

The Supervision Role of the Principal in Improving Teacher Performance at Primary School Level

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ABSTRACT

This research aims to describe the implementation of supervision of the principal at public primary school 2 Muara Telang subdistrict. This research applied a qualitative approach. Observation and interviews techniques were used to collect data. The results show that, first, the principal develops supervision programs and then socialising them to all teachers. Doing so, teaches know and understand the program. Then the principal supervise the teachers as planned. The supervision has improved teacher performance.

Keywords: Supervision, Principal, Teacher Performance.

1. INTRODUCTION

Education is an integral part of human life, where people can build their personality by developing their potentials by existing values following the main objectives of education, namely developing the abilities, knowledge, skills, and attitudes of students optimally. The educational process determines the personality, skills, and ethics of the human being. Education is a long-term investment of human resources that has strategic value for the continuity of human civilization. Therefore, almost all countries place educational variables as something important in the nation and state development. Likewise, Indonesia places education as a priority [1]. Education is seen as a form of investment. It is further explained that the investment of education as a core activity of human resource development is proven to have a significant contribution to the level of economic benefits so that the return on education investment is higher than physical investment. [2] stated that supervision is a process specifically designed to help teachers and supervisors learn various daily tasks to use their knowledge and ability to provide good services to parents and schools as an influential learning community.

The school's function is to provide knowledge to the students and develop the teacher's work achievements in improving the learning process in

carrying out activities in school. There are certainly differences between the teachers and each other. In this case, the principal is expected to coordinate all the tasks of teachers and other subordinates in the school, especially in the teaching and learning process, so that all activities will run smoothly. As [3] said, the principal is a leadership position that cannot be filled by people without consideration.

The principal's job is also to supervise teachers and school employees. Through this definition, the principal's duties as a supervisor mean that he should be able to research, draw, and determine which requirements are necessary for his school's progress to the maximum extent possible [4]. The principal has a strategic role to play in improving the quality of education in a school. Not only does the principal act as a learning leader, but more than that, the principal is the leader of all leadership functions in a school, such as planning, career coaching, coordination, and evaluation. This is supported by [5] concerning the principal's standards, who has listed five competencies that the principal must possess: personality competency, managerial competence, entrepreneurial competency, supervision competency, and social competence.

The framework of performance assessment of the Directorate General of Primary and Secondary Education in 2000 is 1) developing teaching supervision programs, 2) carrying out teaching supervision

programs, 3) the ability to utilize supervision results. Therefore, the main points of study in this study are supervision, which includes: 1) elements supervised by the principal towards teachers in improving teacher performance, 2) appropriate supervision strategies for improving teacher performance, 3) Feedback and follow-up supervision of the principal in improving teacher performance.

A teacher must contribute to education in the school environment, especially in teaching and learning, because teachers play a central role in teaching and learning activities. The teacher's performance can not be separated from the influence of the principal's leadership. The main priority is to fix and improve the quality of learning by improving teachers who handle it. The teacher has excellent potential in each of them, but the potential has not been stated in the teaching activities in full because they have not received any motivational stimulus from the supervisor as the school principal or senior. Principal supervision is the principal's ability to influence the teachers as subordinates to work together to carry out their work activities to improve performance by providing motivation and realizing that the teacher works fully by the ability's capacity. The principal is required to work with his subordinates, in this case, of course, the teacher.

[6] stated that the purpose of supervision is in order to develop a better teaching and learning situation through coaching and improving the teaching profession, in detail as follows:

- a. Improve the efficiency and effectiveness of teaching and learning
- b. Controlling the implementation of technical education in schools by predetermined rules and policies
- c. Ensuring that teaching and learning activities take place with applicable regulations so that it runs smoothly and obtains optimal results
- d. Assessing the success of the school in the implementation of its duties
- e. Provide direct guidance to correct problems, shortcomings, and errors and help solve schools' problems to prevent further errors.

According to [4], to find out how far teachers can carry out learning, the principal must periodically carry out supervision activities. One can be done through class visit activities to observe the learning process, especially in selecting and using media methods used and student involvement in the learning process. The ultimate goal of educational supervision activities is to improve teachers' teaching and learning processes to achieve the teaching and learning process quality and improve student learning outcomes.

