# INCREASING TEACHER PERFORMANCE THROUGH INDIVIDUAL SUPERVISION OF TEACHERS OF SDN GANDASARI 3 TANGERANG CITY

**Ade Fathurohman**

Elementary School Teacher Indonesia

adefathurohman1@gmail.com

**ABSTRACT**
This study aims to improve teacher performance through individual supervision of teachers at SDN Gandasari 3 Tangerang City. The method used in this research is Classroom Action Research which consists of 2 (two) cycles, and each cycle consists of: Planning, Implementation, Observation, and Reflection. Based on the results of classroom action research that individual supervision can improve teacher performance at SDN Gandasari 3 Tangerang City. 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 expected that the Principal will carry out Individual Supervision intensively and continuously.

## INTRODUCTION

Improving the quality of education through improving the quality of learning is one way that can be taken in an effort to improve the quality of education in schools. Improving the quality of learning also has a strategic meaning and has a positive impact, in the form of (1) increasing the ability to solve real education and learning problems, (2) improving the quality of inputs, processes and learning outcomes, (3) increasing the professionalism of educators, and (4 ) application of research-based learning principles(Latief, Sari, Yusuf, Armila, & Hidayat, 2021).

The reality of the low learning outcomes of students, which can be seen from the results of the evaluation of the learning outcomes of all subjects in the UN at SDN Gandasari 3 students as shown in table 1.(Hidayat, 2018).

The data in table 1 shows that the subject scores of junior high school students are still far from the standard of learning mastery, let alone meeting the standard of learning mastery that has been set. This clearly shows that efforts are needed to improve learning outcomes for students at SDN Gandasari 3, Tangerang (Sahono & Somantri, n.d.).

**Table 1.** Average Daily Test Value of National Examination Subjects for the 2020/2021 Academic Year at SDN Gandasari 3.

| No | Teacher name | Course | Average value |
|----|--------------|--------|---------------|
| 1 | August Susanti, S.Pd | 6 Class teacher | 53,33 |
| 2 | Junaeni, S.Pd | English | 50,85 |
| 3 | Yaisudin, S.Pd | 5 Class Teacher | 50,44 |
| 4 | Vera Rosliati, S.Pd | 2 Class Teacher | 51,05 |

## METHOD RESEARCH

### A. Action Research Design

This research was carried out using an action research design which was designed through two cycles through the following procedures:(Setiawan, 2015) (1) planning (planning), (2) implementation of the action (action), (3) observation (observation), (4) reflection in each cycle(Saepulloh, Sauri, Muchtar, & Hanafiah, 2022).
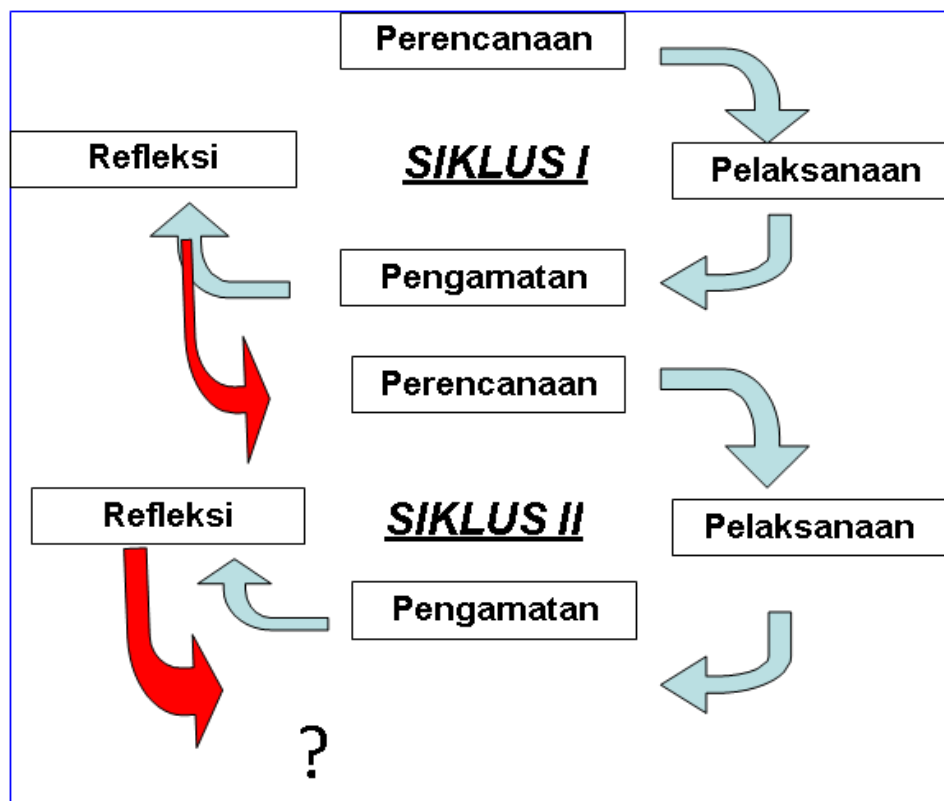


