Efforts to Improve Teacher Performance Through Individual Supervision of Dumai 6 Public Middle School Teachers

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ARTICLE INFO

A B S T R A C T

The purpose of this research is to improve teacher performance through individual supervision of SMP Negeri 6 Dumai, East Barito Regency. The method used in this research is Action Research which consists of 2 (two) cycles, and each cycle consists of: Planning, Implementation, Observation, and reflection. Based on the results of action research that individual supervision can improve the performance of SMP Negeri 6 Dumai, East Barito Regency. Furthermore, the researcher recommends: (1) Principals who experience the same difficulties can use Individual Supervision as a solution. (2) In order for the implementation of Individual Supervision to get maximum results, it is hoped that the Principal will carry out Individual Supervision intensively and continuously.

1. Introduction

Quality education is education that is able to produce graduates who have the ability or competence, both academic competence and vocational competence based on personal and social competence, Sudrajat (2005). Based on the description of the opinion above, it can be said that the quality of education is a pillar that can develop a nation's future that lies in the existence of quality education in the present. Quality education will emerge if there is good school management as an improvement in the nation's future. The leadership literature talks a lot about models and instruments, describing different leadership styles that are considered important, for example the paradigm of leadership and service leadership, Warman (2021).

To improve the quality of education in schools, Danim (2007) said that if an institution wants to improve the quality of education, it must involve at least five dominant factors, namely: leadership, principals, teachers, students and curriculum. The principal as a supervisor must be able to improve the quality of education relating to teacher professionalism (Sauri, 2010), student achievement

and effective and efficient learning. Improving the quality of learning is also one way that can be taken in an effort to improve the quality of education in schools. According to (Darmadi, 2015) a teacher must have the ability to carry out his main duties as an educator and teacher which includes the ability to plan, implement, and evaluate learning outcomes. The principle is that every teacher must be trained periodically in carrying out their duties to improve their performance. Jihad, (2013). The role of the principal in this position is unique because it is located between the public and internal areas of the school (Tolo 2020), so that the principal in carrying out his leadership function requires the support, trust, and active involvement of all components (Sebastian 2019), as well as creativity in innovating and advancing schools and improving student learning outcomes (Pietsch 2019).

According to Mulyasa (2002), supervision is all the efforts of school officials in leading teachers and other education personnel, to improve teaching, including stimulating, selecting the growth and development of teacher positions, selecting and revising educational goals, teaching materials, and teaching methods and teaching evaluation. Another opinion expressed by Sagala (2009), supervision is professional assistance and guidance for teachers in carrying out instructional tasks to improve learning and teaching by carrying out continuous stimulation, coordination and guidance to increase the growth of teacher positions individually and in groups. Based on these opinions, it can be concluded that supervision is a coaching activity that is planned to assist teachers and other school employees in carrying out their work effectively.

The success of the principal in school management, managing school infrastructure, fostering teachers, or managing other school activities is largely determined by the principal's leadership, Manora (2019). Principals are required to be able to lead as well as supervise and manage learning activities held at the schools they lead, so that they aim to improve the quality of education, Anggal (2019). As leaders and supervisors, principals must be able to give attention, encourage and motivate teachers so that they are enthusiastic in working so as to produce better performance, Mustaghfiroh (2020). The fact shows that the principal as a supervisor has not fully implemented supervision, it can be seen that supervision is carried out only once in a semester, Rohaenah (2020).

Supervision is a professional service in the form of providing assistance to personnel in improving their abilities so that they are better able to maintain and make changes to school administration in order to improve the achievement of school goals by Bafadal (2005). Whereas Purwanto (2010) explains that educational supervision is all assistance from school leaders, which is aimed at developing the leadership of teachers and other school personnel in achieving educational goals in the form of encouragement, guidance, and opportunities for the growth of the skills and abilities of teachers- teachers such as guidance in the business and implementation of reforms in education and teaching. According to (Messi et al., 2018) Academic supervision is one of the planned programs that can be carried out to help teachers improve their professional abilities in managing the learning process.

Supervision is carried out to improve and enhance the learning process to improve the performance of a teacher, because supervision is an attempt to improve the learning process, namely by helping teachers improve the quality of teaching to help students learn better, Kaso (2021). Suhaemin & Arikunto (2013) describes the stages in the supervision technique for problem solving as follows: (a) problem identification, namely identifying gaps between the current state and the expected state, (b) causal diagnosis, namely research on possible causes the causes of problems by examining the inhibiting and supporting factors, (c) developing an action plan, namely developing a strategy to act by examining each available alternative in detail, anticipating the possible consequences, considering then choosing one to carried out, (d) carrying out planned activities by translating each planning step with special procedures, (e) evacuating activity plans, namely looking back at implementation, and others that need to be considered in later implementation.

