

The Role of Madrasah Principal in Teacher Performance Supervision

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DOI: 10.35445/alishlah.v13i1.711

Article Info

Keywords:
*Principle
Performance
Supervision
Teacher*

Kata kunci:
*Kepala Sekolah
Kinerja
Supervisi
Guru*

Abstract

This study aims to obtain in-depth information related to the role of school principals in supervising teacher performance. Supervised performance is related to teaching and learning activities. The principal carries out supervision to improve the quality of teacher performance. This study used a qualitative approach with a survey method. Data were collected using observation, interviews, and documentation. Data analysis consists of the data reduction process, data presentation, conclusion drawing, and triangulation. The findings show that supervision activities by school principals have provided valuable input for teachers to improve the quality of education. The teacher has carried out teaching and learning activities that are adapted to current conditions. However, the identified shortcomings are in the mastery of digital technology devices as a tool that can support educational activities.

Abstrak

Penelitian ini bertujuan untuk mendapatkan informasi mendalam terkait dengan peran kepala sekolah dalam melakukan supervisi kinerja guru. Kinerja yang disupervisi terkait dengan kegiatan pengajaran dan pembelajaran. Supervisi yang dilakukan kepala sekolah untuk meningkatkan kualitas kinerja guru. Penelitian ini menggunakan pendekatan kualitatif dengan metode survei. Data dikumpulkan menggunakan observasi, wawancara, dan dokumentasi. Analisis data terdiri dari proses reduksi data, penyajian data, penarikan kesimpulan dan triangulasi. Hasil temuan menunjukkan bahwa kegiatan supervise oleh kepala sekolah telah memberikan masukan yang berharga bagi guru untuk meningkatkan kualitas Pendidikan. Pada dasarnya, guru telah melakukan kegiatan pengajaran dan pembelajaran yang disesuaikan dengan kondisi saat ini. Namun, kekurangan yang teridentifikasi pada penguasaan perangkat teknologi digital sebagai salah satu alat yang mampu mendukung kegiatan penyelenggaraan Pendidikan.

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INTRODUCTION

Evaluating teacher performance is very important in improving the quality of the implementation of education in schools. The principal can carry out evaluation activities through periodic supervision activities. It means that teachers are people who play a role in implementing supervision (Azainil et al., 2020). Each teacher's performance can be improved according to the results of the supervision. Thus, these activities can allow teachers to improve the quality of learning and work together with all parties who can achieve learning objectives. In this case, supervision is a shared responsibility for the school community (Kotirde & Yunos, 2015). Improving the quality of education through the supervision program is the responsibility to achieve every goal that has been designed. Especially at this time, education in Indonesia must create an educational process that has a balance with global needs. Thus, supervision is a solution to create quality educational programs. It always refers to activities to improve the learning process. This learning process is related to other activities, such as efforts to improve the teacher's personal, professional, communication, and social skills, both with school members and the community, and efforts to help improve their welfare.

Furthermore, the principal's ability to implement his role as a leader to evaluate performance is required to understand and have competent competencies regarding performance (Wasista Sihombing et al., 2019). In this case, the principal has a clear concept in following up on the supervision of teacher performance (Zoulikha, 2014) because supervising teacher performance by the principal describes a special and unique relationship between the two monitors each other (Zoulikha, 2014).

Supervision is a continuity concept that is one of the principles in teacher development, educating students, periodic supervision, the continuous exchange of ideas, active communication, continuity and problem control (Altunay et al., 2013). So, the supervision carried out by the principal on teacher performance is an integral part of evaluating the process of providing education. Teacher supervision also impacts teachers' professionalism in carrying out their main tasks and functions that develop according to science and technology (Aswinda et al., 2019). So far, supervision is also considered as a way to develop the teaching profession. Supervision in schools is carried out by the principal, who acts as a supervisor, so he must be able to carry out various supervision and control to improve teacher performance (Ubabuddin, 2020)

This study focuses on principals' actions as leaders in schools who evaluate teacher performance related to teaching and learning activities. This research needs to be carried out that every teaching and learning activity during the Covid-19 pandemic requires greater attention to the achievement of learning objectives. Moreover, learning activities are carried out online, so teachers need creativity and innovation in learning media. The performance supervision process is linked to the unique ways that teachers use during online learning activities.

