

Principal's Supervision in Improving Teacher's Performance

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Abstract

This study determined the supervision of school principals and teacher performance. This research was conducted in 18 Public Elementary Schools in Gelumbang. The research method used in this study was qualitative method with a descriptive approach. Data were collected using interviews, observation, documentation, questionnaires, and literature review. The results of the study stated that the supervision process was carried out by the principal through several stages, namely 1) planning the supervision activities; 2) implementation of supervision; 3) feedback the results of supervision; 4) follow up on supervision results. Based on the results of the supervision before the follow-up, it was found that more than 50% of the 18 Elementary School teachers in Gelumbang were not yet both categories in preparing the administration of learning devices. After giving feedback and the results of the teacher supervision follow-up assessment conducted by the school principal, 40% of teachers in the excellent category and 60% of teachers in the quite good category, thus the results of the supervision can improve the performance of teachers in SD Negeri 18 Gelumbang. The paper contributes to more give attention of supervision, and the the teacher's performance will be improved.

Keywords: Principal, Supervision, Teacher's Performance

A. Introduction

Considering the importance of improving the quality of learning, school principals have a dominant role in these improvement efforts. Supriadi (2009) explains that there is a close relationship between the quality of school principals and various aspects of school life such as school discipline, school cultural climate and decreasing student misbehavior. The development of the professional abilities of primary school teachers is the responsibility of the principal. The school principal is responsible for the implementation of educational activities, school administration for the development of educational staff, utilization and maintenance of facilities and infrastructure.

Improving teacher's performance will have an impact on increasing teacher activities in the learning process, namely how a teacher plans learning, carrying out learning activities, and assessing learning outcomes (Ditendik, 2008). Primary school teacher performance is focused

on meaningful learning for students. Permendiknas number 41 of 2007, that learning must meet process standards including planning the learning process, implementing the learning process, evaluating learning outcomes for the implementation of an effective and efficient learning process.

Mufidah (2009) suggests that supervision is one of the important factors in an effort to improve the quality of education through activities carried out by educational supervisors in this case education supervisors in formal education. Supervisors supervise and provide assistance to teachers in overcoming problems encountered during the educational process.

Mulyasa (2012) stated that the principal's task in the field of supervision is to provide guidance, assistance, supervision, and assessment of various problems that arise in schools. These activities are related to technical problems in the implementation and development of teaching education, namely in the form of improving teaching education programs and activities in order to create a conducive teaching and learning atmosphere. Atmaka (2004) argues that the role of the teacher as an educative staff has a responsibility in the world of education, namely that the teacher is the driving force and designer and printer for future generations. One of the efforts to improve teacher professionalism is carried out through the supervision of principals in supervising teacher performance. The existence of school principals can assist teachers in carrying out their duties, because professional principals will be able to supervise their teachers, so that they will be able to improve the situation of the teaching and learning process which has a positive impact on improving the quality of education.

This research was conducted at SD Negeri 18 Gelumbang. The study took SD Negeri 18 Gelumbang as the place of research based on the findings of the initial observations made by researchers which showed that SD Negeri 18 Gelumbang met the criteria as a place to be studied. From the observations made by the research at SD Negeri 18 Gelumbang, the researchers considered that the performance of classroom teachers in the use of learning media was still low, so that the quality of the learning process became low and less meaningful for students. This is shown that teachers are more oriented towards achieving material targets and are more likely to pursue high scores on the National Examination, so they tend to ignore the quality of the learning process. Teachers in carrying out the learning process have a tendency to provide learning that is abstract, not creative and innovative, the implementation of the assessment is less varied and tends to be monotonous and has not carried out the process assessment. Therefore, the principal's supervision of teachers is important so that teachers can really manage learning as well as possible starting from planning, implementing learning to evaluating student learning outcomes.

With the supervision of the principal is expected to change the performance of teachers in the learning process. The role of the principal in this case is very necessary, his presence in class at least once every 3 months is very important, so that there is closer communication in a family atmosphere to solve problems that arise in schools, especially in the use of learning media which can ultimately improve learning achievement. student. In addition, the results of initial observations made by researchers show that on average elementary school principals have difficulty in providing guidance to teachers through supervision with class visit techniques, using private meetings, teacher council meetings, using elementary school visit techniques, and group meetings.

