

# IMPROVING TEACHER PERFORMANCE ON PARTICIPATE IN TRAINING AND ACADEMIC SUPERVISION

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## *Abstract*

The teachers play an important role in improving the quality of education in general and in specific quality of learning. Therefore, attention to the performance improvement of teachers becomes important and becomes a necessity. The research aimed to know the influence of training on improving the performance of teachers MAS Se-sub-districts of South Labuhanbatu Regency. In this study focusing on the performance of Teachers (Y) as a variable bound and free variable is to follow the training as the first free variable (X1), academic supervision as the second free variable (X2). The population of the research is the whole teaching of the MAS Se-sub subdistrict of Labuhanbatu Selatan Regency consisting of 72 teachers. The entire population was made sample research. The research instrument for training variables and academic supervision is a poll with a Likert scale model, while the teacher's performance is used APKG I and APKG II. The requirements test is done to test the normality, linearity, and independence between the free variables. The data analysis techniques used correlation and regression and simple correlation and regression and double correlation at the level of significance 0.05. The results clarify that there is a significant influence on training activities, academic supervision towards improvement of teacher's performance.

**Keyword: Teacher Performance, Academic Supervision, Training**

## **Introduction**

The teachers is a human resource components that must always be built and developed continuously. The improvement of the teacher's performance is conducted through education which begins in pre-position and in-Office training program. Teachers play an important role in improving the quality of education in general and in specific quality of learning. Therefore, attention to the performance improvement of teachers becomes important and becomes a necessity. Moreover with a variety of science and technology developments today, a teacher is required to be able to adapt himself so that the knowledge and skills given to students are not missed by the development of the science itself, so essentially the teacher always increases his competence.

Teachers in principle have high enough potential to be creative in enhancing their performance. In the teacher and lecturer Law No. 14 of 2005 in article 1, paragraph 1, it is confirmed that the teacher is a professional educator with the primary task of educating, teaching, guiding, directing, training, assessing, and evaluating students on child education Early age of formal education, primary education, and secondary education. But the potential that teachers have to create it does not always develop naturally and smoothly due to various factors, both from his personal self and from outside the private teacher. The limitations of welfare have forced teachers to work on the sideline outside its main tasks either in accordance with their competence (e.g. teaching in other Madrasah) and not in accordance with their competence such as working as a merchant, farmer and others. Performance is related to the outcome or overall success rate of an individual

during a particular period in carrying out a task compared to a variety of possibilities, such as the standards of work, goals or criteria predetermined and has been agreed together. In connection with the teacher's performance, the form of teacher behaviour is the teacher's activity in the learning process, which is how a teacher plans learning, conducts learning activities, and assesses learning outcomes.

The achievement or improvement of the teacher's performance has many obstacles resulting from the demands of the frequently changing curriculum, demands of reforms, modernization demands and also the demands of globalization. To overcome the above obstacles need guidance to the teacher who in this case should be started from the implementation of academic supervision, because by implementing the academic supervision, the supervisor will be able to see the weaknesses or Lack of teachers so that the solution can be sought.

The preliminary data on the teacher's performance is derived from the interview with the head of private Madrasah Aliyah (MAS) Al-Muttaqin sub-district cross-region of Labuhanbatu Selatan on February 11, 2019. Teachers in this madrasah gathered a plan for the implementation of Learning (RPP), as well as not all teachers make the annual program (PROTA) and the Semester program (PROSEM). Further based on the results of the interview with the teacher on February 11, 2019 obtained the idea that the learning in the form of RPP among the majority of teachers are taken from the Internet source, based on the internet source of the teacher change it slightly in accordance with the conditions of the madrasah.

The above statement raises the question, that the teachers of MAS in the cross-districts of South Labuhanbatu Regency are not maximized performance. But hopefully teachers have high performance. There are many answers to those questions, which are used as reasons by teachers to cover all the shortcomings, among others: lack of the attention of leadership, the head of the Madrasah unfair in providing assignments, welfare and rewards Inadequate, uncondusive climates, no opportunities to improve careers, and many other reasons that may be theoretically acceptable. Referring to the explanation above can be seen various factors that affect the performance of the teacher, one of them among the personal factors that are knowledge, skills, skills gained through education and training.