**Figure 2**. Action research design (action research)

### B. Research Place

This research was conducted at SDN Gandasari 3 Tangerang City.In the 2021/2022 school year.

### C. Research Object

The research was carried out on teachers of Class 6 Teachers, English, Class 5 Teachers and Class 2 Teachers at SDN Gandasari 3, totaling 4 (four) Class 6 Teachers, English Language Teachers, Class 5 Teachers and Class 2 Teachers. For more details can be seen as in the following table(Saepulloh et al., 2022).

Table 2. List of action research samples

| No | Nama Guru Teacher name | Teach |
|----|------------------------|-------|
| 1  | August Susanti, S.Pd   | 6th Grade Teacher |
| 2  | Junaeni, S.Pd          | English |
| 3  | Yaisudin, S.Pd         | 5th Grade Teacher |
| 4  | Vera Rosliati, S.Pd    | Class 2 Teacher |

The research was carried out in the even semester of the 2021/2022 academic year(Zuber-Skerritt, 2016).

Cycle I and Cycle will be held from August 1 to October 15, 2021(Kurniawan, 2019). The subjects of this research are all teachers who teach Grade 6, English, Grade 5 teachers and Grade 2 teachers who teach at SDN Gandasari 3(Mahrudin, Ilyas, & Humaira, 2020).

The stages that will be carried out in this research which is carried out in two cycles are as described below.

### 1. Cycle I

#### a. Planning (Planning)

In the planning stage, the following things are prepared: (a) preparing materials, inventory of needs and inventory of problems/difficulties for teachers for Class 6, English, Class 5 and Class 2 teachers in managing learning, (b) discussing with teachers (Focus Group Discussion) on things that can be done to improve the quality of teaching for Class 6, English, Class 5 and Class 2 Teachers, (c) prepare a schedule for the implementation of mentoring for each teacher according to the readiness of each teacher, and (d) prepare materials and tools needed in mentoring(Fatkhulloh, 2020).

#### b. Implementation of Action (Action)

At this stage, mentoring is carried out for each teacher according to the planned schedule, namely: (a) Assistance to teachers in learning planning: starting from preparing teaching plans: preparing methods, making learning media, preparing learning resources, and preparing evaluation tools. (b) Assistance to teachers when carrying out teaching and learning activities both inside and outside the classroom, in accordance with the subject matter and material to be taught(Fattah, n.d.). (c) Assistance to teachers when evaluating student learning outcomes(Tint, 1963).

### c. Observation (Observation)

Observations are made at every stage of the research, starting from the planning and implementation stages of actions, events and things that happen recorded in the form of observation notes, and documented as research data(Nielsen, 1998).

### d. Refleksi (Reflection)

At the end of each cycle a reflection is held based on observational data, with this reflection intended so that researchers can see whether the actions taken in this study can improve teacher performance and student learning outcomes, what obstacles are hindering, what factors are the driving force, and alternatives. what is the solution. In this research, the reflection is based on the results of observing the input and output of teacher performance and student learning outcomes(Mas, 2020).

The data sources of this study were students, Class 6 Teacher Subjects, English, Class 5 and Class 2 Teachers, researchers(Mahendra, 2021). The types of data collected are in the form of quantitative and qualitative data, which include (a) mentoring plans, (b) implementation of mentoring, (c) observational data, (d) teacher performance, (e) learning outcomes for Class 6 Teacher Subjects, English, Class 5 Teachers and Class 2 Teachers, (e) changes in teacher and student attitudes in following the subjects for Class 6 Teachers, English, Class 5 Teachers and Class 2 teachers(Arikunto, 2013).

