Original Research Paper

The Role of the Principal in Improving Teacher Performance in the Development of Evaluation of Learning Outcomes through Academic Supervision of Principals during the Covid-19 Pandemic

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Abstrak: The ability of teachers at SMA Negeri 8 Mataram is still very concerning, especially when evaluating learning outcomes. This is becoming increasingly worrying with the current condition, namely the Covid-19 Pandemic where all learning processes must be conducted online. The aim of this study was to determine whether the role of the principal through online academic supervision can improve teacher performance in evaluating learning outcomes at SMA Negeri 8 Mataram. This research is included in the School Action Research. At school, action research is conducted in 2 cycles. The results showed that in cycle I the percentage of teacher completeness was 28.12% and in cycle II the percentage of teacher achievement was 89.06%. The results of this study clearly indicate that the principal plays an important role in conducting academic supervision of teachers, especially in developing the evaluation of student learning outcomes. Therefore, it is concluded that coaching through the academic supervision of the principal can improve the performance of SMA Negeri 8 Mataram teachers in developing evaluation of learning outcomes with a completeness of greater than or equal to 85%.

Keywords: Academic Supervision; Evaluation of Learning Outcomes; Teacher Performance.

Pendahuluan

The COVID-19 pandemic is a disaster that has befallen society worldwide (Supriatna, 2020). All segments of human life on Earth are disrupted, including the education part (Aji, 2020). Several countries have even decided to close schools, colleges and universities, including our country, namely Indonesia (Sourial et al., 2020). The Indonesian government had to take a bitter decision because they had to close schools to reduce the contact of people flock.

The most prominent impact on education sustainability caused by the Covid-19 pandemic is that the government requires students to go from home to school (Mastura & Santaria, 2020). As a result, the learning process must take place online (online). This is definitely something new for both teachers and students.

This online learning clearly has an impact on the learning process, especially the learning outcome evaluation process performed by the teacher (Putria et al., 2020). This condition is exacerbated by the lack of an optimal supervision function of the client. The principal has difficulty following the teacher's learning process and it is difficult to know how the teacher's learning evaluation process is being conducted during this pandemic period. So that the director needs another

breakthrough to improve teacher performance, especially when evaluating students' learning outcomes.

Based on the results of monitoring by the director of SMA Negeri 8 Mataram, so far, the ability of teachers to be concerned, especially when evaluating learning outcomes. In combination with the current circumstances.

This research was conducted with the aim of understanding the role of school principals in improving teacher performance in developing the evaluation of learning outcomes during the Covid-19 pandemic.

Method

This research is a School Action Research (PTS). Action research includes planning actions based on the problems faced, implementing actions, observing and collecting data, analyzing research data, reflecting on the results of the analysis, changing/revising plans for further development (Slameto, 2015). This study consisted of 2 cycles, namely cycle I and cycle II. The subjects in this study were teachers of SMA Negeri 8 Mataram in the 2019/2020 academic year. This type of research is school action research through the application of academic supervision of the Principal which is carried out online using the ZOOM form and the research instruments are sent via Google Form. The number of teachers who were the objects of this study were 64 teachers. The criteria used in measuring teacher performance is the percentage of completeness above 85% with the criterion of completeness processing a score of ≥75.

Hasil dan Pembahasan

Cycle I
a) Planning Stage
At this stage the researcher prepares a coaching tool consisting of a coaching plan, instruments, and other supporting devices.
b) Activity and Implementation Stage
The implementation of coaching

activities for cycle I was carried out on March 16, 2020 using the Zoom Platform. In this case the researcher acts as the principal. The coaching process refers to the coaching plan that has been prepared. At the end of the coaching process, the teacher was given an instrument to fill in to find out the performance of SMA Negeri 8 Mataram teachers during the Covid-19 pandemic. The research data in the first cycle are given as in Table 1.

