PERFORMANCE EVALUATION OF KINDERGARTEN TEACHERS THROUGH THE GUIDANCE OF BOOST SCHOOL SUPERVISORS IN BONGOMEME DISTRICT, GORONTALO REGENCY

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Abstract

This study aims to (1) determine the objective conditions of the performance of Kindergarten teachers throughout the District of Bongomeme, Gorontalo Regency, (2) find out what hinders the performance of teachers in implementing the program in schools. (3) knowing the evaluation of teacher performance through the guidance of supervisors in Kindergarten Se Bongomeme District, Gorontalo Regency.

The results showed that the implementation of the school program was carried out with continuous supervision by the school supervisor. In addition, the performance of teachers in carrying out their duties and responsibilities as teachers need to be supervised and fostered. The factors that hinder the performance of teachers in Kindergarten schools, Bongomeme District, Gorontalo Regency, in this case the factors that affect teacher performance, are geographical location, economic factors, educational qualifications, and family factors. Evaluation of teacher performance through guidance at the Kindergarten Institution, Bongomeme District, Gorontalo Regency using the CIPP method, as presented in the appendix table, shows that, overall, the final average of teacher performance results in general is sufficient.

Keywords: Evaluation, CIPP, Teacher and Supervisor Performance

Introduction

The quality of education is one of the benchmarks that determine the dignity or progress of a nation. By looking at the quality of education of a nation, one will be able to estimate the country's rank among countries in the world. Therefore, advanced nations will always pay great attention to the world of education, by making various efforts to improve the quality of education, such as increasing the education budget, organizing various competitions in various aspects of education, or sending the nation's youngsters to study in other countries. These various efforts were made because of the awareness of the importance of education, and the belief that a nation that ignores education will become a backward nation, which will be unable to compete with other nations.

In Indonesia, the low quality of education is one of the four main problems of education that have been identified since the 1960s. The attention to education is indeed quite large, but despite the many efforts made, until now the problem of the quality of education seems to have not been overcome. Complaints about the low quality of graduates continue to resonate. Elementary, junior and senior high school graduates have not been able to reason and think critically, and are still dependent on teachers (D. Nielson, et al, 1996; Nasoetion, 1996). The ability of students to be independent has not been realized, so that students' initiatives to start something are not too often found. Mastery of students is more focused on factual knowledge because that is what is required in the final exam. The root causes of all of this are certainly many, but the main accusations are mostly directed at the teacher because it is the teacher who is the spearhead in the field who meets students on a programmatic basis (Wardani, 1998). Therefore, the teacher is considered as the party most responsible for the results achieved by the students.

In the world of education, the role of the teacher is very important, namely the person who is responsible for educating the lives of students, and is responsible for all attitudes, behavior and actions in order to foster students to become moral, capable, and useful people for the homeland and nation. Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education (Menpan Regulation No. 16 of 2009).

Teacher Performance Assessment (PK GURU) is one of the efforts in carrying out the duties and functions attached to the functional positions of teachers carried out in accordance with applicable regulations to ensure a quality learning process at all levels of education. The implementation of PK Guru is not intended to make it difficult for teachers, but on the contrary, PK Guru is implemented to

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The implementation of PK Guru is not intended to make it difficult for teachers, but on the contrary, PK Guru is implemented to create professional teachers, because the dignity of a profession is determined by the quality of quality professional services. Finding out exactly what teachers are doing in the classroom, and helping them to improve their knowledge and skills, will directly contribute to improving the quality of their learning, as well as assisting teachers' career development as professionals.

This research has advantages in terms of evaluating teacher performance through supervisory guidance with the advantages of (1) This study was conducted to find out factually the teacher's performance, (2) Knowing optimization through guidance in target schools, and (3) This research was conducted in a relatively remote area. district center. Based on this, research can be a description specifically related to teacher performance through supervisory guidance.

It is hoped that the evaluation of teacher performance through supervisory guidance can provide warnings and input on teacher performance that has not been maximized, so that it can improve according to the standards of educators in early childhood education. So with this, it is necessary to make improvements in managing schools academically and managerially and the learning process as needed in improving the quality of education.