## 2. Cycle II

The action activities in the second cycle were based on the findings of the first cycle, while the action steps were the same as in the first cycle(Anggraeni, Rostini, & Sulastini, 2022).

### A. Data Collection Techniques & Research Instruments

Data collection techniques include observation guides, interview guides, teacher and student activity journals, teacher performance tests, and student learning outcomes measurement tests(Sanusi, Riyanti, Sudrajat, & Arifin, 2021).

1. Guidelines for observing and observing (observation), as data to see the condition of teachers of Class 6, English, Class 5 and Class 2 Teachers in carrying out their teaching and learning activities.
2. Teacher performance assessment instrument, to see the progress of teacher performance.
3. The instrument for assessing student learning outcomes, as an indicator of the success of teaching and learning for teachers.
4. Question validation instrument, as a valid question indicator.Data collection instruments include.

### B. Data analysis technique

The data collected in this study were analyzed qualitatively and quantitatively(Irsyadiah, 2021). Qualitative data were analyzed using categorical and functional analysis through an interactive model, namely the analysis carried out through four analysis components: data reduction, encoding, and verification carried out simultaneously(Sumardani, 2021). Quantitative data were analyzed using descriptive analysis(Sudirman, 2017).

## RESULT AND DISCUSSION

This research is an action research in the form of individual supervision of the subject teachers of 6th grade teachers, English, 5th grade teachers and 2nd grade teachers at SDN Gandasari 3, which was carried out in two cycles. The research results are presented as follows:

### A. Initial Description

The results of the initial reflection on the performance of the subject teachers of Class 6, English, Class 5 and Class 2 teachers at SDN Gandasari 3 before taking action in the first cycle, the teacher's performance level is shown in the following table.

**Table 3.** Percentage of Teacher Performance for Class 6, English, Class 5 and Class 2 Teachers before taking action

| | Teacher Performance Aspect | Average Score | Score Ideal | % Average Score |
|---|---|---|---|---|
| Lesson Plan Components | | | | |
| I | Formulation of learning objectives | 3,0 | 5 | 60,0% |
| II | Selection and organizing teaching materials | 3,0 | 5 | 60,0% |
| III | Selection of learning resources/media learning | 2,5 | 5 | 50,0% |
| IV | Learning methods | 3 | 5 | 50,0% |
| V | Assessment of learning outcomes | 3 | 5 | 50,0% |
| | Total | 14,50 | 25 | 58,0% |
| Learning Implementation Components | | | | |
| I | Pre Learning | 2 | 4 | 50,0% |
| II | Unlock Learning | 2 | 4 | 50,0% |
| III | Learning Core Activities | | | |
| | a. Material Mastery | 2,5 | 4 | 62,5% |
| | b. Approach/Strategy | 2,5 | 4 | 62,5% |
| | c. Utilization of Learning Resources | 2 | 4 | 50,0% |

|  |  |  |  |  |
|---|---|---|---|---|
|  | d. Management of participant learning educate | 2,5 | 4 | 62,5% |
|  | e. Process and outcome assessment study | 2 | 4 | 50,0% |
|  | f. Language use | 3 | 4 | 75,0% |
| IV | Closing | 2,5 | 4 | 62,5% |
|  | Total | 21 | 36 | 58,3% |
|  | **Whole** |  |  | **58,2%** |

From the table above, it can be seen that the performance of Class 6, English, Class 5 and Class 2 teachers has a score of 58.2%, which includes a lesson planning component of 58.0% and a learning implementation component of 58.3%. The category of the percentage of teacher performance is included in the moderate category, consider the following picture. The percentage of teacher learning planning components is relatively lower than the implementation component, this shows that teachers are not very good at planning their lessons. The percentage of teacher performance in the learning planning component includes:
(1) formulation of learning objectives by 60.0%,
(2) selection and organization of teaching materials by 60.0%,
(3) selection of learning resources/learning media by 50.0%,
(4) learning methods by 50.0 %, and
(5) the plan for assessing learning outcomes is 50.0%, from the data it appears that teachers are not planning the selection of learning resources/learning media because the percentage is quite small which only reaches 50.0%.
In the learning implementation component, 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) mastery of material by 62.5%,
    b) approach/strategy of 62.5%,
    c) utilization of learning resources 50.0%,
    d) management of student learning 62.5%,
    e) process and learning outcomes assessment by 50.0%,
    f) language use by 75.5%, and
 (4) closing by 62.5%.
From these data, the lowest is the teacher's performance in the use of learning resources which is relatively low at only 50.0%, and also in the assessment of the process and learning outcomes of 50.0%, this is generally the teacher at the end of the learning session does not provide reflection or reflection. make a summary that involves students, and does not provide follow-up directions, activities to add to the enrichment of the material taught to students.