In order to increase professionalism through teacher performance, it is very necessary to have educational supervision. Because, supervision is assistance provided by the principal which

aims to develop the abilities of teachers and other school personnel so that educational goals can be achieved. Supervision can also be interpreted as encouragement, guidance, and opportunities in the implementation of updated education and teaching, selection of learning tools and better teaching methods, methods of systematic assessment of the entire teaching process (Purwanto, 2005). Bafadal (2004) states that the purpose of educational supervision is to provide guidance, especially to teachers so that they can improve their ability to develop the ability to manage learning better. Then Madja (2002) suggests that the purpose of educational supervision is to measure the level of development of school activities in an effort to achieve goals. Furthermore, Bafadal (2004), suggests that the stages of supervision are 1) identifying problems; 2) diagnosis of the cause of the problem; 3) develop an activity plan; 4) carry out the activities that have been planned; 5) review the implementation of supervision activities. Thus, the purpose of supervision is none other than so that teachers are aware of their very important role in determining the quality of learning. Through the supervision of the principal, teachers are expected to be able to always strive to improve the quality of teaching and learning, innovate in classroom management. Through supervisory activities, principals can conduct performance assessments of teachers to determine and measure the level of reality of teachers' work.

Based on what has been explained in the background of the problem above, the researchers consider it necessary to conduct a more in-depth research on the supervision of the principal in improving the performance of the teachers of SD Negeri 18 Gelumbang. Thus, researchers will examine the Principal Supervision in Improving Teacher's Performance.

B. Literature Review

Engkoswara (2011) defines supervision based on etymologically and morphologically. Etymologically, supervision is defined as supervision that includes monitoring, correcting, evaluating, recording, providing explanations and instructions. Morphologically, supervision consists of two words, namely super which means over or more vision, which means see, see, observe, or supervise. According to Maryono (2011) these two words when combined will provide an understanding that supervision means the activities of someone whose position is above to see or monitor someone who is below him. As stated by Pidarta (2009) said that in the world of education, supervision activities are always related to activities to improve the learning process in the classroom.

According to Mulyasa (2006) supervision can actually be carried out by the principal who acts as a supervisor, but in modern organizational systems, special supervisors are needed who are more independent, and can increase objectivity in coaching and carrying out tasks. Sahertian (2010) states that supervision is the principal's effort to improve teaching, stimulate, select job growth and development of teachers and revise educational goals, teaching materials, teaching methods, and evaluation of teaching.

In general, experts provide limits on performance according to their respective views. According to Anwar (2009) that performance is the same as performance whose essence is how much and how far the tasks that have been described have been realized or carried out related to duties and responsibilities that describe behavioral patterns as the actualization of competencies possessed.

Mangkunegara (2015) suggests the notion of performance is the result of work in quality and quantity achieved by an employee in carrying out his duties in accordance with the responsibilities he gives. According to Smith (2005) in the quote Sedarmayanti states that

performance is the output drive from processes, human or otherwise, so he says that performance is the result or output of a process.

C. Methods

This research was descriptive qualitative. A qualitative descriptive approach was used to find out how the planning of supervision by the principal in improving the teacher's performance at SD Negeri 18 Gelumbang was used. The interview technique used by the researcher is an unstructured interview technique and a structured interview which is designed based on the grid that has been provided by the researcher. In addition to collecting data using interviews and observations, researchers also used documentation data collection techniques. Documentation was carried out by researchers by documenting the supervision process carried out by researchers and researchers also asked for school documentation data related to the supervision process and teacher performance at SD Negeri 18 Gelumbang. The literature study then becomes a data collection tool that aims to strengthen the data that has been obtained by the researcher.

D. Results and Discussion

Supervision of Learning Planning at SD Negeri 18 Gelumbang

After a one-by-one assessment was carried out based on the administrative instrument of learning devices, then the results of the principal's assessment of the teacher were calculated using the percentage formula to determine the overall teacher achievement. The results of the assessment carried out by the principal on the implementation of the administrative supervision of teacher learning devices at SD Negeri 18 Gelumbang.