The factors that hinder teacher performance from evaluating teacher performance through supervisory guidance are due to several factors including; (a) motivation, (b) Leadership, (c) Regulation, and (d) Welfare). Motivation in this case has an impact on the encouragement of teachers in carrying out their duties, the leadership of the principal is a determinant of the success of an institution, regulations that often change make it difficult for teachers to apply according to new procedures, and lack of welfare can lead to obstacles for teachers in carrying out their duties. With these factors, it is necessary to evaluate teacher performance so that teacher performance optimization occurs, when these factors need to be controlled, the results of teacher performance can be optimally well.

From the existing problems, schools in this case principals, teachers and stakeholders have the responsibility to improve the quality of learning and education in schools, especially teachers as spearheads in the field and in the classroom because they are in direct contact with students in the learning process.

Method

The approach method used in this study is an evaluative approach. According to Wirawan (2012: 43) that evaluation research is basically focused on the final recommendation which confirms that an evaluation object can be maintained, improved, improved or even dismissed in line with the data obtained. Meanwhile, the steps taken in evaluative research are as follows: identification of components, identification of indicators, identification of evidence, determining data collection methods and determining data collection instruments. In this study, it was carried out to obtain data and produce conclusions in the field regarding the evaluation of teacher performance through the guidance of the supervisors of kindergarten-assisted schools in Bongomeme District, Gorontalo Regency.

Research Results And Discussion

This study will describe the initial conditions of teacher performance in Bongomeme District, Gorontalo Regency. Based on the results of observations, it can be stated that the teacher's performance is still under the supervision of the supervisor, because there are still some teachers who have not reached the standard of achieving the 8 standards that are the obligations of a teacher.

The targets of supervision in these target schools are the following kindergarten teachers in Bongomeme District:

Table 1 Monitoring targets

NO	SCHOOL NAME	PRINCIPAL	STATE OF THE TEACHER		
			GE	NON GE	Amount
1	TK Mutiara Dulamayo	Nini Ismail Razak, S.Pd	1	2	3
2	TK Mootilango	Yusna M. Lasena, S.Pd		2	2
3	TK An-Nur	Sriyanti N. Adam, S.Pd	1	2	3
4	TK Al-Amin	Sunarti Bobihu, S.Pd	1	2	3
5	TK Ar-Rahman	Testin Amrain Yunus, S.Pd		3	3
6	TK Mawar	Iyam Usman		3	3

7	TK Mutiara Batulayar	Meilinda S. Bobihu, S,Pd		2	2
8	TK Adelweis	Tini Nanu, S.Pd		3	3
9	TK Manggis	Fatmah Ismail Dehi, A.Ma	1	1	2
10	TK Al-Ikhlas	Irawati Abdullah, A.Ma		2	2
11	TK Mawar Indah	Lian Nur, A.Ma	1	1	2
12	TK Melati	Salma Muchtar Ishak, S.Pd		3	3
13	TK Mustika	Rani Ismail, S.Pd	1	3	4
14	TK Handayani	Sance Nani Tuna, S.Pd		2	2
15	TK Al-Hikmah	Hadijah Ishak Rahmola, S.Pd		1	1
16	TK Tapak Indah	Rika Hasan		2	2
17	TK Al-Ma'wah	Susanti Lahami		1	1
Amount			6	35	41

Based on the table above, it shows that Bongomeme Subdistrict has 17 kindergarten institutions that are under the guidance of the Gorontalo Regency Education and Culture Office supervisor. In this case, it can be described that there are 6 teachers who are civil servants and 35 who are non-civil servants, so the total number of kindergarten principals and kindergarten teachers in Bongomeme District is 41 people.

Seeing the results of the supervisor's assessment in the 4 competencies attached, it can be revealed that the teacher's competence in this case is in the sufficient category. The data presented are the results obtained from the supervisor. Of the 17 kindergarten institutions in Bongomeme Subdistrict, Gorontalo Regency which became the research locations and were samples of teacher performance assessments, they still needed guidance and guidance by supervisors to achieve good competence. Researchers in this case become the main instrument in collecting research data to reveal facts and data.