In this case training is an action to increase the knowledge and skills of a person to perform a particular job. Training can be conducted through formal courses or workshops. To benefit from the training of each participant must understand the principles and objectives of performance assessment, the intention is that the assessment is not only for replenishment of the Kondute but more to the evaluation to see where the progress of knowledge/skills of the teacher after the training. Performance training began when a healthy, positive and synergistic relationship between teachers and supervisors was carried out continuously and relentlessly as long as the education institute grew and expanded. However, preliminary data that researchers gained from interviews with head of Madrasah MAS Aliful Ikhwan Sub-district cross Kitang South Labuhanbatu regency on February 12, 2019 obtained a description that there is a limitation of the Madrasah To bring resources to help teachers overcome their difficulties or to send teachers to seminars, workshops or trainings. If there is an invitation from the Ministry of Religious Affairs South Labuhanbatu to join the training, the number of teachers requested is limited.

In addition to the training factors, the academic supervision factors delivered by the education supervisor are also factors that determine the teacher's performance improvement. In this case the role of the head of Madrasah and education Supervisor is implementing academic supervision. However, based on preliminary data based on the interview of Madrasah MAS Uswatun Hasanah subdistrict cross Kitang Labuhanbatu Selatan District on February 12, 2019 was obtained a description of the Maksud no more academic supervision results yet To find a shortage of teachers and subsequently found solutions. Referring to the above explanation, researchers are interested in conducting studies on the performance of teachers by reviewing the training activities and academic supervision. This is based on the implementation of an academic supervision that has not been maximally implemented in accordance with the actual, and the call of training for teachers is also not based on the need or priority scale.

### **Literature Review**

The human resources involved in the educational process include teachers. Guru is one of the high determining factor of the quality of education results and has a strategic position, then every effort to improve the quality of education should pay great attention to the improvement of the teachers both in terms of numbers and levels. The word teacher is sometimes the middle of society is an acronym of the people who are imitation that is people who can always be obeyed and followed (Yamin and Maisah, 2010:88). In this case the teacher is a person who gives science to others who carry out certain ditempat-tempat education and learning, not necessarily in formal education institutions, but can also be in mosques, at home and so on (Djamarah, 2000:31).

The opinion of Purwanto (2005:138) confirms that all people who have given a certain knowledge or intelligence to a person or group of people can be called "guru", such as Master of Silat, teacher of Koran, sewing teachers and so on. It is in partnership with Pidarta (2007:264) that the teacher is all who are obligated to nurture children. The word performance is a translation of the word performance, which, according to The Scribner-Bantam English Dictionary, published by The United States and Canada 1979 (in Rivai and Basri 2005:14). Meanwhile Rusman (2009:318) explains the performance is a performance or demonstration. Performance can also be interpreted work performance or work performance. According to Smith as quoted Rusman (2009:318), performance is output derives from processes, human or otherwise, namely performance is the result of a human process.

From the above opinion can be concluded that performance is a manifestation of the behavior of a person or organization. In relation to the teacher's performance, the form of behaviour is the teacher's activity in the learning process, which is how one teacher plans learning, performs learning and assesses learning outcomes. Regarding the teacher and its performance, it concerns all activities demonstrated by the teacher in his or her responsibility as the person who bears the mandate and responsibility to educate, teach, guide, direct and guide learners towards Mental-spiritual and physical-biological maturity. The teacher's performance is also a behavior or response that gives results referring to what they do when he or she faces a task. The training is a systematic process of changing the behavior of employees in a direction to improve organizational objectives (Sulistiyani & Rosidah 2003:175). The systematic process, in implementing the training, must follow the scientific standards then Michael J. Jucius in Mukijat 1993:1 says that the term training is used here to indicate any process by which the aptitude, skills and abilities of

employees to perform specific jobs are increased (the term training used here is to demonstrate every process of developing skills talent and ability for employees to complete a specific job).

