



## **SUPPORTING DOCUMENTS**

**“SELFI (JUVENILE FILIAL SCHOOL / FORMAL EDUCATION SERVICES AT SPECIAL CLASS DEVELOPMENT INSTITUTION FOR CHILDREN (LPKA) CLASS I PALEMBANG)”**

**GOVERNMENT OF PALEMBANG CITY  
EDUCATION OFFICE**

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# **EVALUATION REPORT**

**THE ASSESMENT REPORT OF TEACHER AND  
HEADMASTER PERFORMANCE  
AT PHILIAL SCHOOL IN LPKA CLASS I PALEMBANG**

**LESSON YEAR 2018**



**Oleh:  
H. M. HUSEN, S.Pd., M.M.  
NIP. 196012251984031005**

**GOVERNMENT OF PALEMBANG CITY  
EDUCATION OFFICE**

**2018**

# TABLE OF CONTENTS

	Page
<b>PAGE TITLE</b> .....	i
<b>TABLE OF CONTENTS</b> .....	ii
<b>CHAPTER I INTRODUCTION</b> .....	ii
A. Background .....	1
B. Focus of Problem .....	2
C. Purpose and Objectives of Oversight.....	2
D. Main Task / Scope .....	3
<b>CHAPTER II MINIMIZATION OF TROUBLESHOOTING</b> .....	4
A. Concept .....	4
B. Framework Theory.....	4
<b>CHAPTER III APPROACHES SUPERVISION APPROACHES AND METHODS</b> .....	6
A. Study Documents .....	6
B. Class Observations.....	6
C. Interview .....	6
<b>CHAPTER IV RESULTS OF TEACHER PERFORMANCE ASSESSMENT AND HEAD OF SCHOOL</b> .....	7
A. Results of PKG .....	7
B. Results of PKKS .....	8
C. Assessment Report of Teacher and Headmaster Performance .....	9
D. Discussion of Result PKG and PKKS.....	10
E. The Assessment of Teacher and Headmaster .....	11
<b>CHAPTER V CLOSING</b> .....	12
A. Conclusion .....	12
B. Suggestions .....	12
C. Follow Up .....	12

# **CHAPTER I**

## **PRELIMINARY**

### **A. Background**

Until now the teaching profession is still in high demand by the community, especially after the government policy on certification which provides a one-time basic salary allowance and other allowances that are quite promising, on the other hand the government also requires teachers to work professionally. According to Mulyasa (2013), it is better to improve the quality of education supported by qualified professional teachers, who can play their roles and functions properly in order to prepare quality human resources through quality learning processes as well.

Performance measurement of an educational institution is very important. To evaluate and plan for future education is necessary to measure performance appropriately, especially for the performance of teachers as implementers and even the spearhead of education. In this case, various information is needed to ensure that education and learning services have been carried out effectively, efficiently and accountably.

Thus, improving the quality of education must always be measured its performance through a variety of information, task control, funding reports, and the most important is the teacher's performance report because teachers have a very strategic role in determining the quality of education, which requires personality requirements and professional abilities that are standard and can be accounted for. In other words, performance appraisal is the responsibility of the institution and individual workers for their stakeholders.

Workers (in this case teachers and principals) not only have direct responsibility to their superiors but also to parents of students and the community at large. Their performance, good and bad, must be accountable to the community. Especially when it is remembered who hired teachers and school principals, they are obliged to

conduct an objective performance evaluation system that can be accountable to the community.

Performance appraisal for the performance of teachers, principals, and staff (school administration staff) is one of the competencies that must be mastered by school / madrasah supervisors. These competencies are included in the dimensions of educational evaluation competencies. Principal's performance can be measured from three aspects, namely: (a) behavior in carrying out tasks, namely the behavior of principals when carrying out managerial functions, (b) how to carry out tasks in achieving work results reflected in their commitment as a reflection of personal competence and his social competence, and (c) from the results of his work which are reflected in changes in the performance of the school he leads.