Based on this description, with the initial conditions of the kindergarten in Bongomeme District, Gorontalo Regency, it is necessary to carry out evaluation activities to improve teacher competence in carrying out their duties and responsibilities in managing and educating the nation's children. In addition, the data on the condition of teachers totaling 41 teachers as a whole spread across 17 kindergarten school institutions in the Bongomeme District, that the status of teacher education qualifications is S1 and some are high school graduates, this is the main factor in the ability of teacher competence.

Discussion

In this discussion, the researcher will describe several points that became the results of the research in this case related to the objective conditions of teacher performance in Bongomem District, Gorontalo Regency. Basically, it can be stated that the initial condition of teacher performance depends on the guidance of supervisors because there are still teachers who do not meet the standards of achievement of pedagogic, personality, professional and social competencies.

With the findings of the research on the initial conditions of teacher performance in Kindergarten, Bongomeme District, Gorontalo Regency, through interviews, it can provide information that teachers in 17 kindergarten institutions can be described in terms of Kindergarten institutions located in 15 villages in Bongomeme District in Among them, (1) Mutiara Dulamayo Kindergarten, (2) Mootilngo Kindergarten, (3) An-Nur Kindergarten, (4) Al-Amin Kindergarten, (5) Ar-Rahman Kindergarten, (6) Mutiara Batulayar Kindergarten, (7) Kindergarten Al-Mawar, (8) Adel Weis Kindergarten, (9) Al-Ikhlas Kindergarten, (10) Mangosteen Kindergarten, (11) Mawar Indah Kindergarten, (12) Melati Kindergarten, (13) Mustika Kindergarten, (14) Handayani Kindergarten, (15) Al-Hikmah Kindergarten and (16) Tapak Indah Kindergarten, and Al-Ma'wah Kindergarten

Furthermore, it can be stated that the teacher's performance through the guidance of the supervisor has gone through a supervisory procedure of both coaching and mentoring to improve teacher performance. That way the teacher still expects the school supervisor to always give directions. Researchers can reveal that teachers need guidance because there are still many teachers who are non-civil servants so that there is a lack of training provided to support the quality of early childhood education.

Based on the results of the discussion, it can be concluded that the ability of teachers to manage and educate needs guidance and direction from supervisors to improve teacher performance as duties and responsibilities in carrying out their duties. As for the comparison of the four stages of CIPP evaluation in the results of the study, it can be revealed that:

1. Context, describes the results of the initial findings in the study to be considered by the evaluator to be the initial data for both observations and interviews.
2. Input, in this case providing a monitoring flow to detect teacher performance based on the material provided by school supervisors to teachers through various periodic activities.
3. Process, in this case this stage is to measure the success of teachers through evaluations carried out to become material for improvement of supervisors and teachers in order to achieve good and systematic institutional management and learning processes.
4. Products, with this stage will be a benchmark and provide input to teachers to further improve teacher performance through the guidance of school supervisors for Kindergarten (TK) Bongomeme District, Gorontalo Regency.

Conlusion

The initial condition of the Kindergarten school in Bongomeme District, Gorontalo Regency, it can be said that the 17 kindergarten institutions (TK) described in the research results obtained have met the operational standard criteria for implementing school programs with continued supervision by school supervisors. In addition, the performance of teachers in carrying out their duties and responsibilities as teachers need to be supervised and fostered. Of the 17 kindergartens there are 41 teachers and only 6 PNS teachers, around 35 are non-PNS so this affects the quality of education.

Evaluation of teacher performance through guidance at the Kindergarten Institution, Bongomeme District, Gorontalo Regency using the CIPP method, as presented in the appendix table, shows that, overall, the final average of teacher performance results in general is sufficient. This is a finding for supervisors to improve in improving teacher performance in order to contribute to the world of early childhood education in Gorontalo Regency.

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