Then, some experts formulate that the academic supervision as an aid in the development of a better teaching situation (Kimball Wiles) in (Gunawan 2007:194) means the supervisor observed, judging to find the lack or weakness of teachers so that it can be assisted and developed teachers' ability in the next teaching process. Adams and Dickey in Daryanto (2006:20) formulated academic supervision as a special service in the field of teaching and improvement regarding the teaching and learning process including all factors in the situation. While Briggs and Justman in Gunawan (2007:193) formulated the academic supervision as a systematic and continuous effort to foster and direct the growing self-growth of teachers, more effectively in helping the achievement of educational objectives with pupils under his responsibility.

The academic supervision as a development towards the improvement of educational situations (including teaching) in general and quality improvement in particular. Then in the curriculum implementation guidelines formulate the academic supervision as a coaching (given) to the entire school staff to develop a better learning situation. (Coaching-giving assistance, guidance, services, demands and so on if necessary), this is in accordance with the logo of Depdiknas "Tut Wuri Handayani" (Gunawan 2007:194). From the various definitions and theories above, researchers draw the conclusion that the academic supervision of education is all office efforts and efforts on educational institutions to guide, nurture and direct teachers to be able to improve its performance in Achieving educational objectives.

## **Method**

Research conducted in private Madrasah Aliyah (MAS) Labuhanbatu regency consisting of 4 (four) MAS namely MAS Al-Muttaqin, MAS Aliful Ikhwan, MAS Uswatun Hasanah and MAS Darul Ihsan. The time of study was conducted in the even semester of 2018-2019 school year. This research is backed by an interview with the head of private Madrasah Aliyah (MAS) Al-Muttaqin sub-district crosses Kitang District stating that the maximum performance and academic supervision results of teachers of MAS cross Kitang South Labuhanbatu regency.

In this research method used is quantitative research with correlation research method (correlational research). The opinion of Arikunto (2006) suggests that "in the absence of an ancara, when the subject is less than a hundred, it is better to be taken all, so the research is a population study. Next if the subject is large, it can be taken between 10%, 15% or 20%, 25% or more ". Noting the above statement, as the number of population (the teachers) is less than 100 people, then the entire population in this research is used as a sample (total sampling) amounting to as many as 72 MAS teachers. In this research the accumulated data is processed and analyzed using correlation and regression techniques and simple correlation and regression and double correlation. To strengthen the validity of data from findings and to maintain research validators, researchers refer to the test of normality, linearity test and regression, and the independence test between free variables.

## **Results and Discussion**

Based on the accumulated data and the results of the statistical analysis, the three hypothesis testing in this study was received either independently or jointly. The first findings were a positive and significant relationship between training and teacher performance. The second finding, there is a positive and significant relationship between academic supervision and teacher performance. The third findings, there is a positive and significant relationship of academic supervision and training jointly to the teacher's performance.

The first findings indicated there was a positive and significant influence of variables following training (X1) with the performance of Teachers (Y) MAS with a correlation magnitude of 0.473. This indicates the category of relationships between training and the performance of moderate category teachers. Effective donations are given training variables to the teacher's performance by 20.00%. This Data makes the opportunity for the head of Madrasah, supervisors and the Ministry of religious Labuhanbatu Selattan to improve teachers ' training programs for teachers in future MAS. Related to the urgency of training in improving the performance of teachers described Sulistiyani and Rosidah (2003:175) that training is a systematic process of changing individual behaviour in a direction to improve organizational objectives. The same thing that Mukijat explained (2004:2) suggests that the purpose of the training is to develop skills so that the work can be solved faster and more effectively; to develop knowledge, so that the work can be solved rationally and to develop attitudes that lead to the willingness of cooperation with employees and leaders.

The findings of this research also supported the results of research that has been done previously related to the training influence on the teacher's performance, including research that has been conducted by Yuniarti and Lingga (2019) Showing training and Development can improve teachers ' performance of SMK Negeri 1 Muntok. With the training and development, students increasingly apply the attitude of work discipline that can certainly affect its performance. Khadijah's research (2017) shows that training that teachers participate in carries an effect on the teaching and learning process that takes place in the classroom. Because in the training process, teachers who attend training gain new insight into the teaching and learning process. Doing so in delivering teachers ' teaching assignments is a refresher, improved knowledge and skills and ability. With the improvement of all these things indirectly, the work achievement of teachers is also increasing. Research on Arianto and Istikomah (2018) shows there. The positive influence of education and training on teacher performance shows that education and training contributes greatly to the teacher's performance.