The implementation of education in the Special Class Development Institution for Children (LPKA) Palembang Class I as one of the places for organizing special service education, is a breakthrough in inclusive services in the field of education including services for children in conflict with the law (ABH), through Filial Schools in LPKA Class I Palembang, As a school that provides educational services, assessment and evaluation are carried out in order to improve and improve the quality of education.

## **B. Focus Of Problems**

Teacher performance assessment (PKG) can be interpreted as an effort to obtain a picture of the knowledge, skills, values and attitudes of teachers in carrying out learning activities that include planning, implementation and evaluation, which is shown in the classroom learning activities. In carrying out learning guided by the Ministry of National Education Regulation No. 41 2007 concerning standard processes for primary and secondary education.

## **C. Purpose of Performance Appraisal**

PKG is essentially an activity to foster and develop professional teachers that are carried out from the teacher, by the teacher, and for the teacher. This is especially important for mapping the competencies and performance of all teachers in various levels and types of education. The results of the performance appraisal can be used by

teachers, principals, and supervisors to reflect on their tasks and functions in the context of giving services to the community and improving the quality of education through improving teacher performance.

He also hoped that performance evaluation could overcome the gap between teacher and teacher, between teacher and principal and supervisors, so that the results could become invaluable input for the development of education and career development of teachers in particular. In this case, the results of performance appraisal can be used as self-evaluation material for teachers so that they know the strengths, weaknesses, opportunities and challenges they have as materials to develop their potential and performance profiles that can be used as a reference in the preparation of the Sustainable Professional Development (PKB) program.

The results of the performance appraisal are also the basis for making improvements, coaching and development, as well as providing work performance scores which are then used as a reference for assessing teacher performance and obtaining teacher credit scores in order to develop their careers in accordance with applicable regulations. If all of this can be done well and objectively, quality and competitive education can be realized immediately so that we can build a dignified nation. This is possible because teachers who have high performance and dedication will be able to plan, implement, and assess learning effectively, efficiently and accountably.

#### **D. Scope**

The scope of the implementation of teacher performance appraisals includes: (a) Planning, (b) Implementation, and (c) Assessment. Whereas the scope of the performance evaluation for school principals includes: (a) Personality and Social Affairs, (b) Learning Leadership, (c) School Development, (d) Resource Management, (e) Entrepreneurship, and (f) Learning Supervision.

