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**EFFORTS TO IMPROVE THE CAPABILITY OF HEAD OF SCHOOL PRIVATE SCHOOLS
IN IMPLEMENTING TEACHER PERFORMANCE ASSESSMENT THROUGH THE GUIDE**

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ABSTRACT:
This study aims to determine the Efforts to Improve the Capability of Kindergarten Principals in Carrying Out Teacher Performance Assessments through Guidance for Supervisors of Fostered Schools located in Kindergarten, Bongomeme District, Gorontalo Regency. The effort to improve the teacher's performance is to provide an understanding of the improvement in the quality of the teacher, and also to improve the welfare of the teacher so that there is an effort of the teacher in carrying out the duties and responsibilities as a teacher.
The principal is a stakeholder who has the authority to assess teacher performance, thus through the guidance of the school supervisor produces guidelines that can provide knowledge and abilities to improve teacher performance.
School action research data for the assessment cycle consists of 4 observed aspects consisting of 14 indicators of the total number assessed from 14 there are 9 indicators that have an average value of 64% for cycle I activities, of these 14 indicators can be described as follows, pedagogical aspects for 7 indicators of (57%) and personality aspects of (100%) and social aspects of 50% and professional aspects of 50%. Data in the first cycle of activities for evaluating the performance of school principals of kindergarten teachers assisted by Bongomeme District have not met the

research target. This is certainly influenced by several issues namely: the principal is not very clear on several indicators from 4 aspects, especially pedagogical aspects, social aspects, and professional aspects, the principal has not been able to focus on evaluating teacher performance.
KEYWORDS: Teacher Performance, Teachers and Principals
PRELIMINARY
The quality of education is one of the benchmarks that determine the dignity or progress of a nation. By examining the quality of education of a nation / country, one will be able to estimate the ranking of the country among the countries in the world. Therefore, the developed nation will always pay great attention to the world of education, by making various efforts to improve the quality of education, such as increasing the education budget, holding various competitions in various aspects of education, or sending the nation's buds to study in other countries. These various efforts were made because of the awareness of the importance of education, and the belief that a nation that neglects education will become a nation that is left behind, which will be unable to compete with other nations.
In Indonesia, the low quality of education is one of the four main problems of education that has been identified since the 60s. Attention to education is indeed quite large, but despite the many efforts that have been made, until now the problem of the quality of education seems to

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PRELIMINARY

The quality of education is one of the benchmarks that determine the dignity or progress of a nation. By examining the quality of education of a nation / country, one will be able to estimate the ranking of the country among the countries in the world. Therefore, the developed nation will always pay great attention to the world of education, by making various efforts to improve the quality of education, such as increasing the education budget, holding various competitions in various aspects of education, or sending the nation's buds to study in other countries. These various efforts were made because of the awareness of the importance of education, and the belief that a nation that neglects education will become a nation that is left behind, which will be unable to compete with other nations.

In Indonesia, the low quality of education is one of the four main problems of education that has been identified since the 60s. Attention to education is indeed quite large, but despite the many efforts that have been made, until now the problem of the quality of education seems to

be insurmountable. Complaints about the low quality of graduates still continue to reverberate. Elementary, junior and senior high school graduates have not been able to reason and think critically, and are still dependent on the teacher (D. Nielson, et al, 1996; Nasoetion, 1996). The ability of students to be independent has not yet been realized, so student initiatives to start something are not too often found. Student mastery is more focused on factual knowledge because that is what is required in the final exam. The origin of the causes of all this is certainly very much but the main accusation is directed at the teacher because it is the teacher who is the spearhead in the field who meets students programmatically (Wardani, 1998). Therefore, the teacher is considered as the party most responsible for the results achieved by students.

In the world of education, the role of the teacher is very important, namely the person who is responsible for educating the lives of the students, and is responsible for everything, attitudes, behavior and deeds in the context of fostering students to become morally, competent, and useful for the homeland and the nation. The teacher is a professional educator with the main task of educating, teaching, guiding, directing, training, evaluating, and evaluating students in early childhood education through formal education, basic education, and secondary education (Menpan Regulation No. 16 of 2009).

