

Supervision Service Practices by School Principals and Impacts towards the Implementation of Teacher Duties in Primary Schools

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Abstract—The purpose of this research is to describe supervision services by the principal and impact for teacher in primary school. This study used a qualitative approach. The data was collected using questionnaire techniques, interviews, and observations. Data were analyzed by referring to data analysis proposed by Huberman through the stages of data reduction, data presentation, and drawing conclusions. The results of the study showed that supervision services performed by principals did not have a significant impact on the implementation of teacher's duties in elementary school. It was found that the principal had tried to carry out supervision in accordance with the teacher's problems, but it still seemed that the teacher had not been able to create active, varied, meaningful, and enjoyable learning.

Keywords— supervision services, teacher assignments

I. INTRODUCTION

Supervision is an effort that can be done in order to help teachers improve their ability to manage learning. The main element that carries out supervision is the principal. Supervision should be carried out according to the needs and problems experienced by the teacher.

The principal can carry out supervision by using various techniques and approaches so that supervision is carried out more effectively. Supervision techniques commonly carried out by principals are group techniques and individual techniques [1] [2] [3] [4]. Group techniques are carried out if some of the teachers who are to be coached are dealing with relatively the same problems. Individual techniques are carried out to foster teachers who have different problems with other teachers. Supervision carried out with the right technique, short or appropriate and relevant, will certainly have a positive impact on improving teacher competence in learning.

The solution of teacher problems can be helped through supervision. Problems commonly experienced by teachers

related to the implementation of their duties as teachers include: (1) the observed teacher has not developed a program, syllabus or lesson plan (RPP) prior to learning. Syllabus and lesson plan are not used as guidelines in teaching but for the completeness of teacher administration; (2) learning methods are less varied, have not used media / teaching aids, teaching skills are less mastered, and do not provide concrete examples in explaining the subject matter; (3) the teacher is not able to compile his own questions to be used, does not have a question bank, very rarely does a problem analysis, and often takes questions from the student book. Improvements to these problems can be done with supervision [5] [6] [7].

II. METHOD

This study uses a qualitative approach. The object of the study was determined by purposive sampling technique. Research informants are principals and teachers. Data was collected by interview, observation, questionnaire, and documentation techniques. Data were analyzed by following the stages of qualitative data analysis proposed by Huberman namely; data reduction, data presentation, and drawing conclusions.

III. RESULTS AND DISCUSSION

The results of the research described in this paper are related to the practice of supervision services and their impact on the implementation of teacher duties in schools

A. Supervision Practices by School Principal

School principal have the ability to supervise. It is also can be able develop supervision programs, be able to carry out, and be able to evaluate supervision, (Rifma, 2018). Logically, this condition strongly supports the supervision services and will have a significant impact on the teacher's ability to carry out tasks. Confirmation obtained that

supervision is well designed by the school principals. The schedule and time are also clearly defined.

Supervision is carried out for all teachers and continuously. The implementation of supervise have variation depending on the abilities and styles of each school. School principal make the supervision schedule clearly and presented to the teacher in certain meetings, with the intention of the teacher being able to prepare themselves before supervision was carried out. According to the teacher if it is not prepared, the value of score of supervision can be low. Therefore, if will be supervised, we (teachers) try to prepare everything, starting from the completeness of administration, media, class conditions, and material to be delivered at that time. We are afraid that our values are low (G1, G2, G3, and G4). This data suggests that supervision is still interpreted by the principal and teacher as an evaluation activity. They want the teacher's grades to be good if supervised. Supervision is not an assessment, but all efforts help teachers improve their competence in managing learning in order to achieve effective learning [1] [9] [10] [5].

The dominant supervision technique used by the school principal is visit the class. However, some principals rarely visit the class. They explaining that they did not have time to visiting the class. The teacher's problems were known by asking the teacher directly, or getting information through other teachers. The solution of the problems is experienced by the teacher, and they discussing about the problem in teachers council meeting, without mentioning the identity of the teacher in question (the interview KS1, KS2 and KS3). It is known that teachers have different competencies and teaching styles, so they also have relatively different problems. Therefore, supervision can be done with group and individual techniques. Group techniques are implemented if several teachers who will be coached experience relatively similar problems. Individual techniques are carried out to foster teachers who have relatively different problems with other teachers [1] [2] [3] [4] [5].