From the results of data collection through the documentation of the results of the administrative supervision of teacher learning devices that have been carried out by the principal, it is known that 50% of teacher achievements in the less category based on the results of supervision are known that 1 or 10% of teachers have very good achievements, 1 or 10% of teachers have excellent achievements. good, 3 or 30% of teachers have sufficient achievement, and 5 or 50% of teachers have administrative achievement of learning tools in the less category.

Based on the results of interviews with the principal of SD Negeri 18 Gelumbang on 19 and 20 October 2019, he stated that the principal and the team assessed the administration of teacher learning based on the completeness of the administrative preparation carried out by the teacher. The results of the administrative supervision of teacher learning devices at SD Negeri 18 Gelumbang based on each component of the assessment, there are still many shortcomings that must be corrected. There are several things that should be included by the teacher but are not included in the learning tools such as textbooks that are still incomplete, annual programs that do not include the Mid-Semester exam schedule, semester programs, syllabus of subjects taught, some lesson plans that do not contain rubrics. assessment, the assessment calendar is still not adjusted to important days, the list of student attendance lists has not been fully loaded until December. Then there are many more elements of objective assessment from the principal and the assessment team that form the basis or basis for giving scores to teachers. The results of this supervision will then be a source of improvement for teachers in the future, in order to prepare the administration of learning planning well (Interview with the Principal of SD Negeri 18 Gelumbang on 16 and 17 October 2019).

Based on the results of interviews with the class teacher of SD Negeri 18 Gelumbang, he stated that the principal conducted an assessment of learning tools after the teachers collected learning tools. The research is based on the criteria for administrative completeness, the suitability of each component with the curriculum used, namely the 2013 curriculum (Interview Results in January 2020). Then the results of interviews with fourth grade teachers at SD Negeri 18 Gelumbang, stated that the results of the assessment carried out by the principal and the team were then discussed with the teacher what were the shortcomings in learning planning through the administration of learning facilities. This is so that the administration of learning tools can then be arranged better (Interview Results in January 2020).

Thus, it can be stated that the implementation of learning planning supervision at SD Negeri 18 Gelumbang is carried out by assessing all teacher learning planning instruments (learning device administration) based on the instrument (1.a) which has been prepared by the principal and the assistant team by referring to the administrative supervision instrument of curriculum 2013 learning tools (Yusuf et al, 2021).

Assessment of Teacher Learning Implementation Plan

From the results of data collection through the documentation of the results of the teacher Lesson Plan assessment that has been carried out by the principal, it is known that 20% of the teacher's Lesson Plan is in the very good category, 3 or 30% of the teacher's Lesson Plan is in the good category, 3 or 30% of the teacher's Lesson Plan is in the sufficient category, and 2 or 20% of the teacher's Lesson Plan in the less category. Then the results of this study are followed by notes and suggestions from the principal so that some of the shortcomings of the lesson plans that have been prepared by the teacher can be improved in the future. As for some of the shortcomings of teachers in preparing Lesson Plan, there are several components of the Lesson Plan that make the Lesson Plan not in accordance with the 2013 curriculum guidelines. The results of the research become a reference for teachers to improve the preparation of Lesson Plan in accordance with the 2013 curriculum.

From the results of interviews with school principals in January 2020, he stated that most of the teachers preparing Lesson Plans were still fixated on the previous curriculum, therefore there were some parts in the Lesson Plans that had been prepared by teachers that were not in accordance with the basic competencies and core competencies expected. in the 2013 curriculum. Some errors such as the formulation of indicators, the selection of teaching materials, the selection of media and teaching materials still need to be improved again so that they are in line with the core competencies and basic competencies to be achieved in the learning plan, the results of the assessment carried out by the school principal are then documented for improvement future teacher.

The results of an interview with a class teacher at SD Negeri 18 Gelumbang, he stated that the Lesson Plan assessment process carried out by the principal was based on an assessment guideline, namely the Lesson Plan supervision instrument as a reference for assessment. The results of the assessment are then given to each teacher and accompanied by input based on the results of the assessment. Teachers who are considered to have very good and good achievements are instructed by the principal to help provide input to each teacher whose achievement scores are still in the sufficient and less categories.