The teacher is a very dominant and most important factor in formal education in general because for students, teachers are often used as role models and even self-identification figures. In school the teacher is an element that greatly influences the attainment of educational goals besides the elements of students and other facilities. The success of organizing education is very much determined by the readiness of the teacher in preparing students through learning activities. However, the teacher's strategic

position to improve the quality of educational outcomes is strongly influenced by the teacher's professional abilities and performance.

Teachers are required to have a performance that is able to provide and realize the hopes and desires of all parties, especially the general public who have trusted the school and the teacher in fostering students. In achieving a good quality of education is strongly influenced by the performance of teachers in carrying out their duties so that teacher performance is an important demand for achieving educational success. In general, good quality education is a benchmark for the success of the performance shown by the teacher.

Teachers in principle have a high enough potential to be creative in order to improve their performance. However, the potential possessed by the teacher to create as an effort to improve his performance does not always develop properly and smoothly due to the influence of various factors both arising within the teacher's own person and that is outside the teacher's person. It is undeniable that conditions in the field reflect the condition of teachers who do not meet expectations as there are teachers who work part time both in accordance with their profession and outside their profession, sometimes there are some teachers who totally pursue more part-time activities than their main activities as teachers in school. This fact is very alarming and invites various questions about the consistency of teachers to their profession.

On the other hand teacher performance is also questioned when discussing the problem of improving the quality of education. For this reason, the factors that influence teacher performance are deemed necessary to be studied, examined and studied in depth in order to provide a clear picture of the more important and urgent factors that affect teacher performance.

Measurement of the performance of an educational institution is very important. To conduct evaluations and plan for future education it is necessary to measure performance appropriately, especially for teacher performance as implementing and even spearheading education. In this case, a variety of information is needed to ensure that education and learning services have been carried out effectively, efficiently and accountably. Thus, improving the quality of education must always be measured its performance through a variety of information, task control, funding reports, and the most important is the report on teacher performance because teachers have a very strategic role in determining the quality of education, which requires the conditions of personality and professional abilities that are standardized and accountable In other words, performance appraisal is the responsibility (accountability) of the institution and individual workers for their stakeholders.

Based on the description above, the author in conducting research with the title "Efforts to Improve the Capability of Kindergarten School Principals in Conducting Teacher Performance Evaluation Through Guidance of Supervisors of Fostered Schools in Bongomeme District, Gorontalo Regency"

THEORY STUDY:

A. Principal duties of school supervisors:

a. School Superintendent Duty:

School supervisors and school inspectors (later named school supervisors) are purely functional officials. The structural position attached to it was released by that decision. Since then the school supervisor has been assigned as an assessor and supervisor in the field of educational and administrative techniques in the schools for which he is responsible, (PP 19 of 2005). As a functional official and in accordance with the name of his position, the school supervisor is tasked with

supervising. Every School Superintendent is required to carry out academic supervision and managerial supervision and not choose one of them. The principal task of the School Superintendent is to carry out academic supervision and managerial supervision of the education unit. with academic supervision covering aspects of the implementation of the learning process. That is why managerial supervision targets the principal and other school staff, whereas academic supervision targets the teacher (Nana Sudjana, Educational Supervision: 28).

The implementation of the supervisory duties namely academic supervision and managerial supervision includes:

1. Arrange supervision programs both academic supervision programs and managerial supervision programs,
2. Carry out academic and managerial supervision based on programs that have been prepared,
3. Evaluating the implementation of the academic supervision and managerial supervision programs so that successes and failures of supervision have been carried out,
4. Carrying out professional teacher guidance and training based on the results of evaluating the implementation of supervision or we call coaching,
5. Compile reports on the results of academic and managerial supervision and follow up on them for the preparation of the next supervision program.

In line with the tasks stated above, a number of school supervisory obligations are determined, namely:

1. compile an supervision program, carry out an oversight program, carry out an evaluation of the results of the implementation of supervision as well as mentoring and train the professional abilities of teachers,
2. continuously improving and developing academic qualifications and competencies in

line with the development of technological science and arts,

3. Upholding the statutory regulations, laws, religious and ethical values and
4. maintain and foster national unity and integrity.

