

## **Improving Teacher's Performance through Principal's Supervision**

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### **Abstract**

The purpose of this study was to discover how the stages of principal's supervision improved teacher performance at SD Negeri 245 Palembang. The qualitative technique was employed with observation, interviews, and documentation as tools. Miles and Huberman's theory was used to examine the data. The results revealed that (1) the supervision program is prepared and implemented at the start of each school year, and (2) supervision assessment is carried out at the conclusion of each semester by notifying instructors personally and in groups. This study has received little attention since it investigates supervision in depth in order to improve teacher effectiveness in primary schools. This study is designed to benefit school principals by enhancing performance connected with principal's supervision.

**Keywords:** Principal; Supervision; Teacher Performance.

## **A. Introduction**

School principals play a key role in improving learning quality. According to Ariyanti et al (2019), there is a close relationship between the quality of school principals and various aspects of school life such as school discipline, the school's cultural climate, and the decline in student misbehavior. The principal is responsible for the professional development of primary school's teachers. The school's principal is in charge of implementing educational activities, school administration, educational staff development, and the utilization and maintenance of facilities and infrastructure.

Improving teacher's performance will have an influence on enhancing teacher actions in the learning process, how a teacher prepares learning, implements learning activities, and assesses learning results (Ministry of National Education's Directorate of Education Personnel, Directorate General of Education Quality Assurance, and Education Personnel, 2018). The performance of primary school's teachers is centered on meaningful learning for kids. The Regulation of Ministry Education 41 of 2007 states that learning must fulfill process requirements such as designing the learning process, implementing the learning process, and assessing learning results in order to establish an effective and efficient learning process.

According to Supardi (2014), teacher's performance is defined as the instructor's capacity to carry out learning activities and be accountable to the pupils he guides by boosting student's learning successes. Performance is described as a teacher's capacity to carry out their tasks and describes an act demonstrated by the instructor in or during learning activities.

According to Mufidah (2019), supervision is a key aspect in improving educational quality through actions carried out by educational supervisors. Supervisors oversee and support instructors in resolving difficulties that arise throughout the educational process.

According to Ariyanti et al (2019), the principal is an education leader at the education unit level who must have a solid leadership foundation. Leadership is the attitude that is at the heart of a school organization's drive to achieve its objectives. Principals' leadership creates opportunities to have productive teachers. The principal's demeanor must be capable of encouraging teacher's performance by displaying a warm, close, and compassionate sense of the instructors, both as individuals and as a group.

According to Mulyono (2018), in order to balance numerous changing situations, school principals must not only be educators and administrators, but also managers and supervisors capable of implementing quality management. According to Mulyasa (2012), the principal's role in supervision is to give direction, help, supervision, and assessment of various problems in schools. These activities are

connected to technical issues in the implementation and development of teaching education, enhancing teaching education programs and activities to produce a suitable teaching and learning environment.

According to Atmaka (2014), the position of teachers as educational staff has a duty in the field of education, meaning that instructors are the driving force, designers, and printers for future generations. One endeavor to increase teacher's professionalism is the oversight of administrators in supervising teacher's performance. Because competent principals will be able to oversee their instructors, they will be able to improve the situation of the teaching and learning process, which has a good influence on increasing the quality of education.

It is envisaged that teachers' performance in the learning process would improve under the supervision of the principal. The principal's role in this case is critical; his presence in class at least once every three months is critical, so that there is closer communication in a family atmosphere to solve problems that arise at school, particularly in the use of learning media, which can ultimately improve student's achievement. Furthermore, preliminary observations by us suggest that on average, elementary school administrators struggle to provide assistance to teachers through supervision with class visit techniques, individual meetings, teacher council meetings, primary school visit techniques, and group meetings.

Educational monitoring is critical for increasing professionalism via teacher's performance. Because supervision is support offered by the principal to enhance the abilities of teachers and other school workers in order to fulfill educational goals. Supervision may also be defined as encouragement, advice, and opportunity in the implementation of updated education and teaching, the selection of learning resources and improved teaching techniques, and methods of systematic assessment of the entire teaching process (Purwanto, 2020).

Academic supervision, principal leadership, salary, motivation, punishment, and other variables all impact teacher effectiveness. Many previous studies talk about supervision such Zulfikar et al (2017) concentrate on educational planning. Rahayu (2017) performed study in a public junior high school in Melati District. While this research focused on overall supervision, particularly principal's supervision, it was conducted at SD Negeri 245 Palembang. This study has received little attention since it studies supervision in depth in order to improve teacher effectiveness in primary schools. This study is aimed to help school's principals improve teacher's performance connected with supervision.

## **B. Methods**

This study was done in 245 Palembang Elementary School. The application period is from April through June 2022. The research backdrop is carried out in different phases, including preliminary studies, pre-field terms, field terms, data analysis

terms, and preparation terms. The research approach employed in this work is qualitative. We highlighted the application of the principal's supervision in this study, beginning with planning, defining the instrument, application, feedback, and following up on the output of supervision. Then, the outcome of monitoring on enhancing teacher's performance at the 245 Palembang State Elementary School was made. Data collecting methods include observation, interviews, and documentation. Data reduction, data display, and conclusion drafting are among the data analysis approaches employed in this study.