## **CHAPTER II**

### **THOUGHTS FRAMEWORK TROUBLESHOOTING**

#### **A. Concept**

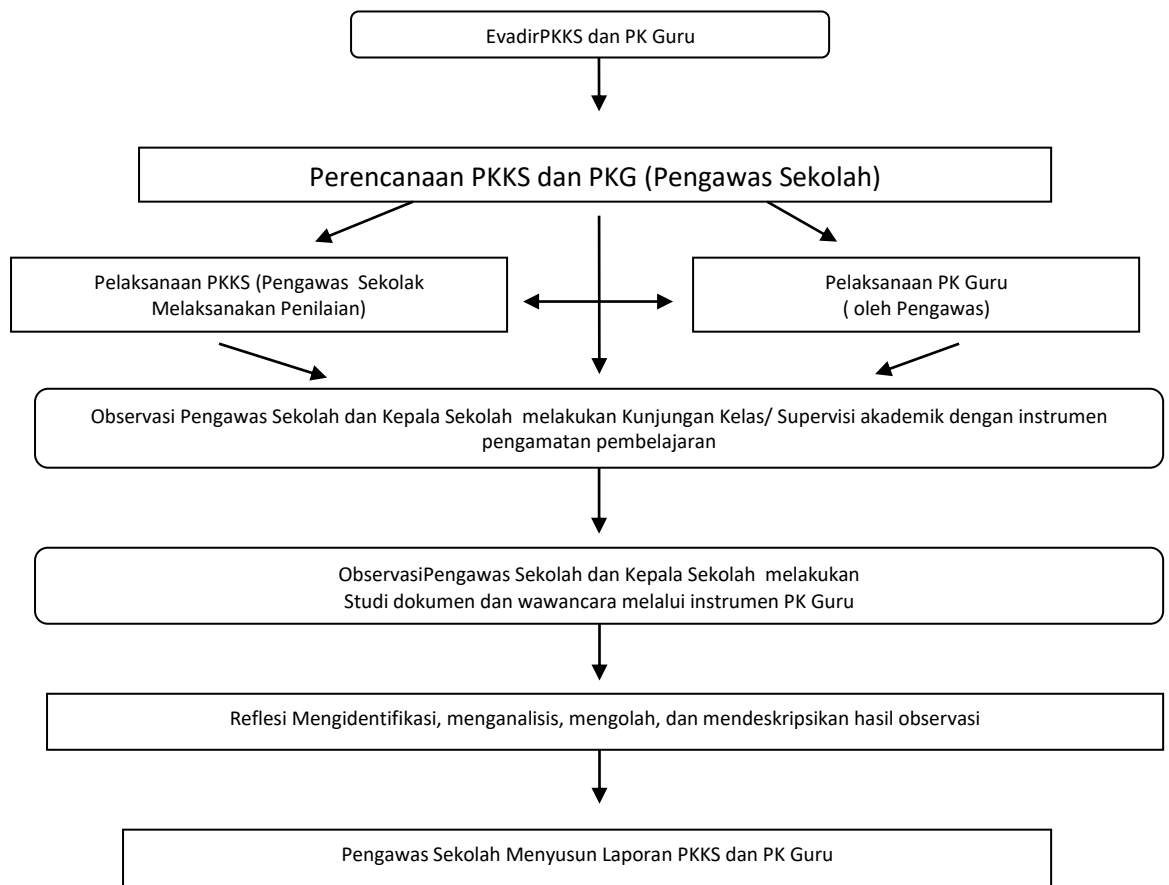
According to the Regulation of the Minister of State for Administrative Reform and Bureaucracy Reform Number 16 of 2009, PK GURU is an evaluation of each item of the teacher's main task activities in the context of career development, rank and position. The implementation of the main tasks of the teacher cannot be separated from the ability of a teacher in the mastery of knowledge, the application of knowledge and skills, as required competencies according to the mandate of the Minister of National Education Regulation No. 16 of 2007 concerning Academic Qualification Standards and Teacher Competence. Mastery of competence and application of teacher knowledge and skills, will determine the achievement of the quality of the learning process or mentoring students, and the implementation of additional tasks relevant to schools / madrasas, especially for teachers with additional assignments. The GURU PK system is an assessment system designed to identify the ability of teachers to carry out their tasks through the measurement of mastery of competencies shown in their performance.

Performance appraisal activities are carried out every semester as part of the learning process. At the beginning of the year formative teacher performance assessments were used as a basis for determining self-evaluation and continuing professional development (PKB). Then in the next semester at the end of the year an assessment of the performance of summative teachers is conducted.

#### **B. Framework Theory**

Whereas the framework for thinking in conducting KKPS and PK Teacher assessments can be shown in the following flow of activities ;





Teacher and headmaster performance evaluation can be carried out with the following procedures:

1. Stages of Planning

At this stage the teacher prepares a lesson plan which is then checked by the supervisor. The supervisor prepares the learning instrument as a supervision tool.

2. Implementation Stage

The teacher learns from the preliminary, core and closing activities. Supervisors make observations.

3. Grading Stage

At this stage the assessor assigns a value to each component of teacher performance and subsequently the value of the teacher's performance is determined.

4. Follow Up

Based on the results of an assessment of the performance of teachers from each teaching staff was analyzed, which then carried out coaching and development.

## **CHAPTER III**

### **SUPERVISION APPROACHES AND METHODS**

Teacher performance assessments are conducted by school supervisors on teachers at target schools by:

A. Document Study

School supervisors check the lesson plan documents prepared by the teacher that will be used for learning activities.

B. Class observations

In carrying out observations the supervisor records all learning activities carried out by the teacher and includes them in the learning supervision instrument. Furthermore, the supervisor determines the teacher's PK value.