Based on the duties and obligations above, the school supervisor is responsible for carrying out the main duties and obligations according to what is charged with him. This means that the responsibility of the school supervisor is the achievement of the quality of education in the school he is developing. . Referring to Menpan Decree number 118 of 1996 concerning functional supervisory positions and their credit numbers, Joint Decree of Minister of Education and Culture number 03420 / O / 1996 and Head of State Civil Service Administration number 38 of 1996 concerning guidelines for implementing supervisory functional positions and Decree of Minister of Education and Culture number 020 / U / 1998 regarding technical guidelines for the implementation of the functional position of school supervisors and their credit numbers, it can be stated about the main tasks and responsibilities of school supervisors which include:

1. Carry out supervision of the implementation of education in schools in accordance with their assignments in kindergarten, elementary, high school, junior and senior high school.
2. Improving the quality of the teaching-learning process / guidance and the results of student achievement / guidance in order to achieve educational goals.

The first main task refers to supervision or managerial supervision while the second main task refers to academic supervision or supervision. Managerial supervision basically provides coaching, assessment and assistance / guidance starting from the program plan, process, to results. Guidance and assistance is

given to school principals and all school staff in managing schools or organizing education in schools to improve school performance. Academic supervision is related to fostering and assisting teachers in improving the quality of the learning / guidance process and the quality of student learning outcomes. Whereas the authority granted to school supervisors includes: (1) selecting and determining²³ work methods to achieve optimal results in carrying out their duties as well as possible in accordance with the professional code of ethics, (2) determining the level of performance of teachers and other personnel supervised along with factors factors that influence it, (3) determine or propose a coaching p²rogram and conduct coaching. This authority implies the existence of supervisory autonomy to determine steps and strategies in determining supervisory work procedures. However, supervisors need to collaborate with principals and teachers so that in carrying out their duties in line with the direction of school development that has been determined by the principal.

² The main tasks of performing leadership include: leading the development of the quality of human resources in the target schools, leading the development of school innovations, participation in leading educational managerial activities ² the Ministry of Education concerned, participation in education planning in districts / cities, participation in the selection of prospective principals / candidates supervisors, participation in school accreditation, participation in personal recruitment for special projects or programs for the development of school quality, participation in managing conflicts in schools with win-win solutions and participation in handling complaints both from internal schools and from the community. It was all done in order to realize the five main tasks above.

Based on the description of supervisors' duties as stated above, the supervisor of the

education unit has many roles as: (1) assessors, (2) researchers, (3) developers, (4) pioneers / innovators, (5) motivators, (6) consultants, and (7) collaborators in order to improve the quality of education in their target schools. It is related to the supervisor's main duties as supervisors or academic supervisors, namely the supervisor's main tasks which emphasize more on the technical aspects of education and learning, and managerial supervisors, namely the supervisor's main tasks that emphasize more on the aspects of school management.

1 B. Teacher Performance:

According to Mangkunegara (2001: 67) performance is the result of quality and quantity of work achieved by a person in carrying out his duties in accordance with the responsibilities given to him. High and low performance of workers is closely related to the awarding system implemented by the institution / organization where they work. in accordance with the word of Allah SWT in Q.S Al-Zalzalah verses 7 and 8 about doing a performance in accordance with his actions. Meaning: Whoever does good deeds weighing dzarrahpun, surely He will see (in return) it. And whoever commits a crime as big as dzarrah, surely He will see it (in return) as well. Inappropriate rewards can affect a person's performance improvement.

Closely related to the performance of teachers in carrying out their daily tasks so that in carrying out their duties teachers need to have three basic abilities so that their performance is achieved as follows:

1. personal abilities include things that are physical such as looks, sound, eyes or eyes, health, clothing, hearing, and psychological things such as humor, friendly, intellectual, patient, polite, diligent, creative, self-confidence, optimistic, critical, objective and rational;
2. social abilities, among others, are open, disciplined, have dedication, responsibility,

love to help, are constructive, orderly, are fair, forgiving, honest, democratic, and love students;

3. professional abilities as formulated by P3G which include 10 professional abilities of teachers, namely: mastering the field of study in the school curriculum and mastering in-depth material / application fields of study, managing teaching and learning programs, managing classes, using media and resources, mastering the foundations of education, managing teaching and learning interactions, assessing student achievement for educational purposes, getting to know the functions and guidance programs of counseling, knowing and organizing school administration, understanding principles and interpreting the results of educational research for teaching purposes according.

