

The Supervision Model of Principal in Improving Teachers Performance

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The Supervision Model of Principal in Improving Teachers Performance

(Case Study at Madrasah Tsanawiyah Al-Muslimin in Tebing Tinggi)

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Abstract— The purpose of this study is to determine the principal supervision strategy in improving teachers performance at Madrasah Tsanawiyah Al-Muslimin in Tebing Tinggi. This study used qualitative research methods. The data obtained based on observations, interviews, and documentation. The research has drawn the following result; Principal have not provided diverse strategies in supervising teachers, teachers performance in Madrasah Tsanawiyah Al Muslimin is very dependent on the supervision of the principal, and supervision in Madrasah Tsanawiyah Al-Muslimin has not been carried out properly. In this study, a suitable supervision strategy to improve teachers performance is very important to be carried out at Madrasah Tsanawiyah Al-Muslimin. The finding of this study indicates supervision strategy used by the principal improve teachers performance.

Keywords—Supervision, Performance

I. INTRODUCTION

Education is one of the important factors in developing a country in increasing human resources. Human resources in this case are knowledge, skills, and attitudes. The success of an educational institution depends very much on the leadership of the principal. As a leader in an institution, he must be able to bring the institution towards achieving the goals set, he must be able to see changes and be able to see the future in a better globalization life. According to Kunandar [1] the school principal must be responsible for the smoothness and success of all matters of formal school management and regulation to his superiors and informally to the community who have entrusted their students. The principal as an educator, administrator, leader and supervisor, is expected to be able to manage the educational institution in the direction of better development and can promise the future.

Teachers are one of the main components that support the improvement of human resources through education. Teachers in their assignments are required to always improve the quality of their work so that learning objectives can be achieved. Improving teacher performance cannot be separated from the principal role as a supervisor. According to Isjoni [2] the teacher's performance measure can be seen from his sense of responsibility in carrying out his mandate, his profession, his sense of moral responsibility on his shoulders.

All that will be seen in the obedience and loyalty in carrying out teacher training in the classroom and educational tasks outside the classroom. This attitude will be accompanied by a sense of responsibility in preparing all teaching equipment before implementing the learning process. In short, the teacher has also considered the methodology that will be used, including educational media tools that will be used, as well as what assessment tools are used in conducting the evaluation.

Every individual, group, or organization has certain assessment criteria for the performance and responsibilities given. Furthermore, it is said that teacher performance is the ability of a teacher in carrying out learning tasks and is responsible for students under his guidance by increasing student learning achievement. The attitudes and qualities of the teacher that can realize student learning in terms of smart, trustworthy, trustworthy, patient, fair, authoritative, cheerful, smart, and have high discipline. Being disciplined in carrying out tasks is one of the personal abilities that must be possessed by the teacher so that the teacher becomes a good role model for students. In this case, the principal as a supervisor has an obligation to serve, help, encourage, foster and oversee all components and elements in the education unit to improve the quality of education. And to find out the level of success of learning done by the teacher of students.

The fact on the ground shows that this is still far from what is expected. Based on KOMPAS Daily (October 24, 2017), out of 146,052 elementary schools in Indonesia, only 8 schools received world recognition in the Primary Years Program (PYP) category. In short, the problem of the low performance of teachers is also shown from data from the Ministry of National Education which shows that in general the quality and competence of teachers in Indonesia is still not as expected to date, of the 2.92 million teachers, only about 51 percent have a Bachelor's degree or more, while the rest have not had a Bachelor's degree. In addition to inadequate levels of education, teacher competency is also still problematic. When tests are conducted on teachers in all fields of study, on average less than 50% of the questions can be worked on. There were no teachers who scored 80. In fact, there were teachers who got the lowest score of 1. So even from the certification requirements, only 2.06 million teachers

or around 70.5 percent of teachers met the certification requirements. The other 861.67 teachers did not meet the certification requirements, namely certificates that showed the teacher was professional.

The results of teacher assessment using the Teacher Competency Test (TCT) and Teacher Performance Assessment (TPA) so far have been out of sync. TCT scores for which examinations are carried out both online and offline nationally show that teacher competency is very low. The TCT score in 2014 showed an average teacher competency score of only 47 out of a maximum score of 100 or under the number 50. However, this value is inversely proportional and out of sync with the TPA score in the same year, which is good and very good. Though both should be equal, if the TCT score is not good, the TPA value must be the same. Because teacher performance reflects teacher competency, the results of the Teacher Performance Assessment are not material for class improvement, but for improving the quality of learning in the classroom. With this assessment the teacher's weaknesses can be identified, both in teaching methods, mastery of the material and classroom management. If the principal does not master how to assess his teacher, then the victim is the student, because the teacher's teaching method never gets an evaluation of whether it succeeded in making the child absorb learning effectively or not. The 2014 National Principal Competency Test (NPCT) issued by the Ministry of Education and Culture in mid-2015 showed the lowest dimension was in the supervision value of 36.45 [4].