Utilization of learning resources is relatively less, the media that can be used for learning are relatively underutilized.

These things have an impact on the low learning outcomes of students in Class 2 Teacher subjects, with the average value obtained as shown in the following table.

**Table 4.** The average value of daily test subjects for Class 6 Teachers, English, Class 5 Teachers and Class 2 Teachers at SDN Gandasari 3 .

| No | Teacher name | Course | Average value |
|----|-------------|--------|---------------|
| 1 | August Susanti, S.Pd | Class 6 Teacher | 53,33 |
| 2 | Junaeni, S.Pd | English Teacher | 50,85 |
| 3 | Yaisudin, S.Pd | Class 5  Teacher | 50,44 |
| 4 | Vera Rosliati, S.Pd | Class 5 Teacher | 51,05 |

**B. Description of Cycle I . Result**

**1. Preparation**

In the preparatory activities carried out, lesson plans were made by teachers of Class 6, English, Class 5 and CLASS 2 teachers. The purpose of this activity is a way of implementing learning that applies creative and fun Innovative Active Learning. Teachers are expected to teach that applies creative and fun Innovative Active Learning.

This is followed by an evaluation of the implementation of learning, to evaluate the shortcomings and advantages in the implementation of the learning. Then proceed with the preparation activities.

**2. Implementation**

At this stage the teacher of Class 6, English, Class 5 and Class 2 teachers carry out learning according to the lesson plans that have been made by Class 2 teachers together. One of the Subject Teachers for Class 6, English, Class 5 and Class 2 teachers, August Susanti, S.Pd, carried out learning in Class 6 which was observed collaboratively between the Principal and Junaeni, A.Md. After the learning was completed, a review was carried out on the learning that had been carried out by August Susanti, S.Pd in accordance with the observations of 2 observers.

Then on a different date, a lecture was held by Junaeni, A.Md, who was observed by the Principal and August Susanti, S.Pd. Then a review of the implementation of learning is carried out as in the first learning activity.

Then on a different date, a lesson was held in grade 5 by Yaisudin, S.Pd which was observed by the Principal and Vera Rosliati, S.Pd. Then a review of the implementation of learning is carried out as in the first learning activity.

**3. Observation**

Observation activities on the implementation of learning are carried out collaboratively between the principal and subject teachers. At the time August Susanti, S.Pd. carry out learning.

And when Junaeni, A.Md carried out the lesson, the principal and August Susanti, S.Pd. observed. also when Vera Rosliati, S.Pd was carrying out the lesson observed by the Principal and Yaisudin, S.Pd.

**4. Reflection**

The results of the initial reflection on the teacher's performance for Class 2 Teachers at SDN Gandasari 3 after the action in the first cycle, the teacher's performance level was obtained as presented in the following table.

**Table 5.** Percentage of Teacher Performance Subjects for Class 6 Teachers, English, Class 5 Teachers and Class 2 Teachers as a result of the Action Cycle I

| | Teacher Performance Aspect | Rerata Skor | Skor Ideal | % Rerata Skor |
|---|---|---|---|---|
| Lesson Plan Components | | | | |
| I | Formulation of learning objectives | 3,5 | 5 | 75,0% |
| II | Selection and organizing teaching materials | 3,5 | 5 | 75,0% |
| III | Selection of learning resources/media learning | 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%** |
| Learning Implementation Components | | | | |
| I | Pre Learning | 2,5 | 4 | 62,5% |
| II | Unlock Learning | 2,5 | 4 | 62,5% |
| III | Learning Core 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. Student learning management | 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% |
| | | **Whole** | | | **70,1%** |

From the table above, it can be seen that the performance of Class 6, English, Class 5 and Class 2 teachers at SDN Gandasari 3 after individual supervision with the Modeling approach, the percentage of performance scores increased from 58.2% to 70.1 %. The category of the percentage of teacher performance is included in the high category, consider the following picture.

The percentage of all aspects increased with the following percentage results: the learning planning component from 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 its implementation even more, but this still shows that preparation.