Teacher performance is the teacher's perception of teacher's work performance related to work quality, responsibility, honesty, cooperation and initiative. Compensation given to teachers is very influential on the level of job satisfaction, work motivation, and work results. If compensation is given taking into account the normal standard of living and being able to meet the needs of the teacher then it will naturally affect the morale of his work, which in turn will improve the quality of each work done. This is because the teacher's work goals are much influenced by whether or not the minimum needs of the teacher's and family's lives are met. Thus the impact is increasing teacher's full attention to the profession and work. If the compensation given is greater so that job satisfaction will be better.

Herein lies the importance in this research namely work compensation. Teacher performance is determined by many factors. These factors individually or simultaneously play a role in determining the achievement of maximum teacher performance. From the literature on teacher performance generally

known, teacher performance is determined by internal factors, namely factors¹ related to the state of the teacher himself and external factors, factors that are related to circumstances that are outside the teacher. Of the many internal factors relating to the teacher's self, there are two dominant factors which, according to the author, determine the quality of teacher performance, namely work compensation and work discipline.

¹ **1. Efforts to Improve Teacher Performance:**

The teacher is one component of education that plays an important role in the success of education, teachers are expected to be able to play the role of an ideal teacher. The public expects that the 'teacher' is a figure who can 'digugu' and 'emulate'. The teacher is also one of the figures that must be upheld, namely: 'teacher, queen, wongatua karo' (Tilaar, 2004: 11). The government often makes various efforts to improve the quality of teachers, including through training, seminars, and workshops, even through formal education, by¹ sending teachers to higher levels. Although the implementation is still far from expectations. Many factors affect teacher performance, but the problems in this paper are focused on the role of the principal's leadership, compensation, teacher discipline, and the development of Teacher Resources (HR).

The effort to improve the teacher's performance is to provide an understanding of the improvement in the quality of the teacher, and also to improve the welfare of the teacher so that there is an effort of the teacher in carrying out the duties and responsibilities as a teacher. Then this effort will provide the spirit of the teacher in carrying out their duties.

C. The Role of the Principal¹

Principals as top level management leaders in schools play an important role in holding the key to success. To realize this

expectation the headmaster must be competent. In general, it must have knowledge, skills, attitudes, performance and work ethics in accordance with their duties and responsibilities as a principal, which is described professionalism competencies, educational and management insight competencies, personal competencies and social competencies (Dharma, 2006: 60). The principal must also have a leadership spirit in accordance with the concept of Ki Hajar Dewantara (Moeljono, 2005: 54) namely, "Ing-¹ung sung tuladha, ing mad-waking, building, tut wuri handayani." But not so in reality. In daily education practice there are still many school principals who make mistakes in carrying out their duties and functions (Mulyasa, 2005: 19).

The principal's task as a manager is to carry out management functions in the form of planning, organizing, implementing and evaluating teacher performance. To develop a teacher's performance plan, the principal involves all elements of school personnel. With the implementation of human resource management by the principal or in management terms, the manager has been¹ responded by the teaching staff at. Those with a sense of responsibility and professionalism as educators have carried out shared responsibilities or tasks (job discription). If in carrying out the performance of teache¹ experiencing difficulties it is advisable to look for literature related to HRM and overcome the difficulties themselves, before asking for help from the principal.

The principal is one of the educational components that has an effect on improving teacher performance. The principal is responsible for organizing educational activities, school administration, fostering other education personnel, and the utilization and maintenance of facilities and infrastructure. This becomes even more important in line with

the increasingly complex demands of the school principal's job, which require more effective and efficient performance support.

TEACHER DISCIPLINE:

Discipline is one's awareness and willingness to obey all company regulations and applicable social norms. The meaning of awareness is the attitude of someone who voluntarily obeys all the rules and is aware of their duties and responsibilities. While the meaning of willingness is an attitude, behavior, and deeds of a person in accordance with company regulations whether written or not (Hasibuan, 1997: 212). According to Davis, work discipline can be interpreted as the implementation of management to strengthen organizational guidelines (Mangkunegara, 2000: 129).

Discipline is essentially the ability to control oneself in the form of not doing something that is not appropriate and contrary to something that has been determined and doing something that supports and protects something that has been determined. In everyday life it is known as self-discipline, study discipline and work discipline. Work discipline is the ability of a person to regularly, persevere continuously and work according to the rules that apply by not violating the rules that have been set.