Then the results of interviews with classroom teachers at SD Negeri 18 Gelumbang, he said that with the supervision of learning tools, especially Lesson Plans, teachers became more aware of what the teacher's shortcomings were in preparing Lesson Plans. Because in the

assessment process, the principal in addition to assessing based on the achievement score, the principal also provides notes on what teachers must correct from each Lesson Plan component.

Implementation of Teacher's Supervision Learning Process

The implementation of supervision of the teacher learning process is carried out based on a schedule that has been formulated by the principal and the team that assists the principal. The schedule has been confirmed and approved by the teacher at SD Negeri 18 Gelumbang. In the process of implementing learning supervision, the principal makes observations using an assessment instrument for the learning process. In contrast to the previous method, to conduct an assessment the principal observes the teacher's teaching activities.

Based on the results of interviews with the principal, he stated that the supervision of the learning process begins with allowing the teacher to prepare learning in class according to the time determined by the teacher teaching with certain themes in front of the class starting from the opening, core, and closing completely. The principal observes every activity carried out by the teacher.

Based on the results of interviews with classroom teachers at SD Negeri 18 Gelumbang, he stated that in the supervision process, the principal had made an agreement with the teacher when the principal would supervise the learning process. Although in fact the supervision schedule has been agreed in advance. This is done by the principal so that teachers can feel comfortable and ready to be supervised.

Based on the results of interviews with other classroom teachers and the team appointed by the principal to assist with supervision activities, he stated that before starting the learning supervision activities in the classroom, the principal had prepared an assessment instrument that had been formulated. In the supervision process in the classroom, the principal observes teaching and learning activities in the classroom, not only the way the teacher teaches but also how the students respond to the learning provided by the teacher. In order for the assessment to run objectively, the principal sometimes uses a recording device such as a cellphone to record teaching and learning activities from time to time.

From the results of interviews with the sources above, it can be found that the supervision of the learning process is carried out by the principal by visiting the class. The assessment carried out by the principal is guided by the instruments that have been formulated together with the team that has been appointed to assist the principal. The results of these observations are then assessed by the principal by giving a score of 1 for yes answers and 0 for no answers.

From the results of data collection through documentation of the results of the assessment of the teacher learning process that has been carried out by the principal, it is known that 50% of the teacher's learning process is in the good category, and 4 or 40% of the teacher's learning process is in the fairly good category. These results explain that all teachers of SD Negeri 18 Gelumbang have carried out the learning process quite well regardless of the administrative readiness of learning equipment from the previous supervision results in the poor category. The assessment score is then given by the principal to the teacher with some notes that must be corrected by the teacher.

Based on the results of interviews with the principal at SD Negeri 18 Gelumbang, he stated that the teaching practice assessment process carried out by the teacher was carried out in the

classroom. The principal observes the learning process, then the principal conducts an assessment based on the supervision instruments that have been prepared. The results of the assessment are then notified to the teacher along with notes that must be corrected based on the observations of the principal. Then, after the teaching practice supervision process has been completed and the results have been accepted by the teacher, the principal and teachers make plans to hold a small meeting to discuss the results of the supervision.

The results of interviews with class teachers at SD Negeri 18 Gelumbang, he stated that the notes that became suggestions for improving the results of supervision of the implementation of teacher learning that must be improved consisted of components of learning practices including preliminary activities, implementation of material, teaching strategies, and closing activities. Suggestions given by the principal are accepted by the teachers and discussed through a meeting held after the implementation of supervision.

Then the results of interviews with classroom teachers, he stated that the supervision process can provide good input for teachers, especially to improve the learning process in the classroom. The objectivity of the assessment given by the principal can be accounted for because the principal's assessment is formulated into an instrument that has been prepared and agreed upon. Open discussions held by the principal can also help teachers to elaborate on the teaching practices used previously.

From the results of the interviews above, it can be described that the supervision of the implementation of teacher learning is carried out by the principal with high objectivity. The principal assesses according to the instruments that have been formulated and provides suggestions in accordance with what has been observed by the principal with good communication, making the implementation of supervision very useful for teachers, especially in efforts to develop their professionalism (Lislina et al, 2020).