C. Interview

To maintain the validity of the data a cross-check of observational data was done through interviews with the teacher concerned. In addition interviews were conducted with the school principal.

**CHAPTER IV**  
**RESULTS OF TEACHER PERFORMANCE ASSESSMENT PROGRAM (PKG)**  
**SCHOOL PRINCIPAL PERFORMANCE ASSESSMENT (PKKS)**

**A. Result Of PKG**

Average grades of teacher performance assessment results in learning

No	Aspect assessed	Filial SD (SDN 25 Palembang)	Filial SMP (SMPN 22 Palembang)	Filial SMA (SMAN 11 Palembang)	Average
<b>A.</b>	<b>Planning</b>				
1.	Tujuan Pembelajaran	3.00	3.00	2.00	<b>2.67</b>
2.	Learning Materials	2.75	2.25	2.00	<b>2.29</b>
3.	Learning strategy	2.75	2.50	2.75	<b>2.67</b>
4.	Media and Learning Resources	2.75	2.25	2.25	<b>2.25</b>
5.	Assessment	2.25	2.50	2.25	<b>2.42</b>
	<b>Amount A</b>	13.50	12.50	11.25	<b>12.29</b>
	<b>Value</b>	<b>2.70</b>	<b>2.50</b>	<b>2.25</b>	<b>2.46</b>
<b>B.</b>	<b>Implementation</b>				
1.	Ability to open lessons	2.75	2.25	2.50	<b>2.42</b>
2.	Practice attitude in the learning process	2.75	2.75	2.75	<b>2.67</b>
3.	Mastery of learning materials	3.00	2.50	2.75	<b>2.75</b>
4.	Learning process	2.25	2.25	2.25	<b>2.21</b>

5.	Using Media and learning resources	3.00	2.00	2.25	<b>2.21</b>
6.	Assessment	2.25	2.25	2.50	<b>2.38</b>
7.	Ability to close lessons	2.75	2.75	2.25	<b>2.46</b>
	Average B	18.75	16.75	17.25	<b>17.13</b>
	<b>Average Rating</b>	<b>2.67</b>	<b>2.40</b>	<b>2.50</b>	<b>2.45</b>

## B. Result Of PKKS

No	Aspect assessed	Filial SD (SDN 25 Palembang)	Filial SMP (SMPN 22 Palembang)	Filial SMA (SMAN 11 Palembang)	Average
1.	Personality and Social	3,29	2,57	3,0	<b>3,07</b>
2.	Leadership Learning	3,30	3,50	3,0	<b>3,12</b>
3.	School development	2,86	3,71	3,14	<b>3,17</b>
4.	Resource Management	2,88	2,88	3,13	<b>2,98</b>
5.	Entrepreneurship	3,00	3,20	3,0	<b>3,17</b>
6	Learning Supervision	3,00	2,33	3,0	<b>2,78</b>
	verage	18,32	18,19	18,27	<b>18,28</b>
	<b>Average Rating</b>	<b>76,32</b>	<b>75,81</b>	<b>76,12</b>	<b>76,16</b>
	<b>Category</b>	<b>B</b>	<b>B</b>	<b>B</b>	<b>B</b>

### C. Assessment Report Of Teacher and Headmaster Performance

No	Aspects	Activities	Goals	Target	Method	Obstacles	Achievement	Conclusion	Follow UP
1	Teacher Performance Assessment (PKG)	PKG implementation	8 Teachers Filial SD, 14 Teachers Filial SMP, 15 Teachers Filial SMA	100% Teachers PKG result is good	Guidance Technical Group Focus Discussion	Teacher and Headmaster understanding of performance assessment and function is still very limited	90% His PKG result teacher is good	Still need socialization about the functions and benefits of PKG and PKKS	Program socialization function and benefits of PKG and PKKS
2	School principal performance Assessment (PKKS)	Implementation of PKKS	1 KS Filial SD, 1 KS Filial SMP, 1 KS Filial SMA.	100% KS hasil PKKS nya baik	Guidance Technical Group Focus Discussion	Teacher and KS understanding of performance assessment and function is still very limited	90% The principal of his PKKS results is good	Still need socialization about the functions and benefits of PKG and PKKS	Program socialization function and benefits of PKG and PKKS