7 Teacher performance is the most important issue related to improving the quality of education so that the problem is of concern to the government and related parties, especially researchers. Poor teacher performance can be seen from 1) results of research conducted in West Java regarding the performance of madrasah teachers. From this results, it is known that: (1) the leadership of school principals in West Java included in the very good and good category reached 56.3% and the remaining 43.7% in the category was quite good, not good or not good; (2) academic supervision carried out by school principals included in the excellent and good category reached 55.3% and the remaining 43.7% in the quite good, bad and not good category; (3) madrasah organization culture which is included in the very good and good category reaches 55.5% and the remaining 44.5% in the category is quite good, not good and not good; (4) madrasah teacher performance which is included in the very good and good category reaches 55.5% and the remaining 44.5% in the category is quite good, not good and not good [5].

The low level of human resources in the world of education is thought to be due to the low performance of teachers in terms of mastery of learning materials and teacher teaching skills. Based on the interview results of researchers with the principal of Madrasah Tsanawiyah Al-Muslimin there are teachers who are still teaching with conventional learning methods. The teacher is still writing down books, then asking students to work on the questions without giving an explanation of the material being taught. Learning in this way is certainly not effective, making students lazy in learning and

tends to make students do other activities that are more interesting to them such as playing mobile phones, disturbing friends, telling stories with friends and other things.

The results of an initial survey of researchers at Madrasah Tsanawiyah Al-Muslimin found that there are still many teachers who do not have teaching media to be brought into the classroom, doing a copy paste of the Learning Implementation Plan (LIP). These LIP come from the internet or file teachers from other schools, even many teachers do not have an annual program, semester program, syllabus and even LIP. This results in teachers being lazy in developing learning in the classroom, so learning becomes monotonous and boring for students.

II. LITERATURE REVIEW

The principal as an education supervisor means that efforts to improve quality can also be done by improving the quality of teachers and all school staff, for example through meetings, classroom observations, libraries and so on. The principal's supervision of the teacher is able to improve learning, develop teacher interests and talents, provide positive things in a school organization. So according to the principal's supervision researchers are very important, because if supervision is done in a professional manner between teachers and principals will arise closeness which certainly makes it easy for principals and teachers to improve the quality of schools or madrasas. Teachers are required to be able to carry out the task of teaching professionally, because professionalism proves the quality of the teacher itself. Qualified teachers supported by the process of implementing good education, will also contribute well to the quality of education, therefore supervision of the principal is needed.

Teacher performance referred to in this study is the ability and success of teachers in carrying out learning tasks that include abilities; (1) ability to plan learning plans and programs; (2) implementing learning; (3) interpersonal relations; (4) evaluating learning outcomes; (5) implementing an enrichment program; (6) implementing the remedial program.

III. METHODOLOGY

This study used qualitative research methods. Arsenault and Aderson suggested that qualitative research is a form of inquiry that explores phenomena and order and uses multiple methods in analyzing, interpreting, understanding, explaining and giving meaning to them. Then look for, study, analyze, logically, and scientifically describe mathematical descriptions of a phenomenon using various methods to interpret an object. Its characteristics use qualitative research using many methods or the use of diverse methods to reveal data from various sources, enrich the form and substance, reveal in depth phenomena.

The principles of qualitative research are based on validated data before being crowned a theory. To make findings into a theory, hold on to the data of a set of empirical

facts that have a certain meaning of the research perspective. Data sources used are human and non-human. Human data sources include social situations according to the context described up to the discovery of the behavior of the actors namely: the principal, and teachers at the Madrasah Tsanawiyah Al-Muslimin in Tebing Tinggi. While non-human data sources are documents and internal and external physical and non-physical environment of Madrasah Tsanawiyah Al-Muslimin.

IV. RESULTS AND DISCUSSION

4.1 RESULTS

Based on observations, it was found that indications of low teacher performance in Madrasah Tsanawiyah Al-Muslimin were involved in teaching and learning activities and administrative activities. Teaching and learning activities do not run smoothly due to the frequent involvement and absence of the teacher. Administrative activities related to teaching administration such as making lesson plans are not going well because there are some teachers who cannot and do not understand how to make administration in accordance with procedures. Another indication is that there are some teachers who do not master teaching materials because before starting teaching and learning activities the teacher does not make plans. Skills that do not develop even mental attitudes are still very low. There are teachers who teach not according to their fields.