Table 1: Score Distribution Table in Cycle I

Respondents	Score	Information	
Teacher 1	70		Not complete
Teacher 2	75	Complete	
Teacher 3	60		Not complete
Teacher 4	50		Not complete
Teacher 5	80	Complete	
Teacher 6	50		Not complete
Teacher 7	60		Not complete
Teacher 8	85	Complete	
Teacher 9	65		Not complete
Teacher 10	50		Not complete
Teacher 11	80	Complete	
Teacher 12	55		Not complete
Teacher 13	60		Not complete
Teacher 14	50		Not complete
Teacher 15	80	Complete	
Teacher 16	55		Not complete
Teacher 17	60		Not complete
Teacher 18	65		Not complete
Teacher 19	65		Not complete
Teacher 20	80	Complete	
Teacher 21	70		Not complete
Teacher 22	60		Not complete
Teacher 23	60		Not complete
Teacher 24	75		Not complete
Teacher 25	50		Not complete
Teacher 26	65		Not complete
Teacher 27	80	Complete	
Teacher 28	50		Not complete
Teacher 29	65		Not complete
Teacher 30	50		Not complete
Teacher 31	80	Complete	
Teacher 32	80	Complete	
Teacher 33	60		Not complete
Teacher 34	65		Not complete
Teacher 35	70		Not complete
Teacher 36	60		Not complete
Teacher 37	60		Not complete
Teacher 38	50		Not complete
Teacher 39	75	Complete	

Respondents	Score	Information	
Teacher 40	50		Not complete
Teacher 41	60		Not complete
Teacher 42	80	Complete	
Teacher 43	65		Not complete
Teacher 44	50		Not complete
Teacher 45	80		Not complete
Teacher 46	55		Not complete
Teacher 47	75	Complete	
Teacher 48	65		Not complete
Teacher 49	50		Not complete
Teacher 50	80		Not complete
Teacher 51	70		Not complete
Teacher 52	60		Not complete
Teacher 53	80	Complete	
Teacher 54	50		Not complete
Teacher 55	50		Not complete
Teacher 56	75	Complete	
Teacher 57	60		Not complete
Teacher 58	50		Not complete
Teacher 59	80	Complete	
Teacher 60	75	Complete	
Teacher 61	60		Not complete
Teacher 62	75	Complete	
Teacher 63	65		Not complete
Teacher 64	75	Complete	
Total		18	46
Percentage		28,12%	72,88%

From table 1 it can be explained that with the guidance carried out by the Principal through online academic supervision, it was found that 18 (28.12%) teachers out of 64 teachers had completed. These results indicate that in the first cycle the teacher's performance has not improved, because those who get a value of ≥75 are only 28.12% and smaller than the desired percentage of completeness, which is 85%. This is because the teachers of SMA Negeri 8 Mataram are still not used to learning and being supervised by the online system due to the Covid-19 pandemic as it is today.

c) Reflection

In the implementation of coaching activities carried out online, information is obtained from the observation that the principal must carry out coaching more regularly and be carried out online in conducting coaching at schools. The principal must also use more time in conducting online coaching and the principal must concentrate more on coaching, because apart from coaching, there are other tasks that must be done.

d) Design Revision

There are still shortcomings in the implementation of coaching activities in the first cycle, so there needs to be a revision to be made in the next cycle. The thing that needs to be considered is that the principal needs to be more skilled in motivating teachers and more clearly in conveying the objectives of coaching carried out online. The principal also needs to distribute time properly by adding information that is deemed necessary and providing notes, and must be more skilled and enthusiastic in motivating teachers so that their performance is more improved.

Cycle II
a) The planning stage

At this stage the researcher prepares a coaching tool consisting of coaching plan 2, research instruments, and other necessary tools.

b) Activity and implementation stage

The implementation of managerial supervision coaching activities for cycle II was carried out on June 20, 2020. In this case the researcher acts as the principal of the school. The coaching process refers to the coaching plan by taking into account the revisions in cycle I, so that mistakes or deficiencies in cycle I do not happen again in cycle II. This school action research is carried out in accordance with the guidance plan procedures and guidance scenarios during the teaching and learning process.

At the end of the teacher coaching process, research instruments were distributed again through Google Form with the aim of determining the level of success in improving performance. The research data in the second cycle are presented in table 2.