Rohani & Ahmadi (2005) explain operationally the usual and regular supervision techniques that can be carried out by every school, namely: school meetings, class visits, deliberations, or individual meetings. Sahertian (2010) mentions that educational supervision techniques are broadly divided into two parts, namely individual techniques and group techniques. Techniques that are individual in nature are: (a) class visits, (b) class observations, (c) private conversations, (d) class visits (intervisitation), (e) selecting various sources of material for teaching, (f) self-assessment.

As for group techniques, namely techniques used jointly by supervisors with a number of teachers in one group, namely: techniques used jointly by supervisors and a number of teachers in one group, namely: (a) orientation meeting for new teachers, (b) organizing committee, (c) teacher meetings, (d) group studies between teachers, (e) discussions as group processes, (f) exchange of experiences, (g) workshops, (h) panel discussions, (i) symposium, (j) teaching demonstration, (k) office library, (l) supervision bulletin, (m) direct reading, (n) attending courses, (o) office organization, (p) curriculum laboratory, (q) school trip to staff members.

The teacher has a very important role in determining the quality and quantity of teaching that has been determined. Therefore, teachers must think about and make plans routinely and programmed in an effort to improve the quality of teaching and learning opportunities for students. For this reason, innovation in classroom management is required. The teacher as the person in charge of teaching and learning activities must be full of initiative and creative in teaching and learning activities, because it is the teacher who knows for sure the situation and condition of the class, especially the condition of the children with all their backgrounds. The main benchmark in assessing teachers is the quality of teaching and learning activities that occur in class, this activity is also called teacher performance.

Ilyas (2001) said performance is the appearance of the work of personnel, both quantity and quality in an organization. Thus performance is individual behavior as an expression of progress in producing something that is obtained by utilizing

the knowledge, attitudes, and skills possessed. Meanwhile Meinhardi (2022) In the field of education, teacher performance is always a concern because the teacher is a determining factor in improving learning achievement and plays a role in improving the quality of education.

Torrington (1994) explains that performance appraisal is a tough task because it involves decisions, reporting, and following up on the results of one's performance appraisal. In other words, assessing is comparing actual results with what is desired and determining opinions about the performance that has been achieved based on predetermined standards. This means that the role of the principal in fostering teachers is very important as an effort to improve teacher performance by Sholeh (2016). Teacher performance assessments can be carried out by school principals and supervisors to find out the realization of assigned tasks. A good performance appraisal must appreciate the work achievements that have been achieved by the teacher and do not intend to find fault, but rather aim to follow up on the results of the assessment.

Evaluation of teachers can be carried out if the expected performance standards/targets have been agreed upon. With regard to the importance of assessing teacher performance, it is very necessary for school principals to carry out continuous supervision activities as supervisors by improving their approach to curriculum supervision through the application of the supervisory process (organizing, planning, dealing with change, implementing, solving problems, and evaluating) to the six levels of the curriculum. (written, taught, resourced, experienced, tested, and ideal) and uses three supervisory roles, namely as monitor, standard bearer, and first teacher (Yulieana, 2020; Thessin, 2019).

In line with this, the aim of this research is to improve teacher performance in managing learning in Indonesian, English, Mathematics and Science Subjects at SMP Negeri 6 Dumai. As well as increasing learning outcomes in Indonesian, English, Mathematics and Science Subjects at SMP Negeri 6 Dumai.