Educational supervision activities have a variety of functions. Education supervision can be carried out correctly. Its functions can be appropriately applied, as well. According to [7], the functions of educational supervision activities are as follows:

- 1) Coordinate all school efforts,
- 2) Completing school leadership,
- 3) Expanding the experience of teachers,
- 4) Supporting creative efforts,
- 5) Provide continuous facilities and assessment,
- 6) Analyzing the learning and teaching situation,
- 7) Provide knowledge and skills to each staff member,
- 8) Integrate educational objectives and help improve the ability of teachers in teaching.

The purpose of supervision is to provide services and assistance to improve the quality of teaching teachers in class, which improves the quality of student learning and the development of teacher quality potential [8]. Education supervision activities can be started from conducting supervision, meaning supervision in education supervision is carried out to find positive and negative things in education implementation. So it is not just looking for the teacher's fault. According to [8] "the goal of education supervision is to develop better learning and teaching situations."

2. METHOD

This research uses a qualitative method with a descriptive approach. This research involves researchers in the research process from start to finish with the research results in reports. The subjects in this study were the Principal, Vice Principal of Curriculum, and Teachers at public primary school 2 in Muara Telang Subdistrict, Banyuasin Regency. Meanwhile, this research's object is the implementation of supervision of the principal and teachers' performance. This study uses case studies that are defined as methods or strategies in research for unique cases. This research is research in a descriptive qualitative way, trying to behave a group or individual.

In qualitative research, the data collection techniques used are observation, interview, and documentation. The data collection activities are conducted by observation and interviews to explore and know the reality of phenomena being examined. Researchers use three techniques; namely, observation is a technique or way of collecting data by conducting observations of ongoing activities. Researchers in this researcher's position using passive observation, namely only acting as a data collector, records ongoing activities. Furthermore, the interview, in which [9] mentioned the interview is a data collection technique used by researchers to obtain oral information through conversations and face to face with people who can provide information or information to researchers.

This research was conducted at public primary school 2, Muara Telang Subdistrict, Banyuasin Regency. This research was conducted for three months, starting from early October 2020 to December 2020. Data analysis is applied an interactive model developed by Miles and Huberman. It begins with data collection, data reduction, data presentation, and conclusion drawing or verification.

3. RESULTS AND DISCUSSION

This research was located at one of the sub-districts in Banyuasin, namely the Muara Telang sub-district. This sub-district was formerly a sub-district of Musi Banyuasin. In the google map application, this sub-district is traversed and surrounded by a water area that is the Musi river. In South Sumatra, the Muara Telang subdistrict is part of the transmigration area, with administrative area code 16.07.08. Muara Telang sub-district consists of 16 villages: Marga Rahayu, Mekar Mukti, Mekar Sari, Mukti Jaya, Panca Mukti, Sumber Mulya, Talang Indah, Telang Jaya, Telang Karya, Telang Makmur, Telang Rejo, Upang Cemara, Upang Ceria, Upang Jaya, and Upang Karya. Based on reference data from the Banyuasin Education Office through the dapodik.dikdasmen.go.id that there are 21 public elementary schools in Muara Telang subdistrict, and there are five state elementary schools in cluster 1 Muara Telang.

Facilities and infrastructure are the main supporting factors that can improve the quality of education. Educational facilities are equipment directly used to support the educational process, especially teaching and learning, such as buildings, Mr. T, Homeroom Teacher Grade 6, on Monday, October 5, 2020, he said:

“As a teacher has made mistakes, both in the form of teaching, speech, and ethics. A principal supervises the teacher's performance, utilizing the teacher's mistakes to be used as a lesson in the future. As a teacher in this school, I am pleased if leaders who take advantage of the teachers' mistakes have experienced being used as lessons for a better future.”

Next interview with Mr. N, Homeroom Teacher Grade 4, on Monday, October 5, 2020, he said:

"Utilizing the time to improve teacher performance is outstanding because to support the process of more advanced and developed activities, one of the supervisor's tasks is that, with the implementation of the activities, the school and its educators will develop."

a. Creating an attitude and willingness to help

According to the results of an interview, the researchers conducted with the Principal on Monday, October 5, 2020, he said:

"Building an attitude and willingness to help is highly recommended in this school because the school is based on mutual trust, the purpose of the attitude and willingness to help is that the principal will not hesitate to help teachers if they have difficulty in working, such as how to teach, make RPP, discipline teaching time, and so on. The principal's attitude and willingness in this help must continue to be done. The principal also not only fosters the attitude and willingness to help the students".