Basically, many indicators that affect the level of discipline of employees of an organization include: (1) goals and abilities, (2) leadership model, (3) services (salary and welfare), (4) justice, (5) supervision (supervision attached), (6) sanctions for punishment, (7) assertiveness, and (8) human relations (Hasibuan, 1997: 213). Discipline is also one of the important functions of human resource management and is the key to the realization of goals, because without discipline it is difficult to realize maximum goals (Sedarmayanti, 221: 10).

RESEARCH METHOD:

The procedure of the research action is preceded by first taking the pre-cycle action by evaluating the activities of the principal in evaluating the performance of the built Kindergarten teachers.

This type of research conducted by researchers is a school action research commonly known as PTS. Thus this research is school based because it is done by involving components contained in the organization of learning in schools including: principals, teachers, students, learning materials, application of learning models and learning techniques.

The purpose of this study is none other than to improve the ability of kindergarten school principals in carrying out performance assessments of kindergarten-trained teachers. It is expected that from this research the ability of the kindergarten principals in carrying out the performance appraisal of the kindergarten teachers trained can increase in accordance with the research target.

The school action research process in cycle I consists of four stages, namely planning, action, observation, and reflection. The process of the research can be described as follows:

a. Planning:

This stage begins with initial reflection. This activity began with thoughts on the results of the pre-cycle I action, namely the assessment of the ability of principals in evaluating the performance of kindergarten teachers before the guidance of supervisory schools was established.

The steps in the activities of the kindergarten principal include: preparation of a time allocation schedule, preparation of documents needed in evaluating teacher performance, teacher work programs.

b. Action:

The action taken by the researcher in this stage outlines is to carry out guidance to the school principal which includes 3 stages, namely: the preparation, implementation, and evaluation stages. The preparation phase is the schedule, time allocation, documents needed. The implementation phase is the stage of carrying out an assessment of the principals of the built kindergarten in carrying out the performance of the kindergarten teachers.

c. Observation:

Observations or often referred to as observations during the activities of the target school principals in conducting performance evaluations of the kindergarten-trained teachers. This observation will reveal all events related to the implementation of the principal's evaluation of the performance of the TK teachers based on the guidance of the regional supervisor. In this observation process the data was obtained in several ways, including: (1) an assessment of the preparation of the school principal in evaluating the performance of the Kindergarten Kindergarten teachers, before and after the first cycle; (2) observation of the principal's performance appraisal of the fostered kindergarten teacher to determine the behavior or activities of the principal and the teacher at the time of the performance appraisal; (3) observations of the implementation of the kindergarten teacher performance appraisal activities carried out by the school principal to determine the ability of the headmaster in conducting the performance evaluation of the kindergarten-trained teachers. This reinforces other data, namely to clarify other supporting data. All data will be explained in the form of complete description.

d. Reflection:

Data derived from the assessment of the visit of the pre-designed kindergarten

principals in the pre-cycle shows that the ability of principals to assess the performance of kindergarten teachers is very minimal and does not meet the standards in the process of assessing the performance of the kindergarten-trained teachers.

The variable revealed in this study is the ability of principals to assess the performance of fostered kindergarten teachers through the supervision of the regional supervisor. a. Improving the ability of school principals in evaluating the performance of fostered kindergartens in Bongomeme District, Gorontalo Regency.

D. Research Instruments:

The assessment is used to measure the ability of school principals to assess the performance of fostered kindergarten teachers through the guidance of regional supervisors.

The headmaster's assessment used to measure the ability of the headmaster in carrying out the performance appraisal of the target kindergarten teacher is the assessment carried out by the school supervisor on the headmaster of the fostered school after receiving direct guidance by the supervisor in conducting the performance evaluation of the kindergarten-trained teachers of each school.

The observation guide used in this study is the Observation Sheet for supervisors and supervised target school principals. Observation Sheet used to get data about the behavior / activities of school principals in evaluating the performance of kindergarten-trained teachers.

The data collection technique used is the assessment carried out twice, namely cycle I and cycle II. The form of evaluation is the evaluation of the principal's pre-assessment of the performance of the built Kindergarten teachers, and the evaluation of the implementation of the principal's evaluation of the kindergarten teachers. The target level of success for school

principals is set if the school principal can carry out the performance evaluation of the kindergarten-trained teachers. In addition to the techniques used to observe the principal's activities, by putting a check mark (ü) on the observation sheet.

Data analysis techniques used in this study are quantitative and qualitative.