2. Methodology

This research was conducted using an action research design which was designed through two cycles through procedures: (1) planning, (2) implementation of action, (3) observation, (4) reflection in each cycle. The data sources for this research were students, teachers of Indonesian, English, Mathematics and Natural Science subjects, researchers. The type of data collected is in the form of quantitative and qualitative data, which includes (a) the mentoring plan, (b) the implementation of the mentoring, (c) observational data, (d) teacher performance, (e) learning outcomes in Indonesian, Indonesian Language English, Mathematics and Science, (f) changes in teachers and student attitudes in following Indonesian, English, Mathematics and Science Subjects.
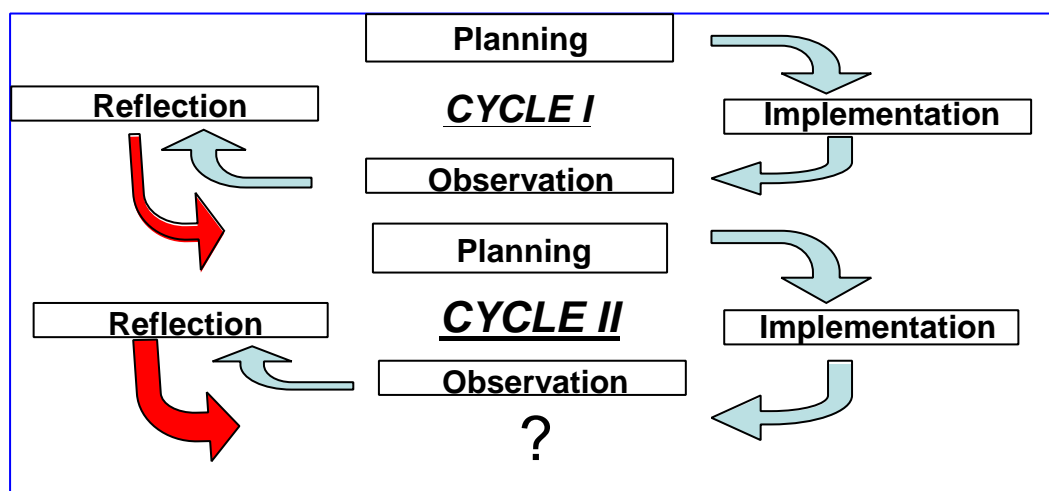
Figure 1. Design of Action Research

The data collected during the research will be analyzed qualitatively and quantitatively. Qualitative data were analyzed using categorical and functional analysis through an interactive model of analysis (interactive model), namely the analysis carried out through four components of analysis: data reduction, encoding, and verification carried out simultaneously. Quantitative data were analyzed using descriptive analysis.

3.   Results and Discussion

This research is a school action research in the form of individual supervision of Indonesian, English, Mathematics and Science Subject Teachers at SMP Negeri 6 Dumai, which was conducted in two cycles. The research results are presented as follows:

A. Preliminary Description

The results of the initial reflection on teacher performance in Indonesian, English, Mathematics and Science Subjects at SMP Negeri 6 Dumai before the action was carried out in cycle I, obtained the level of teacher performance as presented in the following Table.

Based on the Table, it can be seen that the performance of teachers for Indonesian Language, English, Mathematics and Natural Sciences at SMP Negeri 6 Dumai has a score of 58.2%, which includes a learning planning component of 58.0% and a learning implementation component of 58.3%. The teacher's performance percentage category is included in the medium category, consider the following figure.

The percentage of the teacher's learning planning component is relatively lower than the implementation component, this indicates that the teacher is not very good at planning his lesson. The percentage of teacher performance in the learning

planning component includes: (1) formulation of learning objectives by 50.0%, (2) selection and organization of teaching materials by 60.0%, (3) selection of learning resources/learning media by 60.0%, (4) learning methods by 50.0%, and (5) plans for assessing learning outcomes by 50.0%, from these data it appears that the teacher does not plan the selection of learning resources/learning media because the percentage is quite small, only reaching 50.0%.

Table 1. Percentage of Teacher Performance in Indonesian, English, Mathematics and Natural Science before the Action was Taken

No	Aspects of Teacher Performance	Average Score	Ideal Score	% Average Score
Lesson Plan Components				
I	Formulation of learning objectives	2,5	5	50%
II	Selection and organization of teaching materials	3,0	5	60,0%
III	Selection of learning resources / learning media	3,0	**5**	**60,0%**
IV	Learning methods	3,0	5	50,0%
V	Assessment of learning outcomes	3,0	5	50,0%
	Total	14,50	25	58,0%
Lesson Plan Components				
I	Pre Learning	2	4	50,0%
II	Open Learning	2	4	50,0%
III	Core Learning Activities			
	a. Material Mastery	3	4	75%
	b. Approach/Strategy	2,5	4	62,5%
	c. Utilization of Learning Resources	2,5	4	62,5%
	d. Management of student learning	2	4	50%
	e. Assessment of learning processes and outcomes	2,5	4	62,5%
	f. language use	2	4	50%
IV	Closing	2,5	4	62,5%
	Total	21	36	58,3%
Total				**58,2%**

The implementation of learning activities carried out so that the average percentage of performance scores in each aspect is: (1) Pre-learning is 50.0%, (2) opening lessons is 50.0%, (3) core learning activities which include: (a) material mastery of 75%, (b) approach/strategy of 62.5%, (c) utilization of learning resources 62.5%, (d) management of student learning 50%, (e) assessment of learning processes and outcomes 62.5%, (f) use of language by 50%, and (4) closing by 62.5%.