Next interview with Mr. T, Homeroom Teacher Grade 6, on Monday, October 5, 2020, he said:

“The mutual help has been built, from the

principal to all the school residents. The cooperation between teachers, principals, and students in the school to create a good family. Mutual help between teachers and principals is at the time of PKBM. That is where sometimes teachers have a sense of togetherness with their principals".

Next interview with Mrs. S, Homeroom Teacher Grade 5, on Monday, October 5, 2020, he said:

"The willingness to help is that the principal will not hesitate to help the teachers if they have difficulty in working, such as how to teach, make lesson plans, manage the discipline of teaching time, and so on in this school even though the principal is higher in position, but the teacher and the principal are equal degrees, both learning, learning for the better."

b. Assessing teacher performance

According to the results of an interview that researchers conducted with the Principal on Monday, October 5, 2020, he said:

"One of the supervision roles performed by the principal is to provide evaluation or assessment to the teacher. The assessment here is meant so that the principal assesses the performance performed by the teachers. With the evaluation or assessment, the principal can assess whether the teacher is properly running his profession properly or not".

Next interview with Mr. T, Homeroom Teacher Grade 6, on Monday, October 5, 2020, he said:

"When we are teaching, it must be, and there is such an assessment to the teacher, the goal is to know how we perform in this school. It also aims to let the principal know if the teacher is qualified or not".

From October 4, 2020, to October 11, 2020, researchers observed the principal's supervisory role. Researchers found that before starting supervision, the principal walked around the school to review the school yard, then he entered the classroom to review whether there were any teachers in the classroom to teach. If there is no teacher in class, then the principal makes a note and will be guided and directed not to do the same at the seminar time.

The one who coordinate the seminar was the principal. Before the seminar, he pinform the seminar program to teachers. When the author researched public primary school 2 in the Muara Telang sub-district, the researchers found that the seminar was on designing teaching and learning activities, final school exams, and national examinations. During the seminar, the principal reminded teachers to carry out their professions effectively and efficiently. He said that they were expected to improve their work performance. It can be concluded that the supervision carried out will improve the quality of performance of teachers and education staff. Without supervision, there are no improvements made by teachers and no

reforms in the school.

The implementation of education supervision does not always run smoothly. Several problems arise from implementing education, including the unpreparedness of supervised teachers, inadequate facilities, and infrastructure, and all teachers are not the same. Unpreparedness, when supervised, occurs in teachers during the learning process. This is as explained by the principal Mrs. M on Tuesday, October 6, 2020, in the principal's room, she said:

"I see a lack of teacher readiness. Even when I was supervising, the confusion was obvious. Unpreparedness for supervised, and teachers also do not carry the learning tools that have been listed in the lesson plan. However, I am still supervising, and I will not hesitate to reprimand if there is an unwanted mistake. Facilities and infrastructure such as power outages are obstacles in supervision. This is because the principal cannot use the media to support the improvement of teachers' learning process. Also, the principal was unable to supervise the Head of Administration regarding school administration. The problem during the power outage was the computer could not be turned on. As a result the principal get difficulties to conduct supervision In addition, when the principal supervises, some teachers do not obey the rules and are difficult to instruct. Therefore, I, as the principal, experienced obstacles to supervision."

These findings are in line with [10]. She stated that the head of Tunas Muba Kindergarten explained her duties as managerial in arranging programs, making visions and missions, guiding or directing, and has been very good and wise in decision making. Based on the results, the researchers suggested the principal's managerial role in early childhood education is important [11] [12] [13].

4. CONCLUSION

Based on the results as being reported here, several things can be concluded. The principal's supervision program is in good category. The principal develop supervision programs for teachers consisting of Supervision Programs on semester, monthly, weekly, and daily bases. They used thema as guidelines in conducting supervision. Teachersat public primary school 2 in Muara Telang sub-district of Banyuasin haveshown good performanc. Also, most of them are certified. The principal role of supervision in improving teacher performance at public primary school in the Muara Telang sub-district is to guide teachers in solving schools' problems. Teachers can learn from mistakes teachers make for further improvement, fostering attitudes and willingness to help, and providing evaluation or assessment to teachers.

The obstacles experienced by the principal through supervision in improving the quality of teacher performance at public primary school 2 in Muara

Telang sub-district are inadequate facilities and infrastructure. Besides, teachers are often not ready for supervision particularly related to classroom observation.

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