**D. Discussion of Result PKG and PKKS**

NO.	School Name	CASE FINDINGS	FOLLOW UP
1	Filial SD (SDN 25 Palembang)	PKG: Learning quality needs to be maximized PKKS: Supervision results need to be followed up	Academic supervisi3n Managerial supervision
2	Filial SMP (SMPN 22 Palembang)	PKG: Thematic RPP needs to be repaired PKKS: RKS and supervision results need to be followed up	Academic supervisi3n Managerial supervision
3	Filial SMA (SMAN 11 Palembang)	PKG: Learning quality needs to be maximized PKKS: Supervision results need to be followed up	Academic supervisi3n Managerial supervision

## **E. The Assessment of Teachers and Headmaster Performance**

The results of the teacher's performance assessment show that in general, the teacher's performance has demonstrated good criteria, but with the change in curriculum, teachers need to be guided and accompanied, in order to carry out their duties meet the standard of process in Permendikbud number 65/2013 and Permendikbud number 57/2014, which mandates compulsory primary school teachers to perform science-based integrative thematic learning.

The result of the school principal showed that in general, the competency of the principal according to the competency standard of the school principal in Permendikbud number 13/2007 and number 28/2010 still need to be improved, both in managerial areas including the preparation of school programs, implementation of school programs, program supervision and evaluation, school leadership, and application of the SIM.

## CHAPTER V

### CLOSING

#### A. Conclusion

Based on the results of teacher performance in 2018, can be concluded:

1. All teachers who are 8 people from elementary school, 14 people from junior high school and 15 people from senior high school have conducted good grades in doing activities of teaching.
2. All principals who are 1 person from elementary school, 1 person from junior high school and 1 person from senior high school have performed with good value.


#### B. Suggestions

1. The teachers enhance performance especially in the mastery of thematic learning so that the value gained from good becomes very good.
2. The headmasters intensify the implementation of the supervision of learning.

#### C. Follow Up

1. Hold seminars with RPP drafting material and thematic learning.
2. The principal schedules the supervision of the learning and performs it based on its schedule.


Acknowledged,  
The Head of Education Office,



The stamp is circular with a purple border. The text inside the stamp reads 'PEMERINTAH KOTA PALEMBANG' around the top and 'DINAS PENDIDIKAN' in the center. There are two small stars on either side of the center text.

**H. AHMAD ZULINTO, S.Pd., M.M.**  
Pembina Utama Muda  
NIP. 196404181989031003

Palembang, 31 Desember 2018  
The Supervisor of Philial School,



The signature is written in black ink and is quite stylized, with long, sweeping strokes.

**H. M. HUSEN, S.Pd., M.M.**  
Pembina Tingkat I  
NIP. 196012251984031005



**RESUME REPORT ANALYSIS RESULTS**  
**NUMBER OF RESIDENTS OF LPKA KLAS I PALEMBANG RELATED TO THE EXISTENCE OF SCHOOL FILIAL**  
**BASED ON CORRECTIONAL DATABASE SYSTEM (SDP) DIRJENPAS 2018**

No	Aspects	Activities	Goals	Target	Method	Obstacles	Achievement	Conclusion	Follow UP
1	Quantity	Analysis of the number of children facing law as residents of LPKA	children in conflict with the law in LPKA Class I Palembang	00% can complete the school and can return to the community well	Analysis of data on the number of LPKA students and residents since the school was established	Filial school students continue to decrease	98% of school students do not repeat Violation of the law	School filial is able to change attitudes, improve knowledge and skills, so that they can be back to received in the community	To maintain the existence of filial schools, recommended to the Office of the Ministry of Justice and Human rights of South Sumatra to transfer the children facing the law at LPKA / prison child regency / city of South Sumatra to be transferred to the LPKA Class I Palembang