The percentage of teacher performance in each learning planning component of the results of the first cycle is: (1) the formulation of learning objectives is 75.0%, (2) the selection and organization of teaching materials is 75.0%, (3) the selection of learning resources/learning media is 60 .0%, (4) learning methods of 75.0%, and (5) planning for assessment of learning outcomes of 75.0%, from the data it appears that teachers in planning the selection of learning resources/learning media because the percentage is still the smallest new reached 60.0%.

In the learning implementation component, the average percentage of the first cycle performance scores in each aspect is: (1) Pre learning is 62.5%, (2) opening lessons is 62.5%, (3) core learning activities which include: (a) 75.0% mastery of the material, (b) 75.0% approach/strategy, (c) 75.0% utilization of learning resources, (d) 75.0% student learning management, (e) assessment process and learning outcomes by 75.0%, (f) language use by 75.0%, and (4) closing by 75.0%.

From these data, the lowest is the performance of teachers in the use of learning resources, there has been a fairly good increase reaching 75.0%, this shows that teachers have been able to utilize learning resources so that students can be more optimal in their learning. The aspect that is relatively low in the results of the first cycle in the implementation of learning is the management of student learning, namely learning that triggers and maintains student involvement, fosters active participation.

The increase in teacher performance also has an impact on increasing student learning outcomes in the subjects of Class 6 Teacher Subjects, English, Class 5 Teachers and Class 2 Teachers, with the average score obtained relatively higher than the previous value which can be seen as in the following table.

**Table 4.** Average daily test scores for subjects On Class 6 Teacher, English Teacher, Class 5 Teacher and Class 2 Teacher SDN Gandasari 3 . Cycle I

| No | Teacher name | Class | Class 2 Teacher's Average Score |
|---|---|---|---|

| 1 | August Susanti, S.Pd | Class 6 Teacher | 58,30 |
|---|---|---|---|
| 2 | Junaeni, S.Pd | English Teacher | 57,15 |
| 3 | Yaisudin, S.Pd | Class 5 Teacher | 55,85 |
| 4 | Vera Rosliati, S.Pd | Class 2 Teacher | 54,45 |

From the table, it can be seen that there was an increase in the value of Class 6 Teachers by 9.3%, English by 12.4%, Class 5 teachers by 10.7% and Class 2 Teachers by 6.6% after individual supervision of teachers.At SDN Gandasari 3.

**B. Result of Cycle II Action**

**1. Preparation**

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

**2. Implementation**

At this stage the teachers of Class 6, English, Class 5 and Class 2 teachers carry out learning according to the lesson plans that have been made together. One of the Class 6 Teacher Subjects, English, Class 5 Teacher and Class 2 Teacher named August Susanti, S.Pd carried out the Class 6 Teacher learning which was observed collaboratively between the Principal and Junaeni. which has been carried out by August Susanti, S.Pd in accordance with the observations of 2 observers.

Then on a different date, a lecture was held by Vera Rosliati, S.Pd which was observed by the Principal and August Susanti, S.Pd. Then a review of the implementation of learning is carried out as in the first learning activity.

Then on a different date, Yaisudin, S.Pd, observed a lecture by the Principal and Vera Rosliati,S.Pd. Then a review of the implementation of learning is carried out as in the first learning activity.

Then a review of the implementation of learning is carried out as in the second learning activity.

**3. Observation**

At this stage the teacher of Class 6, English, Class 5 and Class 2 teachers carry out learning according to the lesson plans that have been made by Class 2 Teachers together. One of the Class 6 Teacher Subjects, English, Class 5 Teacher and Class 2 Teacher named August Susanti, S.Pd carried out the Class 6 Teacher learning which was observed collaboratively between the Principal and Junaeni, After the learning was completed then a review of the learning was carried out which has been carried out by August Susanti, S.Pd in accordance with the observations of 2 observers.

Then on a different date, the class was conducted by Junaeni, who was observed by the Principal and August Susanti, S.Pd. Then a review of the implementation of learning is carried out as in the first learning activity.

**4. Reflection**

The results of the reflection on the teacher's performance of Class 6, English, Class 5 and Class 2 teachers at SDN Gandasari 3 after taking action in cycle II, the teacher's performance level is shown in the following table.