Be aware that teachers are important factors in determining the success of education. Teachers are important components directly related to teaching and learning activities. Because the development of technological advances and science is very rapid, and also the needs of the public to the quality of education, then inevitably teachers should follow the development of the Times. Individually, some teachers have the potential to develop knowledge and various strategies and approaches that are held to implement learning. However, sometimes this will be a bump when facilities and infrastructures are not owned by the head of the Madrasah.

The one of the roles of the head of Madrasah in providing supervision is to provide a variety of supporting facilities that are owned by the teacher in the teaching of various innovations. The more available tools and facilities that exist in the Madrasah

Madrasah, then it will increase the desire of teachers to continue to explore and develop the potential that belongs to the success of students. The limitations of teachers as ordinary humans will more modern things have forced teachers should be able to follow the community's demand. The one of the variables that can help the teacher to improve his skills is through training. The training in question can be in the form of workshops, trainings, which relate to various skills related to the teacher's performance. This skill is the ability to develop learning programs (Prota, Prosem, Syllabus, RPP, learning Media creation and evaluation tool preparation). Also the demands of technological informatics advances must be mastered by teachers so that teachers are able to adapt learning methods/strategies based on modern techniques.

The findings of the second study showed that there was a positive and significant influence between the academic supervision and the performance of Guru MAS Se-subdistrict cross Kitang, Labuhanbatu Selatan District with the correlate number 0.354. The academic supervision also provides an effective contribution to the teacher's performance with 9.90% of its number. This Data makes the opportunity for the head of Madrasah, supervisors and the Ministry of Religion of South Labuhanbatu Regency to enable better academic supervision to improve the performance of teachers. Adequate academic supervision will give birth to teachers who are expected to perform their duties and functions professionally.

The explanation of Justman in Gunawan (2007:193) Formulating the academic supervision as a systematic and continuous effort to encourage and direct the growth of the teacher's growing self, more effectively in helping Achievement of educational objectives with pupils under his responsibility. The supervisor's academic supervision is a means for the head of the Madrasah to conduct coaching to teachers about the results of the teacher's activities in the learning process. It is therefore expected that supervision will bring positive impact to the development of the teacher's activities so that education can be achieved well. The teacher is the figure that has been obeyed by all the students, who are the students of the madrasah concerned. The teachers in carrying out their duties have a variety of educational background, skills, initiative and teaching motivation in Madrasah. With these diversity each teacher has different objectives and roles in carrying out their duties. With the level of professionalism, teachers will demand different economical work benefits. If the supervisor can apply the type of supervision that can improve the quality of teaching, with an adequate appreciation of the award then the teachers in carrying out their duties will produce performance as rewards gained from the Madrasah concerned.

The academic supervision in this research is the teacher's response to the supervision of guidance on teachers' assignments as a teacher in order to improve the professionalism of teachers. Supervision is implemented with regards to problem solving and not to seek problems jointly between teachers and the head of Madrasah. The head of Madrasah and supervisors as supervisors who want to pay attention to and assist teachers in solving teaching problems, personal problems and professional problems will be able to provide high teacher performance. Teachers will feel valued and cared for and so that the teacher will be kind to the organization and head of the Madrasah. Teachers have a positive perception of the implementation of supervision.

These findings support the results of previous research related to the influence of academic supervision on the teacher's performance, including research of Mudzakir

(2016) showing the implementation of the academic supervision of teacher PAI results can be seen in the management In the teacher class is pretty good. PAI teachers follow or involve themselves and prepare everything related to the administration of learning. Improve performance competencies. The supervision is carried out by conducting meetings, and visits are not determined in time of implementation. The academic supervision of teacher learning is conducted once a semester. The academic supervision enhances teachers ' ability in the management and learning process in the classroom. Suwartini's research (2017) shows there is a positive and significant influence on the academic supervision of the headmaster to the quality of education by 30.9%. This means that the better the academic supervision of the head of the school then the better the quality of education.