Based on the data, the lowest score was obtained for the teacher's performance in the use of learning resources which was relatively low at 50.0%, and also in the assessment of the process and learning outcomes of 50.0%, this was generally the teacher at the end of the learning session did not give reflection or making summaries involving students, as well as not providing follow-up directions, activities to add to the enrichment of the material being taught to students. Utilization of learning resources is relatively lacking, media that can be used for learning is relatively underutilized. This has an impact on the low learning

outcomes of students in science subjects, with the average value obtained as shown in the following Table.

Table 2. Average daily test scores for Indonesian, English, Mathematics and Natural Science subjects at SMP Negeri 6 Dumai.

No	Teacher Name	Subject	Average Value
1	Tri Untari	Indonesian	53,33
2	Sri Handayani	English	50,85
3	Refki Romadhoni	Mathematics	50,44
4	Daryanti	IPA	51,05

B. Description of Cycle I Results

a. Preparation

This activity was held on Monday, 03 October 2022 at SMP Negeri 6 Dumai. The preparations made were making lesson plans that were carried out by teachers of Indonesian, English, Mathematics and Science Subjects. The purpose of this activity is for teachers to apply active, innovative, creative, and fun learning. Then proceed with evaluating the weaknesses and strengths in the implementation of the learning. Then proceed with the activities of making preparation for learning such as Learning Implementation Plans (RPP), preparation of learning tools and materials, and evaluation tools.

b. Implementation

This activity was carried out on Tuesday, 04 August 2022. At this stage the Indonesian, English, Mathematics and Science Subject teachers carry out learning according to the lesson plans that have been made together. Then continued with the supervision carried out by the principal with one of the subject teachers in Indonesian, English, Mathematics and Science, the teachers were named Tri Untari (Indonesian), Refki Romadoni (MTK), Daryanti (IPA), and Sri Handayani (English). After learning is complete, a review of the learning that has been carried out is carried out with the observations of 2 people.

c. Observation

Observation activities on the implementation of learning are carried out collaboratively between the Principal and the subject teacher. When Tri Untari, S.Pd. carrying out the learning, the observers were the Principal and Refki Romadoni, S.Pd, while when Daryanti, S.Pd was carrying out the learning, the observers were the Principal and Sri Handayani, S.Pd.

d. Reflection

The results of the initial reflection on the performance of science subject teachers at SMP Negeri 6 Dumai after the action was carried out in cycle I, obtained the level of teacher performance as presented in the following Table. From the Table above it can be seen that the performance of teachers in Indonesian, English,

Mathematics and Science Subjects at SMP Negeri 6 Dumai after individual supervision with a Modeling approach obtained an increase in the percentage of performance scores from 58.2% to 70.1%. The teacher performance percentage category is included in the high category, consider the following figure.

The percentage of all aspects has increased with the following percentage results: the learning planning component by 58.0% to 68.0% and the learning implementation component from 58.3% to 72.2%. It appears that the teacher's learning planning component has increased, which has an impact on implementation that has increased even more, however this still shows that teacher preparation before teaching is still in the lower category compared to its implementation.

Table 3. Percentage of Teacher Performance in Indonesian, English, Mathematics and Natural Sciences as a result of Cycle I Actions

	Aspects of Teacher Performance	Average Score	Ideal Score	% Average Score
	Lesson Plan Components			
I	Formulation of learning objectives	3,5	5	75,0%
II	Selection and organization of teaching materials	3,5	5	75,0%
III	Selection of learning resources / learning media	3	5	60,0%
IV	Learning methods	3,5	5	75,0%
V	Assessment of learning outcomes	3,5	5	75,0%
	Total	**17**	**25**	**68,0%**
	Lesson Plan Components			
I	Pre Learning	2,5	4	62,5%
II	Open Learning	2,5	4	62,5%
III	Core Learning Activities			
	a. Material Mastery	3	4	75,0%
	b. Approach/Strategy	3	4	75,0%
	c. Utilization of Learning Resources	3	4	75,0%
	d. Management of student learning	3	4	75,0%
	e. Assessment of learning processes and outcomes	3	4	75,0%
	f. language use	3	4	75,0%
IV	Closing	3	4	75,0%
	Total	26	36	72,2%
Total				**70,1%**