The results of the reflection of the results of the actions in Cycle I were then used as the basis for individual supervision of the Class 6, English, Class 5 and Class 2 Teachers at SDN Gandasari 3 at a later stage, the supervision carried out was to help teachers identify deficiencies. shortcomings ranging from planning to implementation of learning, which they face. Furthermore, more operational and easy-to-implement directions are given by the teacher with more efforts to make learning easier for students.

Individual supervision actions are carried out, which based on the observations of the problems faced by each teacher are relatively the same, namely teachers are still weak to innovate in preparing learning resources and media, generally teachers are stuck in the learning routines they do. Furthermore, every teacher is advised to increase innovation in using learning media and learning resources so that in conveying learning material it is more easily accepted and distributed by students. The results of the performance test after the action in the second cycle were obtained as shown in table 7.

**Table 7.** Percentage of Teacher Performance Subjects for Class 6, English, Class 5 and Class 2 Teachers as a result of Cycle II Action

| | Aspek Kinerja Guru | Rerata Skor | Skor Ideal | % Rerata Skor |
|---|---|---|---|---|
| | Komponen Rencana Pembelajaran | | | |
| I | Perumusan tujuan pembelajaran | 4,5 | 5 | 90,0% |
| II | Pemilihan dan pengorgani-sasian materi ajar | 4,5 | 5 | 90,0% |
| III | Pemilihan sumber belajar/ media pembelajaran | 4 | 5 | 80,0% |
| IV | Metode pembelajaran | 4 | 5 | 80,0% |
| V | Penilaian hasil belajar | 4 | 5 | 80,0% |
| | **Total** | **21** | **25** | **84,0%** |
| | Komponen Pelaksanaan Pembelajaran | | | |
| I | Pra Pembelajaran | 4 | 4 | 100,0% |
| II | Membuka Pembelajaran | 4 | 4 | 100,0% |
| III | Kegiatan Inti Pembelajaran | | | |

|  |  | | | |
|---|---|---|---|---|
|  | a. Penguasaan Materi | 3 | 4 | 75,0% |
|  | b. Pendekatan/Strategi | 3 | 4 | 75,0% |
|  | c. Pemanfaatan Sumber Belajar | 3 | 4 | 75,0% |
|  | d. Pengelolaan belajar peserta didik | 3 | 4 | 75,0% |
|  | e. Penilaian proses dan hasil belajar | 3 | 4 | 75,0% |
|  | f. Penggunaan bahasa | 3 | 4 | 75,0% |
| IV | Penutup | 4 | 4 | 100,0% |
|  | **Total** | **30** | **36** | **83,3%** |
|  | **Keseluruhan** |  |  | **83,7%** |

From table 7, it can be seen that the performance of the 6th Grade Teacher Subjects, English, 5th Grade Teachers and 2nd Grade Teachers after it was done individual supervision with the modeling approach, the percentage of performance scores increased from 70.1% to 83.7%.The category of the percentage of teacher performance is included in the very high category, consider the following picture.

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 lesson planning component has increased much higher, which has an impact on its implementation even more. The percentage of teacher performance in learning planning is relatively the same or even higher than the percentage of teacher performance in its implementation.

The percentage of teacher performance in each component of the learning planning cycle II is: (1) the formulation of learning objectives is 90.0%, (2) the selection and organization of teaching materials is 90.0%,(3) the selection of learning resources/learning media is 80.0%, (4) learning methods is 80.0%, and (5) the learning outcomes assessment plan is 80.0%, from the data it appears that the teacher has been able to plan the selection learning resources/learning media with the percentage of performance reaching 80.0%.

In the learning implementation component, the average percentage of the first cycle performance scores in each aspect is: (1) Pre-learning is 100.0%, (2) opening lessons is 100.0%, (3) core learning activities include: (a) mastery of material by 75.0%, (b) approach/strategy of 75.0%, (c) utilization of learning resources.

75.0%, (d) student learning management 75.0%, (e) assessment of learning processes and outcomes of 75.0%, (f) language use of 75.0%, and (4) closing of 100, 0%.

From these data, the lowest is the performance of teachers in the use of 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 increasing student learning outcomes in the subjects of Class 6 Teacher Subjects, English, Class 5 Teachers and Class 2 Teachers, with the average value obtained relatively higher than the previous value which can be seen as in the following table.