Thus, this study aims to determine the role of school principals in teacher performance supervision related to online teaching and learning activities during the covid-19 pandemic at SDIT MIS Al-Ittihadul Islamiyah Ampenan. This research is expected to improve the quality of teaching and learning that teachers have carried out. In addition, the results of this study can be useful as a form of guidance for supervising teacher performance.

METHODS

This study used a qualitative approach through the survey method. It will explore the phenomenon in the field as context (Creswell, 2012). This study seeks to obtain information related to the role of school principals in conducting supervision activities on teacher performance related to teaching methods in online classes during the Covid-19 pandemic. Therefore, the data collection process used observation, interviews, and documentation. Observations were made when the teacher was conducting online teaching activities. In this case, the principal participates in monitoring the zoom activities. Interviews were conducted with teachers related to teaching and learning activities.

At the same time, the documentation is taken from student learning outcomes, teaching materials prepared by the teacher, student assignment sheets, and learning media used. The interview is done with the teacher (M=5 and F=5). Process of analysis data used Miles and Huberman model (Miles & Huberman, 1994) through the reduction process data, data presentation, concluding, and triangulation.

FINDINGS AND DISCUSSION

Data analysis shows that teachers have done various creative ways to improve the quality of online teaching and learning. From the results of interviews with 10 teachers, percentages are presented in the graph below:

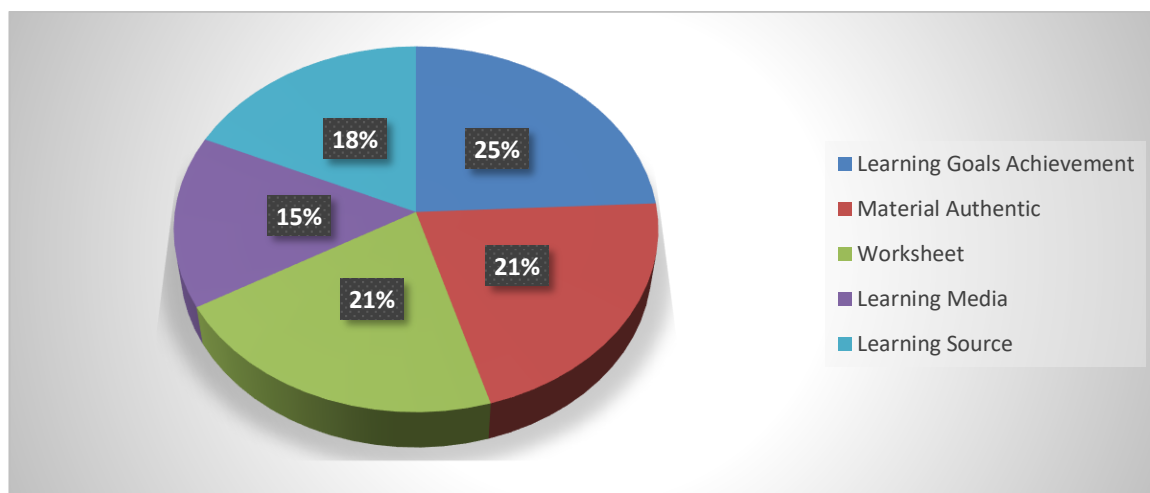


Figure 1. The result of Interview Related with the Teacher's Performance in Teaching and Learning

Figure 1 concludes that the achievement of learning objectives is 80%. It means that there are 20% that have not been achieved. This is due to the constraints of technological devices owned by students and the internet network. Meanwhile, the provision of teaching materials has met the standards by the curriculum imposed during the COVID-19 pandemic. The teachers have put great effort into providing authentic teaching materials that suit the needs of students. Although, there are 30% of teachers have difficulty providing teaching materials due to limited ability in mastering technology. The provision of student worksheets has also been very good. From the results of the interviews, as many as 70% of the teachers made innovative worksheets so that the students were enthusiastic in working on the questions. However, the provision of learning media is still low, especially learning media that use digital devices. Only 50% of teachers already use digital devices, while the other 50% use manual learning media designed according to student needs. This is relevant to the existence of widely used learning resources.