The percentage of teacher performance in each component of the learning planning results of the first cycle are: (1) formulation of learning objectives of 75.0%, (2) selection and organization of teaching materials of 75.0%, (3) selection of learning resources/learning media of 60.0%, (4) the learning method is 75.0%, and (5) the plan for assessing learning outcomes is 75.0%, from these data it appears that the teacher is planning the selection of learning resources/learning media because the percentage is still the smallest reached 60.0%.

In the learning implementation component, the average percentage of the results of the first cycle performance score for each aspect is: (1) Pre-learning is 62.5%,

(2) opening lessons is 62.5%, (3) core learning activities which include: (a) material mastery of 75.0%, (b) approach/strategy of 75.0%, (c) utilization of learning resources 75.0%, (d) management of student learning 75.0%, (e) assessment process and learning outcomes by 75.0%, (f) language use by 75.0%, and (4) closing by 75.0%.

Based on the data, the lowest score was obtained for the teacher's performance in the utilization of learning resources. There has been a fairly good increase reaching 75.0%, this indicates that the teacher has been able to utilize learning resources so that students can be more optimal in their learning. The relatively lowest aspect of the results of cycle I in the implementation of learning is the management of student learning, namely learning that triggers and maintains student involvement fosters active student participation through the interaction of teachers, students, and learning resources responds positively to student participation, showing an open attitude to responses students, showing conducive interpersonal relationships, and fostering the joy and enthusiasm of students in learning.

The increase in teacher performance also has an impact on improving student learning outcomes in Indonesian, English, Mathematics and Natural Science Subjects, with the average score obtained relatively higher than the previous value which can be seen in the following Table.

Table 4. Average daily test scores for Indonesian, English, Mathematics and Natural Science subjects at SMP Negeri 6 Dumai Cycle I

No	Teacher Name	Class	Average IPA Score
1	Tri Untari	Indonesian	58,30
2	Sri Handayani	English	57,15
3	Refki Romadhoni	Mathematics	55,85
4	Daryanti	IPA	54,45

From the Table it can be seen that there was an increase in the scores for Indonesian Subjects by 9.3%, English by 12.4%, Mathematics by 10.7% and Science by 6.6% after individual supervision of teachers at SMP Negeri 6 Dumai

C. Results of Cycle II Actions

a. Preparation

Preparatory activities in cycle II, namely the activities of making preparation for learning such as Learning Implementation Plans (RPP), preparation of learning tools and materials, and evaluation tools. With the improvement of the deficiencies that still exist in Cycle I activities, so that the preparations for Cycle II are felt to be more solid and perfect when compared to preparations for Cycle I.

b. Implementation

At this stage the Indonesian, English, Mathematics and Science Subject teachers carry out learning according to the RPP that has been made together. One of the

Indonesian Subject Teachers named Tri Untari conducted Indonesian language learning in class IX which was observed collaboratively between the Principal and Refki Romadhoni. After the lesson was finished, a review was carried out on the learning that had been carried out by Tri Untari, S.Pd, in accordance with the observations of 2 observers.

Then on a different date learning was carried out in class IX by Refki Romadhoni who was observed by the Principal and Tri Untari, S.Pd. Then a review is carried out on the implementation of learning as in the first learning activity. Then on a different date, learning was carried out in class IX by Sri Handayani who was observed by the Principal and Daryanti. Then a review is carried out on the implementation of learning as in the first learning activity. Then a review is carried out on the implementation of learning as in the second learning activity.

c. *Observation*

At this stage the Indonesian, English, Mathematics and Science Subject teachers carry out learning according to the RPP that has been made together. One of the Indonesian, English, Mathematics and Science Subject Teachers named Tri Untari, S.Pd carried out Indonesian language learning in class IX which was observed collaboratively between the Principal and Refki Romadoni. After the lesson was finished, a review was carried out on the learning that had been carried out by Tri Untari, S.Pd, in accordance with the observations of 2 observers.