**Table 8.** Average Value of Subject Subjects for Class 6 Teachers, English, Class 5 Teachers and Class 2 Teachers Results of Cycle II

| No | Teacher name | Class | Class 2 Teacher Average Score |
|----|--------------|-------|-------------------------------|
| 1 | August Susanti, S.Pd | 6th Grade Teacher | 66,35 |
| 2 | Junaeni, S.Pd | English | 65,15 |
| 3 | Yaisudin, S.Pd | 5th Grade Teacher | 64,45 |
| 4 | Vera Rosliati, S.Pd | Class 2 Teacher | 63,25 |

From the table, it can be seen that there was an increase in the average value of Class 6 Teacher Subjects, English, Class 5 Teachers and Class 2 Teachers in each school after individual supervision of teachers in cycle II was carried out. Learning outcomes also increased, namely Grade 6 teachers by 66.35, English by 65.15 Grade 5 teachers by 64.45 and Grade 2 teachers by 63.25

5. Discussion

Furthermore, the results of the final reflection can be seen a clearer improvement in teacher performance from the initial test, cycle I, and cycle II can be described as in the following table.

**Table 9.** Percentage of Teacher Performance in Class 6, English, Grade 5 and Early Grade 2 Teachers, Results of Cycle I, and Cycle II

| Teacher Performance Aspect | | %Performance | | |
|---|---|---|---|---|
| | | Beginning | Cycle I | Cycle II |
| Lesson Plan Components | | | | |
| I | Formulation of learning objectives | 60,0% | 75,0% | 90,0% |
| II | Selection and organizing teaching materials | 60,0% | 75,0% | 90,0% |
| III | Selection of learning resources/media learning | **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% |

Learning Implementation Components

| | | | | |
|---|---|---|---|---|
| I | Pre Learning | 50,0% | 62,5% | 100,0% |
| II | Unlock Learning | 50,0% | 62,5% | 100,0% |
| III | Learning Core 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 participant learning educate | 62,5% | 75,0% | 75,0% |
| | e. Process and outcome assessment study | **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% |
| | **Whole** | **58,2%** | **70,1%** | **83,7%** |

From the table it can be seen that there was an increase in teacher performance from the beginning before the action by 58.2%, after the first cycle of action to 70.1%, and after the second cycle of action it increased again to 83.7%.

From these data, it can be seen that there was a sharp increase from the beginning, after the first cycle, until after the second cycle of action.

Furthermore, the development of the average increase in the value of student learning outcomes can be seen in the following table.

**Table 10.** The Average Value of Class 2 Teacher Subjects in Initial Conditions, Results of Cycles I, and II

| No | Nama Guru | Mapel | Rata-rata Nilai | | |
|---|---|---|---|---|---|
| | | | Awal | Siklus I | Siklus II |
| | | | | | |

| 1 | August Susanti, S.Pd | Guru Kelas 6 | 53,33 | 58,30 | 66,35 |
|---|---|---|---|---|---|
| 2 | Junaeni, A.Md | Bahasa Inggris | 50,85 | 57,15 | 65,15 |
| 3 | Sri Aisyiah | Guru Kelas 5 | 50,44 | 55,85 | 64,45 |
| 4 | Vera Rosliati, S.Pd | Guru Kelas 2 | 51,05 | 54,45 | 63,25 |

Furthermore, to get a clearer picture of the increase in the value of the Grade 2 teacher learning outcomes, it is as shown in the following picture.

From the figure, it can be seen that there was a sharp increase from the initial conditions to learning outcomes after the action in cycle I, and an increase also occurred after the action in the second cycle, although the increase was not too sharp.

The results of this individual supervisory action research on teachers of Class 6, English, Class 5 and Class 2 teachers have been shown to provide an increase in teacher performance which in turn has an impact on improving student learning outcomes. This can be understood by Class 2 teachers because if teachers improve their performance, it is clear that effective learning will occur with optimal learning quality, so that students have a high absorption of their lessons and in the end the learning outcomes of Class 6 Teacher Subjects, English, Teacher Class 5 and Class 2 teachers make students 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.

## CONCLUSION

Based on the results of the action research above, it can be concluded as follows.Individual supervision can improve the performance of teachers of Class 6, English, Class 5 and Class 2 teachers at SDN Gandasari 3, both the learning planning component and the learning implementation component.The increase in teacher performance has an impact on improving learning outcomes for Class 6 Teachers, English, Class 5 Teachers and Class 2 Teachers for students at SDN Gandasari 3.

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