Educational (teaching) supervision focuses on the support that leaders have made for teachers. Supervision is focused on efforts to help teachers reflect or evaluate their activities, discover and learn about what they are doing and why they are doing it, and develop professionally. Educational supervision is carried out to help teachers learn how to improve students' professional learning goals. So the success of the development of supervision lies in the supervisor's ability to assess the conceptual level of the teacher or group of teachers and apply an assessment approach that is appropriate to that level (Zepeda, 2017). This study has explained how the role of the principal in supervising teacher performance. Different things in this study were found in the relationship between the evaluation results and understanding the context of teacher performance in the digital era. Teachers should be able to improve their performance related to innovation in pedagogical capabilities with technology.

From the results of document analysis, the teachers have been assessed as administratively orderly. This can be understood from the filing of student worksheets, assessment sheets, and

material teaching sheets. In addition, the teachers have provided excellent feedback to students and reports to parents about the progress of student learning outcomes. Thus, online learning that has been carried out still provides maximum learning outcomes. However, the data findings show that teachers' ability is still weak in the use of digital technology. Many applications have not been used to carry out teaching and learning activities. This is also due to the limitations of students' technological devices. Therefore, education policies for digital transformation must integrate school principles with all the elements involved (Navaridas-Nalda et al., 2020).

In this case, technology that is still under-mastered has become a much-needed skill to improve teaching and learning skills. Technology is global that can be applied in the educational process. So, the need for theoretical and technological elaboration should be broader in the field and provide some recommendations for investigating, understanding, and designing educational curricula and activities that support the development of digital literacy (Manca et al., 2021).

Thus, the results of this study can be understood that the teaching and learning process must be carried out with the readiness of all parties. This means that the school or parents must communicate well in the provision of distance learning infrastructure. In this case, the role of the principal is very large in determining and mapping all the needs of the teaching and learning process. The principal has also carried out excellent and regular teacher performance supervision activities to improve the quality of teaching, and learning is always carried out regularly every semester. It can increase the quality of teaching and learning (Pahlawanti et al., 2020)

Parents, students, teachers, and schools ready with all the needs of technological devices can provide convenience in the teaching and learning process. Today's children have been surrounded by digital technology since they were born. However, children do not have the same provisions for their technology-rich future: various digital divides still exist in society and affect the younger generation and their digital future. Children's schools and education must undergo a broad digital transformation to meet the needs of the younger generation and their digital future (Iivari et al., 2020).

This finding recommends to principals related to the professional improvement of current teacher performance. Schools must create training programs related to the lack of teacher mastery of digital technology because the quality of education is also directly affected by empowerment. Empowerment of teachers can include involvement in syllabus development (online or offline classroom learning processes) and school curriculum development. Empowerment provides opportunities for teachers to improve performance professionalism. Professionalism is closely related to performance. Teacher performance is the entire effort of the teacher to deliver the learning process to achieve educational goals. The teacher's performance includes all activities related to his professional duties as a teacher and the teacher's development task. The teacher's professional duties include a chain of activities starting from planning learning, implementing, evaluating to follow-up evaluations. It can also be seen that empowerment involves the process of prosecuting the management of learning in the classroom. So, empowerment is also closely related to classroom management. So, teachers are required to have good leadership in managing the class.

CONCLUSION

From the data findings, it is concluded that the teachers have carried out teaching and learning activities very well and according to the needs of the context. Teachers have a lack mastery of digital technology to support online classroom learning activities. Teachers are required to have in-depth knowledge about the implementation of the educational process. So, teachers must continue to be empowered to be more competent and professional to impact the quality of their performance. The issue of assessing teachers' performance working in schools exists in different contexts, which focus on measuring learning outcomes. This research has implications for increasing the understanding of principals in carrying out teacher performance supervision activities so that the quality of teaching and learning in the classroom can meet the current curriculum standards.