RESEARCH RESULTS AND DISCUSSION:

A. Data Description:

The principal of the study sample were 18 principals who were in kindergarten and early childhood education in the Bongomeme sub-district of Gorontalo regency who were the target schools under supervision. This school action research was carried out in a fostered kindergarten under the guidance and supervision environment of the district / school supervisor. School action research conducted provides several benefits such as:

1. Implementing PTS, principals and supervisors can get tangible benefits in the form of innovation in school management both in the long term, medium term and short term.
2. PTS (School Action Research) can be used to sharpen the formulation and implementation of the school's vision and mission. With the school action research conducted in realizing this vision and mission, the benefit gained is the formation of good collaboration between supervisors, principals, and other elements in the school to the community around the school.
3. PTS (school action research) can help create a climate that supports education in schools where supervisors become supervisors or school principals become top managers. This conducive climate will help schools achieve their mission goals or vision by making continuous improvements.
4. When PTS (school action research) is carried out on an ongoing basis, gradually staff and

principals can also formulate and develop curriculum at the school level (Education Unit Level Curriculum or KTSP) that is good and continues to be improved.

5. Supervisors and school principals will benefit from the implementation of PTS (school action research) in the form of an increase in professionalism and performance in their respective work units.

This is done to look closely at the ability of school principals in evaluating the performance of Kindergarten Teachers through the guidance of school / district supervisors. Preliminary data obtained by the supervisors of several school principals in assessing the performance of kindergarten teachers have not been in accordance with the rules of performance evaluation. This is due to many school principals who do not yet know the procedures for assessing the performance of their subordinates, namely the kindergarten teachers assisted by each school. The limitations of the principal's knowledge of the procedures for evaluating teacher performance are caused by several things which include the headmaster's lack of knowledge of teacher performance appraisals, the lack of school supervisors 'socialization of school principals in filling in and assessing school principals' performance. This is what motivates supervisors to provide guidance to all the principals of the target schools to assess the performance of the built kindergarten teachers.

This initial data is a reference for researchers to carry out research in the area of research supervision.

1. Assessment Cycle Activities:

a. The planning stage:

At the planning stage, of course prepare everything related to the activities carried out in the first cycle in the form of: preparation of teacher documents that are directly related to teacher performance appraisal, principal

observation sheets, assessment sheets and documentation.

The performance appraisal plan conducted by the principal is made in accordance with the procedures for filling out teacher performance appraisal. In this first cycle the researcher wanted to find out whether the application of technical guidance by the supervisor about the procedures for assessing teacher performance conducted by the principal in accordance with the teacher performance appraisal guidelines. The data needed by the school principal is certainly related to teacher documentation and direct observation of the learning process, and interviews.

According to the Regulation of the Minister of State for Administrative Reform and Bureaucratic Reform No. 16 of 2009 is an assessment carried out on each item of the main tasks of the teacher in the context of career development, rank and position. The implementation of the main tasks of the teacher cannot be separated from the ability of a teacher in the mastery and application of his competence. In this case, competencies are indispensable for teachers as mandated by Minister of National Education Regulation Number 16 Year 2007 concerning Academic Qualification Standards and Teacher Competency Standards. The mastery and application of competencies largely determine the quality of the learning process, mentoring students, and the implementation of relevant additional tasks that are appropriate to the function of the school / madrasah. For this reason, it is necessary to develop a teacher performance appraisal system. Teacher performance appraisal system is a teacher-based performance management system designed to evaluate individual teacher performance levels in order to achieve maximum school performance that has an impact on improving student achievement. This is a very important form of assessment to

measure teacher performance in carrying out their work as a form of school accountability. In the context of the regulation above, teacher performance assessment has two main functions, namely to:

Assess teacher performance (performance) in applying all the competencies needed in the learning process, mentoring, or carrying out additional tasks relevant to the function of the school / madrasah. Thus, the results of performance appraisal become a teacher's performance profile that can provide an overview of the strengths and weaknesses of teachers. Teacher performance profiles can also be interpreted as a needs analysis or audit of skills for each teacher that can be used as a basis for planning the continuing professional development of teachers;

Calculate the credit score obtained by the teacher for the performance of learning, mentoring, or the implementation of additional tasks relevant to the function of the school / madrasah in the year the teacher performance assessment is carried out. Performance appraisal activities are carried out annually as part of the career development process and teacher promotion for promotion and functional positions.