### **C. Results and Discussion**

The purpose of principal's supervision is to increase the quality of schools and teacher performance, which is consistent with Ametembun's (2017) idea. The principal's initial planning action is to build a team that assists the principal in developing supervision activities to follow up on the results of supervision. The principal then performs preliminary research as material before supervising instructors. As a result, the principal and the team of two instructors have devised a schedule of supervisory activities prior to their execution. This is done to ensure that the implementation goes as planned. The programs that are organized in terms of the calendar of activities include a timetable from implementation to completion, the essential instruments, the goals to be attained, designs to enhance teacher performance, and designs to raise teacher work motivation.

The principal intends to oversee the instructors twice a year, once in odd semesters and once in even semesters, for follow-up programs based on the outcomes of earlier supervision. The implementation schedule is at the beginning and conclusion of each semester, both odd and even semesters. This is done to observe the teacher's progress and changes during the teaching and learning process. At the end of the current year's even semester, an assessment and follow-up of the supervisory program is carried out with the goal of determining the extent to which these programs have been realized and which activities need to be updated since they are no longer relevant to be executed. Similarly, it can detect issues that may impede the supervisory process. Furthermore, the findings of the assessment results, both to the program and to the outcomes of the supervision's execution, are quickly followed up on in order to accomplish the objectives as planned.

The principal's academic supervision program becomes a priority activity before the continuing teaching and learning process, because teacher's supervision is part of

the principal's role that must be carried out by the principal in encouraging teachers in the teaching and learning process.

According to the findings, the goal of the principal's academic supervision is to improve teachers' performance, so that they are more skilled and capable of carrying out their responsibilities. Furthermore, to encourage instructors to include creativity into the teaching and learning process, these activities can be productive and enjoyable for students. This condition is believed to boost teacher's performance in the school learning process.

According to the explanation above, the educational supervision program prepared by the principal is oriented toward the guidance of teachers' tasks, such as the preparation of teaching equipment administration, the preparation of lesson plans, the implementation of teaching programs, and the assessment of student learning outcomes. Furthermore, the principal of SD Negeri 245 Palembang compiled several instruments related to the implementation of supervision in the form of tools for conducting assessments, 1) instruments for assessing the administration of learning devices, 2) instruments for assessing lesson plans, 3) instruments for assessing learning implementation, and 4) instruments for evaluating learning assessments. The goal is for academic supervision implementation to be objective and successful. The execution of academic monitoring by the principal is likewise intended in a family manner rather than compulsion. Before beginning monitoring, the principal has a meeting and encourages the instructor to offer advice so that supervision activities can operate smoothly. As a result, the instructor does not feel burdened by the supervisory tasks.

Thus, the implementation of supervision carried out by the principal employs humanistic tactics, rather than looking for flaws, but rather assisting instructors in being able to work better and more directed in carrying out their tasks. The supervision approaches that are often utilized in the implementation of supervision at SD Negeri 245 Palembang include class visits, individual conversations, and discussions concerning challenges encountered by teachers in the implementation of teaching and learning. The principle also prepares a supervision instrument that has been developed by the principal and the team that aids with supervision operations. With this instrument, class visits are more successful for evaluating teachers' work because they can directly examine the components of learning implementation, such as tools, techniques, and teacher abilities in teaching, and can directly monitor how instructors encourage students for learning.

Based on the findings of the visit, the principal provided an evaluation in the form of the greatest and lowest scores calculated, as well as which remarks needed to be remedied by the instructor. According to Olivia (2018), supervision activities are intended to 1) aid teachers in planning learning, 2) aid teachers in presenting learning materials, 3) aid teachers in evaluating learning, 4) aid teachers in managing classes, 5) aid teachers in developing the curriculum, 6) aid teachers in evaluating the curriculum, 7) aid teachers in evaluating themselves, 8) aid teachers in working with groups, and 9) aid teachers through in-service programs.

According to the Ministry of National Education's Directorate of Education Personnel, Directorate General of Education Quality Assurance, and Education Personnel, (2018), there are three main concepts in terms of supervision, 1) supervision must directly influence and develop teacher behavior in managing the learning process, 2) supervisor's behavior in helping teachers develop the ability must be professionally designed, so that the start and end time of the development must be professional designed, and 3) supervision must be professionally designed, so that the start and end time of the development.

After the principal's class visit activities have yielded the assessment findings, the next action is to oversee the teacher's assessment practice of pupils (learning evaluation supervision). This learning evaluation supervision activity is similar to the previous one in that the principal has created a learning evaluation assessment instrument before conducting supervision. After the teacher prepares the components of the evaluation tool, the principal evaluates whether the teacher determines the standard minimum criteria, plans an assessment, prepares a grid, arranges the instrument, prepares scoring guidelines, conducts an assessment of the results learning, analyzes the assessment of learning outcomes, makes a follow-up plan, implements remedial and enrichment activities, and reports the assessment of learning outcomes. The outcomes of this evaluation are in the form of scores established by the technique of assessment and what suggestions must be improved by the teacher.