Palembang, 31 Desember 2018  
The Head of Education Office,



**H. Ahmad Zulinto, S.Pd., M.M.**  
Pembina Utama Muda  
NIP. 196404181989031003

**MONTHLY REPORT**  
**SD NEGERI 25 FILIAL PALEMBANG**  
**SMP NEGERI 22 FILIAL PALEMBANG**  
**LPKA CLASS I PALEMBANG**  
**OCTOBER 2019**



**JL. INSPEKTUR MARZUKI KM 4,5**  
**KEL. SIRING AGUNG KEC. ILIR BARAT I**  
**PALEMBANG SUMATERA SELATAN**



MINISTRY OF JUSTICE AND HUMAN RIGHTS  
REGIONAL OFFICE OF SOUTH SUMATERA  
CHILDREN SPECIAL DEVELOPMENT INSTITUTE CLASS I PALEMBANG  
Jalan Inspektur Marzuki km 4,5 kel Siring Agung Palembang 30138  
Email : lpkapalembang@gmail.com

Yth. Mayor Of Palembang  
C.q Education Office of Palembang City  
In Palembang

November 2019

COVERING LETTER

Nomor : W6.Pas2.UM.01.01-906

No.	Official documents submitted	Quantity	Remark
1.	Monthly report of students joining education at SDN 25 and SMPN 22 Filial LPKA Palembang Month: Oktober 2019	1 (One) File	Delivered with respect as a report and used as necessary

KEPALA  
KEPALA  
LEMBAGA  
WAHYU HIDAYAT, Bc.IP., S.E., M.SI.  
NIP. 196602081990031001

Copy;

1. The Head of Ministry Of Law and Human Rights South Sumatera in Palembang
2. The Head of SD Negeri 25 Filial Palembang in Palembang
3. The Head of SMP Negeri 22 Filil Palembang in Palembang
4. Files

STUDENT RECAPITULATION SD NEGERI 25 FILIAL LPKA CLASS I PALEMBANG  
ACADEMIC YEAR 2019/2020

GRADE IV (FOURTH) STUDENT NAME

NO	STUDENT NAME	REMARK
1	Dendi	IN
2	M. Andika	IN
3	Umar Dhani	IN
4	Rediansyah	IN
5	Gusfar Dinata	IN

GRADE V (FIFTH) STUDENT NAME

NO	STUDENT NAME	REMARK
1	Amir Saputra	IN
2	Arya Nanda	IN
3	Ferianto	IN
4	Putra Supriadi	IN
5	Satria Suharta	IN
6	Dian Toro	IN
7	Ahmad Fahrezi	IN

GRADE V (FIFTH) STUDENT NAME

NO	STUDENT NAME	REMARK
1	Dj. Yandi Faisal	IN
2	Nendi Mulya	IN

Note: The released students are permitted / allowed to attend school

Total SD Student Grade IV: 5 people, Grade V: 7 people, Grade VI: 2 people = 14 people

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WAHYU HIDAYAT, Bc.IP., S.E., M.SI.  
NIP. 196602081990031001

STUDENT RECAPITULATION SMP NEGERI 22 FILIAL LPKA CLASS I  
PALEMBANG

ACADEMIC YEAR 2018/2019

GRADE VII (SEVENTH) STUDENT NAME

NO	STUDENT NAME	REMARK
1	Jafar Umar	IN
2	Enggo M	IN
3	Pranata A	IN
4	M. Rozi	IN

GRADE VIII (EIGHTH) STUDENT NAME


NO	STUDENT NAME	REMARK
1	Alam Nasution	IN
2	Nanda Eriadi	IN
3	Pramita Rosadi	IN
4	Rio A	IN
5	Tri Yuliansa	IN
6	Irfan Sudrajat	IN
7	Sulaiman	IN
8	Riski M	IN

GRADE IX (NINTH) STUDENT NAME

NO	STUDENT NAME	REMARK
1	Aditia	IN
2	M. Irfan	IN
3	M. Jefri	IN
4	Ari Manda	IN

Note: The released students are permitted / allowed to attend school

Total SMP Student Grade VII: 4 people, Grade VIII: 8 people, Grade IX: 4 people = 16 people