Then on different dates learning was carried out in class IX by Refki Romadoni, S.Pd which was observed by the Principal and Daryanti, S.Pd. Then a review is carried out on the implementation of learning as in the first learning activity. Then on a different date learning was carried out in class IX by Daryanti, S.Pd which was observed by the Principal and Sri Handayani, S.Pd. Then a review is carried out on the implementation of learning as in the first learning activity. Then a review is carried out on the implementation of learning as in the second learning activity.

d. *Reflection*

The results of reflecting on the performance of teachers in Indonesian, English, Mathematics and Science Subjects at SMP Negeri 6 Dumai after the action was carried out in cycle II, the teacher's performance level was obtained as presented in the following Table. The results of reflection on the results of the actions in Cycle I were used as a basis for conducting individual supervision of Indonesian, English, Mathematics and Natural Science Subject teachers at SMP Negeri 6 Dumai.

In the next activity, supervision is carried out, namely helping teachers identify deficiencies ranging from planning to implementing learning, which they face. Furthermore, directives that are more operational and easy to implement by the teacher are given in an effort to make learning easier for students. Individual supervision measures are carried out based on the results of observing the problems faced by each teacher are relatively the same, namely teachers are still

weak to innovate in preparing learning resources and media, teachers generally get stuck in the learning routines they do. Each teacher is advised to increase innovation in using learning media and learning resources so that in delivering learning material it is more easily accepted and absorbed by students. The results of the performance tests after the action in cycle II were obtained as shown in Table 5.

Based on Table 5, it can be seen that the performance of the Indonesian, English, Mathematics and Science Subject teachers at SMP Negeri 6, after individual supervision with the Modeling approach, the percentage of performance scores increased from 70.1% to 83.7%. Based on Table 5, it can be seen that the performance of teachers at SMP Negeri 6 Dumai after individual supervision with the Modeling approach increased from 70.1% to 83%. The teacher performance percentage category is included in the very high category.

Table 5. Percentage of Teacher Performance in Indonesian, English, Mathematics and Natural Sciences as a result of Cycle II Actions

	Aspects of Teacher Performance	Average Score	Ideal Score	% Average Score
	Lesson Plan Components			
I	Formulation of learning objectives	4,5	5	90,0%
II	Selection and organization of teaching materials	4,5	5	90,0%
III	Selection of learning resources / learning media	4	5	80,0%
IV	Learning methods	4	5	80,0%
V	Assessment of learning outcomes	4	5	80,0%
	Total	**21**	**25**	**84,0%**
	Lesson Plan Components			
I	Pre Learning	4	4	100,0%
II	Open Learning	4	4	100,0%
III	Core Learning Activities			
	a. Material Mastery	3	4	75,0%
	b. Approach/Strategy	3	4	75,0%
	c. Utilization of Learning Resources	3	4	75,0%
	d. Management of student learning	3	4	75,0%
	e. Assessment of learning processes and outcomes	3	4	75,0%
	f. language use	3	4	75,0%
IV	Closing	4	4	100,0%
	Total	**30**	**36**	**83,3%**
Total				**83,7%**

The percentage of all aspects increased with the following percentage results: the learning planning component from 68.0% to 84.0% and the learning implementation component from 70.1 to 83.3%. It appears that the teacher's learning planning component has increased much higher, which has an impact on the implementation even more. The percentage of teacher performance in lesson planning is relatively the same and even higher than the percentage of teacher performance in its implementation.

Percentage of the performance of teachers at SMP Negeri 6 Dumai in each component of the learning planning components of the results of cycle II are: (1) formulation of learning objectives by 90.0%, (2) selection and organization of teaching materials by 90.0%, (3) selection of learning resources/learning media by 80.0%, (4) learning methods by 80.0%, and (5) plans for evaluating learning outcomes by 80.0%, from these data it appears that the teacher has been able to plan the selection of learning resources/ learning media with a performance percentage of 80.0%. In the learning implementation component, the average percentage of the results of the first cycle performance score for each aspect is: (1) Pre-learning is 100.0%, (2) opening lessons is 100.0%, (3) core learning activities which include: (a) material mastery of 75.0%, (b) approach/strategy of 75.0%, (c) utilization of learning resources 75.0%, (d) management of student learning 75.0%, (e) assessment process and learning outcomes by 75.0%, (f) language use by 75.0%, and (4) closing by 100.0%.