The results of the teacher performance appraisal are expected to be useful in determining various policies related to increasing teacher competency and professionalism as the spearhead of the implementation of the education process in creating intelligent, comprehensive, and highly competitive individuals. Teacher performance assessment is a reference for schools / madrasahs to determine career development and teacher promotion. For teachers, teacher performance appraisal is a guideline to find out the performance elements that are assessed and as a means to assess the strengths and weaknesses of individuals in order to improve the quality of their performance. Teacher

performance assessment is carried out on teacher competencies in accordance with the learning tasks, mentoring, or additional tasks that are relevant to the function of the school / madrasah. For class / subject teachers and guidance and counseling / counselor teachers, the competencies that are used as the basis for teacher performance assessment are pedagogical, professional, social and personality competencies, as stipulated in Minister of National Education Regulation No. 16 of 2007. These four competencies have been translated into subcompetencies and indicators that must be able to be demonstrated and observed in various activities, actions, and attitudes of teachers in carrying out learning or mentoring. Whereas, for additional tasks that are relevant to the function of the school / madrasah, the performance appraisal is carried out based on certain competencies in accordance with the additional tasks assigned (for example; as headmaster / madrasah, deputy headmaster / madrasa, library manager, etc.) as stipulated in the Regulation State Minister for Administrative Reform and Bureaucratic Reform No. 16 of 2009.

Based on the opinion about the teacher performance appraisal it can be concluded that the assessment is carried out on each item of the main tasks of the teacher in the context of career development, rank, and position as a civil servant, especially the Kindergarten Teachers of Bongomeme District as many as 10 assisted Kindergartens.

b. Action Stage:

The first phase of the action cycle consisted of planning, implementing and evaluating the activities of the principal in evaluating the performance of kindergarten teachers in Bongomeme District. The implementation of this assessment is carried out on the basis of the guidance of the school supervisor to the principal in conducting a

performance evaluation. The description of performance appraisal activities for the first cycle is as follows:

Results of Monitoring of Principal's Activities in evaluating teacher performance

In the implementation of the performance evaluation activities of the kindergarten teachers assisted by the headmaster of the Bongomeme District. Cycle I data for principals were observed by supervisors, using observation sheets of principals' activities, in which there were 14 aspects of the assessment used by supervisors to see the competence of the Kindergarten Teachers. The results of observations of school principals in evaluating the performance of kindergarten teachers assisted by Bongomeme District in the first cycle can be seen in the following table:

DISCUSSION:

1. Pre-cycle Activities:

School action research for preliminary data observations before treatment was carried out in the implementation of the performance evaluation of the kindergarten-assisted teachers by the principal not meeting the required research target of 75% of the principals being able to carry out the performance evaluation of the kindergarten-assisted kindergarten teachers. In performance appraisal consists of 4 aspects, namely stragglers, personality, social, and professional, and consists of 14 indicators of performance appraisal of fostered kindergarten teachers. This preliminary data is a reference for researchers to conduct a school action research in order to improve the competency of the Headmaster of the Patronage Kindergarten in Bongomeme District, Gorontalo Regency.

2. Cycle activities:

In the cycle I activities there were a number of activities carried out by the school

principal, teachers and school supervisors especially the guided Kindergarten teachers in the teacher performance appraisal activities.

School action research data for the first cycle consisted of 4 observed aspects consisting of 14 indicators of the total number assessed from 14 there were 9 indicators that had an average value of 64% for the activities of the first cycle, of these 14 indicators can be described as follows, pedagogical aspects for 7 indicators of (57%) and personality aspects of (100%) and social aspects of 50% and professional aspects of 50%. Data in the first cycle of activities for evaluating the performance of school principals of kindergarten teachers assisted by Bongomeme District have not met the research target. This is certainly influenced by several issues namely: the principal is not very clear on several indicators from 4 aspects, especially pedagogical aspects, social aspects, and professional aspects, the principal has not been able to focus on evaluating teacher performance.

CONCLUSIONS:

Data on the results of school action research conducted by researchers as school supervisors on the performance evaluation of teachers trained by the school principal through the guidance of school supervisors especially kindergartens fostered by Bongomeme District so that there is a significant increase in the teacher's personality cycle.

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