The principal then gives the results of the assessment of the implementation of planning supervision, implementation, and evaluation of teacher learning to the teacher to be studied and examined immediately what are considered advantages and disadvantages and what solutions must be taken by the teacher. As a result, in order for this feedback process to function smoothly, the principal asked the teacher to schedule a small meeting as a venue to discuss the outcomes of the supervision

evaluation and as a location to connect directly with teachers at SD Negeri 245 Palembang.

The supervisory findings are followed up on two weeks after the principal has communicated the evaluation results to the appropriate instructor. The principal allows the teacher enough time to evaluate the results of the principal's evaluation via the supervision instrument, and the principal expects that with this optimum time, the teacher will be able to promptly rectify the problems identified by the results of the supervision.

The principal has also produced an assessment instrument based on indicators for enhancing teacher's performance for the follow-up implementation of the outcomes of supervision. These indicators include: 1) raising student learning motivation, 2) increasing student learning outcomes, 3) improving learning quality, 4) increasing teacher's competency, and 5) enhancing school accomplishment.

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 discovered that 1 or 10% of teachers have very 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. According to the results of the principal's teacher lesson plan assessment, 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 is in the good category.

According to the principal's assessment of the teacher's learning process, 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 reasonably good category. The findings of the principal's review of teacher learning show that 40% of teacher learning evaluations are in the good category, 5 or 50% are in the reasonably good category, and 10% or 1 teacher is in the bad category.

According to the findings of the SD Negeri 245 Palembang supervision, more than half of the instructors are not in a good category for preparing the administration of learning resources. Then, in the practice of teacher learning assessment, in the good category. Following feedback and the findings of the principal's follow-up assessment of teacher supervision, 40% of instructors are in the very good group and 60% are in the very good category. Thus, it may be stated that the outcomes of monitoring can increase teacher performance at SD Negeri 245 Palembang.

The findings of this study are corroborated by research performed by Zulfikar et al (2017), who discovered that supervision plans are established at the start of the new school year by including the vice principal and teachers. The ability of the teacher to manage learning, beginning with planning, executing, and assessing student learning outcomes, is the goal of planning for principal's supervision. The implementation of supervision begins with communication with the instructors, which is done twice a semester or four times a year. The supervision strategies employed include class visits, teacher meetings, teacher working groups, and training.

Academic monitoring is hampered by a lack of school administration personnel. The presence of unexpected external activities, causing the previously planned monitoring schedule to be disturbed. Teachers that are unable to attend the scheduled class visits. When being supervised, instructors feel fearful and rigid. There are still some teachers who do not understand information and communication technologies.

According to the findings of this study, the implementation of supervision by the principal is good because of the eight indicators, six have been implemented and two have not, and the indicators are class visits, class observations, interviews, private conversations, teacher meetings, workshop, group study between teachers, and supervision bulletins. As a result, it is possible to infer that the adoption of supervision is a tool that may help to enhance the teaching and learning situation; nevertheless, success or failure is mostly dependent on the supervisor/principal. To guide and help teachers in carrying out their responsibilities professionally.

Suryani (2015) found that 1) the focus of supervision activities carried out by the principal consists of two things, namely supervision activities involving teacher administration and teaching and learning process activities, and supervision activities are very helpful for teachers in solving educational problems faced by teachers during the learning process, and can provide motivation for teachers to always increase knowledge to become professional teachers. The principal's supervisory challenges include overlapping activities and insufficient operating finances.

Rahayu (2017) discovered the following research findings: 1) the principal's execution of the supervision aim at the SMP Negeri in the Melati sub-district is rated as good (72.04%); 2) The principal's implementation of the supervision principle at SMP Negeri in the Melati sub-district is classified as very good with percentage results (81.37%); 3) implementation of supervision techniques by school principals at SMP Negeri in the Melati sub-district is classified as good with percentage results (63.08%); and 4) implementation of supervision process by principals at SMP Negeri sub-district Jasmine is classified as good with percentage results (63.08%).



## D. Conclusion

Based on the findings and discussions, it is possible to infer that the development and execution of the supervision program occurs at the start of each school year through meeting activities including the vice principal, teachers, and all school workers. This includes both an annual and a semester program. A school management conference is being organized to build an organizational structure for academic supervision, assemble a team, and assign a decree to appoint supervisors to implement academic supervision. Individual and group supervision strategies are employed, such as class visits, private dialogues, teacher meetings, discussion as a group process, exchanging experiences, and discussions. The evaluation of supervision is done at the conclusion of each semester by alerting instructors personally and in groups in advance. When the objectives have been met, the evaluation findings will be preserved and enhanced, while shortcomings will be studied and addressed in order to prepare the program for the following year.

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