From these data, the lowest is the teacher's performance in utilizing learning resources. There has been a very good increase reaching 83.7%, this shows that teachers have been able to utilize learning resources so that students can be more optimal in their learning. The increase in teacher performance also has an impact on improving student learning outcomes in Indonesian, English, Mathematics and Natural Science Subjects, with the average score obtained relatively higher than the previous value which can be seen in the following Table.

Table 6. Average Scores of Indonesian Language, English, Mathematics and Natural Science Subjects from Cycle II

No	Teacher Name	Class	Average IPA Score
1	Tri Untari	Indonesian	66,35
2	Sri Handayani	English	65,15
3	Refki Romadhoni	Mathematics	64,45
4	Daryanti	IPA	63,25

Based on the Table, it can be seen that there has been an increase in the average score of Indonesian, English, Mathematics and Science Subjects in each school after individual supervision of teachers in cycle II. Learning outcomes also increased, namely Indonesian at 66.35, English at 65.15 Mathematics at 64.45 and Natural Science at 63.25

D. Discussion

The results of the final reflection can be seen with a clearer increase in teacher performance from the initial test, cycle I to cycle II. The data can be described in the following Table.

Table 7. Percentage of Preliminary Indonesian, English, Mathematics and Science Subject Teacher Performance, Results of Cycle I, and Cycle II

	Aspects of Teacher Performance	% Performance		
		Beginning	Cycle I	Cycle II
	Lesson Plan Components			
I	Formulation of learning objectives	60,0%	75,0%	90,0%
II	Selection and organization of teaching materials	60,0%	75,0%	90,0%
III	Selection of learning resources / learning media	**50,0%**	60,0%	80,0%
IV	Learning methods	50,0%	75,0%	80,0%
V	Assessment of learning outcomes	50,0%	75,0%	80,0%
	Total	58,0%	68,0%	84,0%
	Lesson Plan Components			
I	Pre Learning	50,0%	62,5%	100,0%
II	Open Learning	50,0%	62,5%	100,0%
III	Core Learning Activities			
	a. Material Mastery	62,5%	75,0%	75,0%
	b. Approach/Strategy	62,5%	75,0%	75,0%
	c. Utilization of Learning Resources	**50,0%**	75,0%	75,0%
	d. Management of student learning	62,5%	75,0%	75,0%
	e. Assessment of learning processes and outcomes	**50,0%**	75,0%	75,0%
	f. language use	75,0%	75,0%	75,0%
IV	Closing	62,5%	75,0%	100,0%
	Total	58,3%	72,2%	83,3%
Total		**58,2%**	**70,1%**	**83,7%**

From the Table it appears that there was an increase in teacher performance from the beginning before the action of 58.2%, after the action in cycle I became 70.1%, and after the action in cycle II it increased again to 83.7%. From these data it can be seen that there was a sharp increase from the beginning, after cycle I, to after cycle II. Furthermore, the development of the average increase in the value of student learning outcomes can be seen as in the following Table. Furthermore, to get a clearer picture of the increase in the value of science learning outcomes is as shown in the following Table.

Table 8. Average Scores of Science Subjects in Initial Conditions, Results of Cycles I, and II

No	Teacher Name	Subjects	Average Value		
			Beginning	Cycle I	Cycle II
1	Tri Untari	Indonesian	53,33	58,30	66,35
2	Sri Handayani	English	50,85	57,15	65,15
3	Refki Romadhoni	Mathematics	50,44	55,85	64,45
4	Daryanti	IPA	51,05	54,45	63,25

From the Table it can be seen that there was a sharp increase from the initial conditions to learning outcomes after the action in cycle I, and there was also an increase after the action in cycle II, although the increase was not too sharp. The results of individual supervision action research on Indonesian, English, Mathematics and Science Subject teachers have proven to improve teacher performance which in turn has an impact on improving student learning outcomes.

This is understandable because if the teacher's performance increases, it is clear that there will be effective learning with optimal learning quality, so that students have a high absorption of their lessons and in the end the learning outcomes of participants in Indonesian, English, Mathematics and Science Subjects students to be more optimal. Careful teacher planning in preparing the teaching and learning process is one of the keys to success in improving the quality of learning.

4.   Conclusion

Based on the results of the action research above, it can be concluded that the first, individual supervision can improve the performance of Indonesian, English, Mathematics and Science Subject teachers at SMP Negeri 6 Dumai, the components of lesson planning and the components of learning implementation. Second, the increase in teacher performance has an impact on improving learning outcomes in Indonesian, English, Mathematics and Science Subjects for students at SMP Negeri 6 Dumai.

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