In addition to supervision techniques, school principals should also supervise using the right approach so that their supervising services are suitable to the problems and characteristics of supervised teachers. Grouping of teachers based on ability will facilitate the provision of supervision services and their supervising is more effective (Darsono, 2016: 338; Purnawanti, et al, 2016: 162). Supervision approach can be used by school principal with directive approach, non-directive, and collaborative approach [9] [10].

Basically visit the class are carried out by the school principal, have a purpose to collect data about the teacher's ability to manage learning in class. According to KS2, the class visit was done for the purpose of habituating, if anyone who came to visit from anywhere was no longer a problem for the teacher, because it was usual to do it in his class. But for teachers who are rarely visited by principals, the presence of supervisors or anyone who intends to make a visit during the learning process is difficult for the teacher. Therefore the principal always tells the teacher if he wants to carry out class visits with the intention that the teacher prepares everything. If suddenly the teacher is annoyed because he is not told in

advance. Even the notification was made by the principal in order to maintain good relations between the principal and the teacher (KS2 and KS3).

Supervised problem generally associated with the administrative requirements of the class, class management, using the media, as well as the acquisition and delivery of the subject matter by the teacher. The school principal find that the competence of teachers is implementing learning among other materials / consumables subject matter before the end of the time, methods and learning models are less varied and less enthusiastic teachers in teaching. The guidance, that given to the school who ran out the material before time is up, is giving an advice to the teacher to present all of indicators that have been designed before learning process's start. In addition, the school principal also suggested that must be practice before teaching. Another guidance was given to teachers was through KKG (KS1, KS2 and KS3). When it was confirmed to the teacher, it was found that the principal still rarely supervised. If there is a problem, the teacher prefers to convey to other friends rather than to the principal. The reason is, the principal is busy and the solution given is not in accordance with the problems presented by the teacher (G1, G2, and G3).

School principals, which that a research respondent, was do not have a supervision evaluation instrument supervision, throughout the program of supervision have been not carried out. When they asked about the supervision report, according to the principal the supervision report is available. When it was seen, it is the supervision report was a collection of instruments that had been filled out during class visits. Even in the report it was also found that the scores obtained from the teachers visited were not interpreted so that they could not be used as information about the results of supervision. To facilitate understanding of supervision practices can be seen in Figure 1.

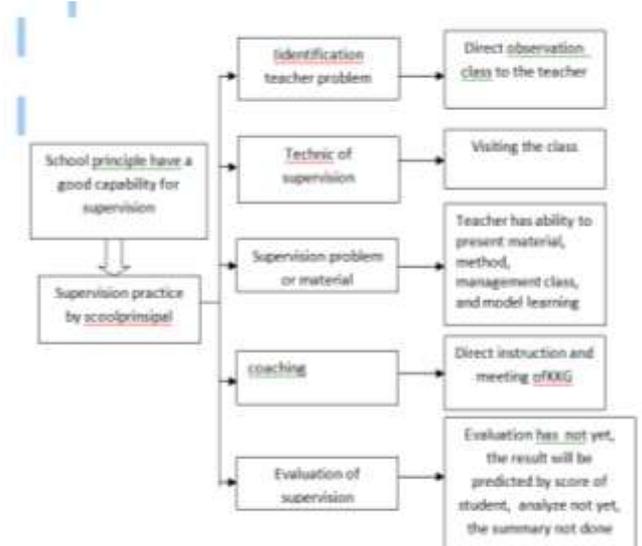


Figure 1. Chart of data recapitulation of supervision practices by the principal

B. Teacher Teaching Ability

Educational supervision implemented closely associated with the school principal increasing teacher competence. Supervision that is carried out properly and relevant to the teacher's problem will have a significant improvement impact on the teacher's competence in carrying out the task. The results of research related to the ability of teachers to implement learning are described as follows.

Data on the ability of teachers to manage learning is collected by observation. Data collected is related to learning preparation, learning implementation, and evaluation of learning outcomes. Field data shows that there are teachers who already have RPP before teaching, and some are not. Learning by teachers who already have RPP is not much different from those who do not have RPP.