Implementation of Teacher Learning Evaluation Supervision

From the results of data collection through the documentation of the results of the teacher learning evaluation assessment that has been carried out by the principal, it is known that 40% of teacher learning evaluations are in the good category, 5 or 50% of teacher learning evaluations are in the fairly good category, and 10% or 1 teacher is in the good category. pretty good. These results explain that all teachers at SD Negeri 18 Gelumbang have not carried out the learning evaluation process very well based on the supervision instrument for evaluating teacher learning at SD Negeri 18 Gelumbang.

From the results of interviews with the principal of SD Negeri 18 Gelumbang, he stated that the 10 components of the teacher learning evaluation assessment were still not fulfilled in the assessment process, the problems were very diverse. Some teachers still have not compiled scoring and problem grids properly, another problem is the teachers still have not implemented remedial and screening in the learning evaluation process and there are still many problems found by the principal through the process of supervising teacher learning evaluation. The results of this assessment become a benchmark for improvement for future teachers.

The results of supervision are then given to each teacher with some notes as suggestions for teachers to improve the learning evaluation process. Based on the results of interviews with classroom teachers, he stated that all the results of supervision carried out by the principal and

the team who helped were then handed back to the teacher with the addition of some notes on teacher improvements. Not only that, all evaluation results are then communicated by the principal with all teachers through meetings that are held after the supervision process.

Thus, the results of this study suggest that the principal will use the evaluation results as study material to provide feedback for teachers with the aim that teacher professionalism can be increased where supervision has been carried out (Desrina et al, 2020). The results of the supervision are also the material for the principal's report to the supervisor regarding the teacher's academic assessment.

Principal Supervising Role

The principal plans to supervise the teachers twice a year, once in odd semesters and once in even semesters for follow-up programs from the results of previous supervision. The implementation schedule is at the beginning and end of the semester, both odd semesters and even semesters. This is done to see the developments and changes made by the teacher in the teaching and learning process. At the end of the even semester of the current year, an evaluation and follow-up of the supervision program is carried out with the aim of knowing the extent to which these programs have been realized and which activities need to be revised because they are not relevant to be implemented. Likewise, it can identify things that can hinder the supervision process. Furthermore, the findings of the evaluation results, both to the program and to the results of the implementation of the supervision, are immediately followed up to meet the targets in accordance with what has been programmed.

Based on the results of the study, it can be stated that the target of academic supervision carried out by the principal aims to foster teachers to be more skilled and capable in carrying out their duties. In addition, to encourage teachers to create creativity in the teaching and learning process so that these activities can take place effectively and fun for students. This condition is expected to improve teacher performance in the learning process in schools (Prihatini et al, 2021).

From the explanation above, it can be seen that the educational supervision program prepared by the principal is oriented towards the guidance of teachers' tasks, such as the preparation of teaching equipment administration, preparation of lesson plans, implementation of teaching programs, and assessment of student learning outcomes. Furthermore, the principal of SD Negeri 18 Gelumbang compiled several instruments related to the implementation of supervision in the form of tools for conducting assessments, namely 1) instruments for administrative assessment of learning tools, 2) instruments for assessment of Lesson Plans, 3) instruments for assessing learning implementation, 4) instruments for evaluation assessments. learning, instruments for follow-up, instruments for assessing teacher performance.

Thus, the implementation of supervision carried out by the principal is using humanistic techniques, not looking for faults, but really helping teachers to be able to work better and more directed in carrying out their duties. The supervision techniques that are often used in the implementation of supervision at SD Negeri 18 Gelumbang are class visits, individual talks, discussions about problems faced by teachers related to the implementation of teaching and learning. The principal also prepares a supervision instrument that has been formulated by the principal and the team that assists the supervision activities. With this instrument, the implementation of class visits is more effective for observing teachers work, because they can see directly assess based on the instrument about the components of learning implementation,

such as tools, methods and teacher skills in teaching, and can directly monitor how teachers motivate students.

From the results of the visit, the principal then gave an assessment in the form of the highest and lowest scores that had been determined and what notes needed to be corrected by the teacher. As stated by Olivia (2011), supervision activities are intended to 1) assist teachers in planning learning, 2) assist teachers in presenting learning materials, 3) assist teachers in evaluating learning, 4) assist teachers in managing the classroom, 5) assist teachers in developing the curriculum, 6) assist teachers in evaluating the curriculum, 7) assist teachers in evaluating themselves, 8) assist teachers in working with groups, 9) assist teachers through inservice programs.