Table 2. Score Distribution Table in Cycle II

Respondents	Score	Information	
Teacher 1	75	Complete	
Teacher 2	85	Complete	
Teacher 3	75	Complete	
Teacher 4	75	Complete	
Teacher 5	85	Complete	
Teacher 6	75	Complete	
Teacher 7	80	Complete	
Teacher 8	90	Complete	
Teacher 9	80	Complete	
Teacher 10	75	Complete	
Teacher 11	95	Complete	
Teacher 12	75	Complete	
Teacher 13	75	Complete	
Teacher 14	65		Not complete
Teacher 15	95	Complete	
Teacher 16	75	Complete	
Teacher 17	80	Complete	
Teacher 18	80	Complete	
Teacher 19	85	Complete	
Teacher 20	80	Complete	
Teacher 21	85	Complete	
Teacher 22	75	Complete	
Teacher 23	75	Complete	
Teacher 24	80	Complete	
Teacher 25	65		Not complete
Teacher 26	80	Complete	
Teacher 27	95	Complete	
Teacher 28	75	Complete	
Teacher 29	80	Complete	
Teacher 30	75	Complete	
Teacher 31	95	Complete	
Teacher 32	95	Complete	
Teacher 33	80	Complete	
Teacher 34	85	Complete	
Teacher 35	80	Complete	
Teacher 36	80	Complete	
Teacher 37	75	Complete	
Teacher 38	65		Not complete
Teacher 39	85	Complete	
Teacher 40	55		Not complete
Teacher 41	80	Complete	
Teacher 42	85	Complete	
Teacher 43	75	Complete	
Teacher 44	75	Complete	
Teacher 45	80	Complete	
Teacher 46	65		Not complete
Teacher 47	90	Complete	
Teacher 48	85	Complete	
Teacher 49	75	Complete	
Teacher 50	85	Complete	
Teacher 51	90	Complete	
Teacher 52	85	Complete	
Teacher 53	90	Complete	
Teacher 54	65		Not complete
Teacher 55	65		Not complete
Teacher 56	85	Complete	
Teacher 57	75	Complete	
Teacher 58	75	Complete	
Teacher 59	85	Complete	
Teacher 60	85	Complete	
Teacher 61	75	Complete	
Teacher 62	90	Complete	
Teacher 63	75	Complete	
Teacher 64	85	Complete	
Total		57	7
Percentage		89,06%	10,94%

From table 2, the percentage value of teacher performance is 89.06% complete and 10.94% unfinished. These results indicate that in cycle II the increase in teachers has increased from cycle I. There is an increase in teacher performance because after the Principal has informed that at the end of each coaching there will be an assessment so that at the next meeting the teacher is more motivated to improve their performance. In addition, teachers have also begun to understand what the principal means and wants in conducting academic supervision of the principal.

c) Reflection

At this stage, what has been done well and what is still not good will be examined in the coaching process through online academic supervision. From the data that has been obtained, it can be described as follows:

(1) During the online process of coaching Principals, all coaching has been carried out properly. Although there are some imperfect aspects, the percentage of implementation for each aspect is quite large.

(2) Based on the observation data, it is known that the teacher is active during the coaching process even though it is done online.

(3) The deficiencies in cycle I have experienced improvements and

improvements so that they are better.

(4) The results of the principal's coaching by the school principal through academic supervision in cycle II reach completeness.

d) Implementation Revision

In cycle II, even though it was carried out online, the principal had carried out coaching well and seen from the improvement in teacher performance, the implementation of coaching had gone well. So there is no need for too many revisions, but what needs to be considered for further action is to maximize and maintain what already exists with the aim that in the implementation of further coaching through academic supervision it can improve teacher performance so that the objectives of coaching as an effort to improve the quality of education can be achieved.

This classroom action research was conducted by the principal in 2 (two) cycles, namely Cycle I and Cycle II. This research was conducted online because of the conditions we are currently facing, namely the Covid 19 pandemic. This requires that the implementation of learning carried out by teachers must be done online. This online learning activity is something new for all teachers including teachers at SMA Negeri 8 Mataram. Thus, the principal who is currently a researcher feels it is very necessary to supervise online guidance as well as to motivate teachers so that teacher performance continues to increase as expected.

The implementation of supervision in Cycle I resulted in unsatisfactory teacher performance. The results of the data analysis showed that only 28.12% of the teachers had completed or were considered to have good performance while learning was carried out online. This is certainly a big concern for researchers as the principal.

Seeing the results in cycle I, the researcher returned to supervision in Cycle II by correcting several deficiencies in Silklus I, and finally in cycle II the results showed that 89% of the teachers had completed or had good performance. This result exceeds the joint completeness criteria of 85% of teachers. This result is very satisfying because continuous supervision will improve teacher performance both online and online. This is indicated by an increase in teacher performance by 60.94% from Cycle I to Cycle II.

Conclusion

Based on the analysis of the results of research and discussion, it can be concluded that 1) Principal coaching in an effort to improve teacher performance through academic supervision of the Principal conducted online shows an increase. 2) Activities in coaching activities show that all teachers can improve their performance well in every aspect even though they are done online. 3) The activities of the principal show that coaching activities through academic supervision of the principal are useful and can help teachers to more easily understand the concept of teacher roles and functions so that teacher performance can increase.

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