The results of first observations at Madrasah Tsanawiyah Al-Muslimin shows in the following table

TABLE 1. THE TEACHERS SITUATION IN MADRASAH TSANAWIYAH AL-MUSLIMIN

No	Field Condition	Numbers of Teachers
		Percentage (%)
1	The teacher has not taught in accordance with the field of educational qualifications	8.33%
2	The low ability of teachers in using media is less creative and innovative	58.33%
3	The teacher has made a lesson plan (RPP) based on the results of a photocopying from other teachers or copy and paste from the internet	66.67%
4	The lesson plans that are made are not in accordance with the teaching and learning process in the classroom	4.75%
5	Teachers do not carry lesson plans in the learning process	33.33%

Based on interviews with the Principal of the Madrasah Tsanawiyah Al-Muslimin School, it can be seen that not all teacher performance is as expected. This is indicated by the fact that the level of successful completion of the teacher's

task is not yet optimal in compiling the learning program and syllabus. This is in accordance with the opinion of the principal that many teachers do not make their own annual programs, semester programs, syllabus and lesson plans. Teacher performance is still low because teachers do not routinely make preparations for teaching, rarely use teaching aids, teaching methods used are not in accordance with the situation and condition of the child. Theory requires teachers to make and master annual programs, semester programs, syllabus, and lesson plans. This evidence shows that teacher performance is still low.

The low performance of teachers is caused by various factors, namely: (1) low teacher welfare; (2) poor quality, qualifications, and competence of teachers; (3) low commitment of teachers to achieve higher education; and (4) the low motivation of teachers to achieve higher education; (5) the teacher has not worked seriously; and (6) teacher professional abilities are still lacking. This illustrates that teacher performance is still low. Poor teacher performance can also be caused by improper application of supervision. Supervisors tend to use the conventional supervision model, this supervision does not help teachers solve their problems and improve the learning process.

Efforts to empower the entire potential of an organization that sometimes has limitations both in terms of quantity and in terms of quality, the ability and skills of a school principal to manage and manage the organization's resources as well as possible by applying the principles of effectiveness and efficiency in its management. Thus, improving teacher performance is a must and needs special attention, especially from the principal as an educational supervisor who is obliged to conduct supervision and guidance for teachers, especially in the academic field so that their performance can continually improve in a better direction from time to time. The better quality of the learning process undertaken by the teacher certainly directly affects the learning achievement achieved by students. However, in the implementation of academic supervision can not be separated from the inhibiting factors that become obstacles in the implementation of providing professional assistance to teachers. This seems to be realized by supervisors as an aspect that can not be separated from the overall success of the effort to improve the quality of learning.

4.2 DISCUSSION

Based on the results of the study the principals supervision strategy is very influential in improving teacher performance. The teacher is one element in determining the success of education. The teacher is a learning leader, knowledge agent, facilitator, and inspires students. It is needed a teacher who is able to understand the potential of students in serving their needs and characteristics. Thus, the teacher must demonstrate achievement or work in accordance with the targets and expectations.

The efforts of leaders and teachers to find out the situation of the school environment in all their activities are led school supervision. Supervision is an effort by someone to get a change for the better by increasing and improving quality,

especially in improving the quality of learning in the classroom. Supervision of school principals is very influential and crucial to the performance of teachers in achieving progress. A teacher has the main task to teach and guide students to learn certain subjects while the principal task of the principal is to lead and manage to coordinate the teacher and his staff to work as well as possible to achieve school goals. Leading and managing is very easy, but difficult to implement because it requires special skills and sacrifices. School principals must be role models, both for teachers and staff as well as students and parents.

Educational supervision is an attempt to coordinate and continuously guide the growth of teachers in schools both individually and in groups. Essentially all assistance is aimed at improving and fostering aspects of teaching. At present the implementation of supervision is no longer to find fault with subordinates or employees to make improvements as expected.

Supervision is carried out to improve the learning situation through service supervision activities, because supervision is an effort to improve the teaching and learning situation, namely as an aid for teachers in improving the quality of teaching to help students to better learn. There are several models, approaches, and techniques of supervision in education, namely: Based on the model supervision is divided into four parts, including conventional, scientific, artistic, and clinical supervision. Based on the approach, namely; with a directive, non-directive, and collaborative approach. Furthermore, based on the technique, namely: supervision that is individual and group supervision. Various supervision is expected to facilitate supervisors in developing teachers.

V. CONCLUSION

Based on the research results of the supervision principal strategy in improving teacher performance at Madrasah Tsanawiyah Al-Muslimin in Tebing Tinggi can be concluded: The principal has not provided diverse strategies in supervising teachers. For this reason, school principal need to provide strategies that can make supervision more attractive so supervision is not something that is frightening for teachers. Teacher performance at Madrasah Tsanawiyah Al Muslimin is highly dependent on the supervision of the principal. If the principal do the supervision properly and correctly, the teachers performance will increase. Supervision at Madrasah Tsanawiyah Al-Muslimin has not been carried out properly because many internal or external constraints both the headmaster and teachers. Thus, in implementing supervision, madrasah principal do not provide strategies that make teachers excited about supervision activities.

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