embodiment of this carried out by SD Negeri 1 Ngasinan Ponorogo teachers can include determining aspects of student learning outcomes that are evaluated according to objectives, developing evaluation instruments according to indicators, determining procedures for evaluating student learning outcomes according to minimum completeness criteria (KKM), and can administer each evaluation of student learning outcomes.

Evaluation of learning management results can also be used to determine the level of effectiveness of teachers in delivering learning material. Regarding the implementation of the evaluation of learning management results carried out by teachers at SD Negeri 1 Ngasinan, Ponorogo Regency, it is included in the "good" category with an average score of 2.49.

The last indicator is the evaluation of learning. In relation to the learning evaluation aspect, a good assessment system has been established at SD Negeri 1 Ngasinan, Ponorogo. The teachers have conducted an analysis of student learning outcomes, then used the results of the evaluation to find or obtain effective learning methods and conduct classroom action research. By evaluating, teachers can find out

whether or not the learning objectives have been achieved and also the learning management that has been carried out (Permendiknas, 2008). The learning evaluation conducted by the teachers of SD Negeri 1 Ngasinan, Ponorogo Regency, is included in the "good" category with an average score of 2.09.

The principal also pays attention to the evaluation/assessment carried out by the teacher. The principal also often controls the assessment made by the teacher in a joint meeting forum so that the correct method of assessment can be identified. Teachers also often give homework to students if the delivery of material is still lacking so that students study at home, as well as control for students studying at home and achieving material.

CLOSING

The results showed that teacher performance increased after taking action in the form of periodic Collaborative Teaching Supervision from cycle I to cycle II. These improvements include improvements in preparing lesson plans, carrying out learning, assessing learning achievement, carrying out follow-up assessments of student achievement. 98% while the second cycle 92.44%. The teacher's performance in carrying out learning cycle I reached 75.49% while cycle II reached 93.81%. The teacher's performance in assessing the learning achievement of the first cycle reached 81.3% while the second cycle was 90.56%.

Teacher performance in carrying out follow-up assessments of student achievement in the first cycle reached 54%, while the second cycle was 59.76%. Thus the actions of the second cycle have an average of above 83%. The performance of SD Negeri 1 Ngasinan Ponorogo teachers which includes the preparation of syllabus and lesson plans, opening learning, managing learning, closing learning, evaluating learning process results, and evaluating learning (KBM) are included in category "good" with an average value of 2.40.

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