Learning begins with the opening in the form of reading prayers, filling in the attendance list, and reading short verses. Teachers can still do other activities, such as motivating and doing something that can focus students' attention to learning [13] [14]. The activity is continued by the teacher to delivering the subject matter. When the teacher explains the subject matter, students generally listen carefully, sit neatly, and follow the teacher suggested. Teachers still dominate classroom activities with a less variation of learning model.

The teacher explains material and students occasionally answer the teacher's questions "together". Teachers and students use only one learning resource. The zone of teacher interaction with students is only in front of the class, the teacher's movement is only the farthest up to the first table from the front. Learning media, which that used by the teacher such as whiteboards and charts, are used by the teacher themselves during learning. Stability of the class was good, there is no movement of students in the classroom and student speaking activities only when asked by the teacher. The material was presented with a good sound.

The learning atmosphere in classes that use thematic approaches is not much different from ordinary classes. Learning activities are dominated by singing together. Seen the teacher is not used to using the media. Preparation of learning material is not in accordance with the RPP, the thematic learning carried out by the teacher is still segmented in each subject. In general, teachers seem unable to carry out thematic learning so learning activities are more often filled with entertainment (singing). Conventional learning methods are still felt at the beginning of learning where the teacher invites children to memorize the alphabet by reading one by one. The tendency of active children is quite high, but less directional and meaningful. The teacher's voice is quite loud, but the teacher-child interaction zone is only around the class (Observation, April 26, 2018 and 18 July 2018).

The language used by the teacher is less varied in the training and selection of vocabulary. This is one of the causes of the atmosphere of the class that is less natural, because it is set in such a way even though the activity and circulation (movement) of the child is quite high. Teacher control in the

classroom is quite high, this can be quite effective in regulating children's behavior, but inhibits children's creativity to do things that are different from the teacher's "settings." Ice breaking with singing proclaimed in K-13 sometimes the selection does not match the context of the learning theme. I sing and clap along with what the teacher becomes less meaningful, too often. The teacher's face is still stiff and lacks a smile. Although such efforts are made to actively interact with the student, the teacher's gesture still looks stiff. The empowerment given by the teacher is quite frequent, for example by clapping or saying "Good", "Smart", but it feels less meaningful (Observation, April 26, 2018, July 18, 2018 and August 15, 2018).

In general the teacher has not closed the lesson with a clear activity as a form of activity to end learning. The teacher ends the learning with the sentence "our lesson today arrived here, do not forget to make the" homework "at home ... the condition of the teacher who is less competent can be due to several factors including; 1) there are still many teachers who do not pursue their profession as a whole, 2) the absence of professional standards of teachers as demanded in developed countries, and 3) lack of teacher motivation in improving the quality of themselves [15]. Specifically, the data description of the teacher's ability to manage learning is visualized in Figure 2.

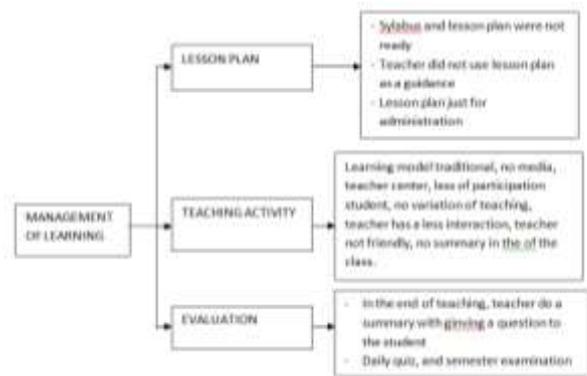


Figure 2. Diagram of Qualitative Data Description Management of Learning by Teachers

IV. CONCLUSION

Supervision is one of the efforts to improve and improve teacher competencies in learning. Supervision at the education unit level is carried out by principals and supervisors. The results show that the principal has carried out supervision to the teachers. They do according to their understanding with the meaning of supervision. The principal and teacher interpret supervision as an assessment activity, so the principal and teacher expect supervision to be carried out to the teacher in a condition ready to be assessed.

Although the principal had supervised programly and scheduly it was found that it had not had a significant impact on improving and improving the ability of teachers to manage learning. The results show that learning is still carried out conventionally and the learning situation is still dominated by the teacher.

The method and results presented in this article can be useful for principals and teachers in improving supervision services in order to achieve improvements and increase the competence of teachers in carrying out teaching tasks.

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