Purbasari research (2015) shows that between the two research variables have a positive relationship with the value of 75.977, the positive relationship can be interpreted that increasing the quality of the implementation of academic supervision, the more Teacher's performance in the learning activities. The relationship to influence the academic supervision on teacher performance in learning is demonstrated by a percentage of 23.2%. Recommendations based on the results of the research should be on the implementation of academic supervision, the principal must pay attention to the implementation aspect of supervision, while in terms of teacher teaching performance, teachers should improve their performance Evaluation and follow-up of student assessment results.

The third findings of the study are that training and academic supervision jointly demonstrate a positive and significant influence on teacher MAS's performance with a correlation of 0.549 and effective donations given by academic supervision and training The teacher's performance was 30.20%. This means that there are still factors that can support teachers ' performance that are not examined in this study. The above research findings support Ruky theory (2002) namely that this performance aims to improve work and personal achievement by providing feedback to them about their achievements. To obtain this it can be contributed by factors from within yourself and can also be from outside.

The same is described by Yamin and Maisah (2010:129) that various factors related to the performance that can be traced from various theories such as explaining the factors related to the performance of the teacher, which is personal/individual factors, including elements of knowledge, skills, abilities, confidence, motivation and commitment that each individual teacher has; Leadership factors include a quality aspect of managers and team leaders in providing supervision, encouragement, encouragement, direction and job support to teachers; Team factors include support and passion provided by teammates, team members ' confidence, team members ' solidarity and reliability; System factors include the working system, the work facilities provided, the organization process (school) and the work culture in the Organization (school/Madrasah), and the contextual (situational) factors include pressure and external and internal changes.

The variables following the training the teacher aims to help teachers to improve their skills are through training. The training in question can be in the form of workshops, trainings, which relate to various skills related to the performance of the teacher, especially in relation to the ability to plan and implement learning. In addition to the training, then the activities of the academic supervision conducted by the supervisor or

head of Madrasah as a supervisor on a scheduled and ongoing basis, to find the weakness or shortage of teachers in the process of teaching and learning. Then by analyzing the cause of the teacher's weakness in carrying out its duties, the supervisor can recommend the teacher to participate in the training, either through the Ministry of Religious Regency/city or through the discussion of teachers of subjects (MGMP). Furthermore, if further examined about the effective donation of both variables of the academic supervision variable and the training on the teacher's performance, the greater gives the constriction is a training of 20.00% while the academic supervision variable of 9.90%. This is because the teacher's performance is determined by the high level of training to carry out its task and function attached to the teacher.

### Conclusion

There are positive and significant influences between training and teacher performance. That means the higher and positive the training then the higher and positive also the performance of teachers by making an effective donation of 20,00%. This can mean that the variation occurring in a training variable of 20,00% can be predicted in improving the teacher's performance. Furthermore there is a linearity and the sense of variable regression of training to the teacher's performance variables evidenced by the equation of the regression line  $\hat{Y} = 68,96 + 0,28X^1$  which means an increase in one training score will be Increase every 0,28 score on the teacher's performance so that the results can be accounted for. There is a positive and significant influence between academic supervision and teacher performance. That means the higher and positive academic supervision then the higher and positive the teacher's performance by making an effective donation of 9,90%.

It is interpreted that the variation occurring in the academic supervision variable of 9,90% can be predicted in improving the teacher's performance. Furthermore, there is a linearity and the significance of the variable regression of the academic supervision of the teacher's performance variables evidenced by the similarity of the regression line  $\hat{Y} = 71,60 + 0,23X^2$  which means an increase in one academic supervision score, will increase every 0,23 score on the teacher's performance so that the results can be accounted for. There are positive and significant influences together between academic supervision and training with teacher performance. That means the higher and positive supervision of academic and training, the higher and positive also the performance of teachers by making an effective donation of 30,20%. This means that 30,20% of the variations in the teacher's performance can be predicted by both of these free variables. In other words, academic supervision and training jointly can improve the teacher's performance with line linearity  $\hat{Y} = 28,44 + 0,25x^1 + 0,18x^2$ .

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