KEPALA  
KEPALA  
LEMBAGA PELAKSANA  
  
WAHYU HIDAYAT, Bc.IP., S.E., M.SI.  
NIP. 196602081990031001

**MONTHLY REPORT**  
**SMA NEGERI 11 FILIAL PALEMBANG**  
**LPKA CLASS I PALEMBANG**  
**OCTOBER 2019**



**JL. INSPEKTUR MARZUKI KM 4,5**  
**KEL. SIRING AGUNG KEC. ILIR BARAT I**  
**PALEMBANG SUMATERA SELATAN**



MINISTRY OF JUSTICE AND HUMAN RIGHTS  
REGIONAL OFFICE OF SOUTH SUMATERA  
CHILDREN SPECIAL DEVELOPMENT INSTITUTE CLASS I PALEMBANG  
Jalan Inspektur Marzuki km 4,5 kel Siring Agung Palembang 30138  
Email : lpkapalembang@gmail.com

Yth. Mayor Of Palembang  
C.q Education Office of Palembang City  
In Palembang

November 2019

COVERING LETTER

Nomor : W6.Pas2.UM.01.01-906

No.	Official documents submitted	Quantity	Remark
1.	Monthly report of students joining education at SMAN 11 Filial LPKA Palembang Month: Oktober 2019	1 (One) File	Delivered with respect as a report and used as necessary

KEPALA  
KEPALA  
LEMBAGA PELAKSANA  
WAHYU HIDAYAT, Bc.IP., S.E., M.SI.  
NIP. 196602081990031001

Copy;

1. The Head of Ministry Of Law and Human Rights South Sumatera in Palembang
2. The Head of SD Negeri 25 Filial Palembang in Palembang
3. The Head of SMP Negeri 22 Filil Palembang in Palembang
4. Files

STUDENT RECAPITULATION SMAN 11 FILIAL LPKA CLASS I PALEMBANG

ACADEMIC YEAR 2019/2020

GRADE X (TENTH) STUDENT NAME

NO	STUDENT NAME	REMARK	
1	Jery	IN	
2	M. Reynaldo	IN	
3	M. Satiawan	IN	
4	Willi Anggara	IN	
5	Arli Erlan S	IN	
6	Virgo Verdiaz	IN	
7	Reza	IN	
8	Birto Bachtiar	IN	
9	Fahrul Rozi	IN	

GRADE XI (ELEVENTH) STUDENT NAME

NO	STUDENT NAME	REMARK	
1	Ihsan Thamrin	IN	
2	Asep P	IN	
3	Hari Rama	IN	
4	Riski Saputra	IN	
5	Stefanus Richard	IN	
6	Nanda Al Fajri	IN	
7	Aldi Sadewo		OUT
8	Rian Winandra		OUT

GRADE XII (TWELTH) STUDENT NAME

NO	STUDENT NAME	REMARK	
1	Agung Pramudia	IN	
2	Anwarudin	IN	
3	Amin Sanjaya	IN	
4	Roy Hendra	IN	
5	Nendi Hidayat	IN	
6	M. Aldo Saputra		OUT
7	M. Taufik		OUT
8	Novranda		OUT
9	Agung Kusuma		OUT



10	Ridho Eka		OUT
11	Jeni Pratam		OUT

Note: The released students are permitted / allowed to attend school

Total SMA Student Grade X: 9 people, Grade XI: 8 people, Grade XII: 11 people = 28 people

KEPALA  
KEPALA  
LEMBAGA  
WAHYU HIDAYAT, Bc.IP., S.E., M.SI.  
NIP. 196602081990031001

The image shows a circular official stamp in blue ink. The stamp contains the text 'KEPALA' at the top, 'KEPALA' in the middle, and 'LEMBAGA' on the left side. Overlaid on the stamp is a handwritten signature in black ink. Below the stamp, the name 'WAHYU HIDAYAT, Bc.IP., S.E., M.SI.' and the NIP number 'NIP. 196602081990031001' are printed in black.