After the class visit activities were carried out by the principal and the principal had obtained the results of the assessment, then the next activity was to supervise the teacher's assessment practice of students. This learning evaluation supervision activity is more or less the same as the previous activity, namely the principal has prepared a learning evaluation assessment instrument before carrying out supervision. After the teacher prepares the components of the evaluation tool, then the principal evaluates whether the teacher determines and sets a minimum score, does the teacher plan the assessment of learning outcomes, the teacher arranges a grid, the teacher arranges question instruments based on the grid, the teacher prepares scoring guidelines, the teacher carries out the assessment learning outcomes, the teacher analyzes the assessment of learning outcomes, the teacher prepares a follow-up plan, the teacher implements remedial and enrichment, and whether the teacher reports the assessment of learning outcomes. The results of this assessment are in the form of scores that have been determined by the method of assessment and what suggestions must be improved by the teacher.

From the results of the assessment of the implementation of planning supervision, implementation and evaluation of teacher learning, the principal then gives the results to the teacher to be studied and examined immediately what are considered to be advantages and disadvantages and what solutions must be taken by the teacher. For this reason, so that this feedback process can run well, the principal asked the teacher to set a time to form a small meeting as a forum to discuss the results of the supervision assessment and as a place to communicate directly to hear input from teachers at SD Negeri 18 Gelumbang.

The follow-up to the results of supervision is carried out 2 weeks after the evaluation results have been conveyed by the principal to the relevant teacher. The principal gives sufficient time for the teacher to review the results of the principal's assessment through the supervision instrument and the principal hopes that with this ideal time, the teacher can immediately correct the problems encountered through the results of the supervision.

For the follow-up implementation of the results of supervision, the principal has also prepared an assessment instrument based on indicators for improving teacher performance. These indicators include 1) increasing student learning motivation, 2) increasing student learning outcomes, 3) improving the quality of learning, 4) increasing teacher competence, 5) increasing school achievement.

Based on the results of supervision before the follow-up was carried out, the principal's assessment was based on the supervision instrument that had been prepared, it was known that the results of the administrative supervision of teacher learning devices that had been carried

out by the principal, it was known that 50% of teacher achievements were in the poor category based on the results of supervision, it was found that 1 or 10 % of teachers have very good achievement, 1 or 10% of teachers have good achievement, 3 or 30% of teachers have moderate achievement, and 5 or 50% of teachers have administrative achievement of learning tools in the poor category. The results of the teacher Lesson Plan assessment that have been carried out by the principal, it is known that 20% of the teacher's Lesson Plan is in the very good category, 3 or 30% of the Lesson Plan is in the good category, 3 or 30% of the teacher's Lesson Plan is in the sufficient category, and 2 or 20% Lesson Plan teachers in the less category.

The results of the assessment of the teacher's learning process that has been carried out by the principal, it is known that 50% of the teacher's learning process is in the good category, and 4 or 40% of the teacher's learning process is in the fairly good category. Then the results of the evaluation of teacher learning that have been carried out by the principal, it is known that 40% of teacher learning evaluations are in the good category, 5 or 50% of teacher learning evaluations are in the fairly good category, and 10% or 1 teacher is in the poor category.

From the results of the supervision of SD Negeri 18 Gelumbang, more than 50% of teachers are not in a good category in preparing the administration of learning devices. Then in the practice of teacher learning assessment in the good category. After being given feedback and the results of the follow-up assessment of teacher supervision that has been carried out by the principal, 40% of teachers are in the very good category and 60% of teachers are in the fairly good category. Thus it can be argued that the results of supervision can improve teacher performance at SD Negeri 18 Gelumbang (Riyany et al, 2021).

E. Conclusion

The results of the evaluation will be maintained and improved when the objectives have been achieved, while deficiencies will be analyzed and made improvements in preparing the program for the following year. Factors supporting the implementation of supervision are teachers responding positively to the implementation of supervision, establishing good relationships between teachers and teachers and principals with teachers and the emergence of teacher awareness to improve their abilities. While the obstacles are the presence of teachers who are not present when carrying out supervision due to illness, permission and attending training, teachers who are nervous when supervising and busy principals and teachers.

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