

The Principal's Role as Education Supervisor in Improving Teacher Professionalism

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Abstract

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Professional teachers are not only required to master the fields of science, teaching materials, learning methods, and student motivation. They have high skills and broad insight into the world of education. This is inseparable from the guidance of a supervisor. Supervision is carried out to form and improve abilities in the teaching and learning process. Maintenance can help enhance teachers' professional skills so that teachers can carry out the teaching and learning process that they do in class well. Besides that, a teacher can also act as a professional educator in carrying out their duties and responsibilities in guiding and teaching, creating a comfortable learning atmosphere, and good communication. This article aims to describe the role of the principal as a supervisor to assist the teaching profession. The research method used in this article is a qualitative method with a case study approach.

Kata kunci: *Supervisi*

Pendidikan, Kepala

Sekolah, Guru Profesional

Abstrak.

Guru profesional tidak hanya dituntut untuk menguasai bidang ilmu, bahan ajar, metode pembelajaran, motivasi peserta didik, memiliki keterampilan yang tinggi dan wawasan yang luas terhadap dunia pendidikan. Hal ini tidak terlepas dari bimbingan seorang supervisor. Supervisi dilakukan dengan tujuan untuk membentuk serta meningkatkan kemampuan dalam proses belajar mengajar. Supervisi dapat membantu meningkatkan kemampuan profesional para guru, agar guru mampu melaksanakan proses belajar mengajar yang dilakukannya di kelas dengan baik, selain itu seorang guru juga mampu berperan sebagai pendidik yang profesional dalam mengerjakan tugas dan tanggung jawabnya dalam membimbing dan mengajar, menciptakan suasana belajar yang nyaman, komunikasi yang baik. Artikel ini bertujuan untuk mendeskripsikan peran kepala sekolah menjadi supervisor untuk membantu profesi guru. Adapun metode penelitian yang dilakukan dalam artikel ini adalah metode kualitatif dengan pendekatan studi kasus.

INTRODUCTION

Teachers will work great if they are supported by several factors, including the principal's leadership. Thus, principals in motivating teachers should provide equipment, create a pleasant working atmosphere, and provide opportunities for promotion or promotion, giving appropriate rewards both in monetary and non-monetary terms (Nilda et al., 2020; Sirojuddin, 2020). In addition, the teacher himself must have the driving force that comes from within himself to excel

in his career as an educator, teacher, and trainer so that school goals (educational goals) can be achieved (Azmiyah & Astutik, 2021).

As a school leader, the principal has the challenging task of improving the quality of the school. As one of the essential components of education, teachers are required to be professional teachers, especially in overcoming various problems related to improving the quality of education (Hidayati et al., 2021; Huda & Rokhman, 2021). Teacher professionalism will not exist or run smoothly without the efforts made by the principal because one of the ways teachers can become professional teachers is through the principal's efforts to improve the quality of teachers. The success of an educational institution depends on the leadership of the principal (Ma'arif et al., 2022).

The principal is a leader in the institution, so he must be able to bring his institution to a better and better quality in carrying out a learning process that has been planned to achieve goals. A school principal must be able to see changes and see the future in a better-globalized life (Siregar et al., 2021; Tunnisa et al., 2021). The principal must be responsible for the smoothness and success of all arrangements and management affairs formally to their superiors or informally to the community entrusted to their students (Fathih et al., 2021). According to Sudarwan (Danim, 2003, 2006), school principals are teachers who get additional duties as school principals. Daryanto, the principal, is a leader in an academic unit institution. The principal is the leader of the educational unit institution. The principal is a leader whose attendance process can be directly elected, determined by the foundation or the government (Annisa et al., 2020).

In this discussion, supervisors should indeed be carried out because every educational institution has differences in carrying out the form of supervision. In this pandemic period, supervision often does not run according to school regulations (Budiya, 2021; Munjiat, 2020). For reasons not allowed to meet face-to-face, even though this opinion is a loss, supervision can be done online via zoom. With time and these circumstances led to a lack of supervision. It is essential to carry out this supervision so that school activities can run smoothly (Sirojuddin et al., 2021).

Likewise in the case of government internal control, where several supervisory work patterns have begun to rely on the use of information and communication technology. This includes the implementation of remote audit techniques and computer-assisted audit techniques. In conducting education, several obstacles will occur, namely internet signals, because students and teachers live in areas where signal coverage is quite difficult. So, this makes it difficult for them to carry out the learning process. On the other hand, many students don't have laptops or cellphones, making it difficult in this situation (Bukian & Sujana, 2022; Chatterjee & Correia, 2020; Danchikov et al., 2021).

During the COVID-19 pandemic, the government established distance education so that learning efforts could be carried out properly, even though they used a different system. Because of the current situation, education can't be dismissed. Therefore, we as students and teachers must do it as well as possible so that the implementation of education continues as before, namely by carrying out supervision (Botutihe et al., 2020).

From the results of initial observations of school principals at SMAN 1 Tarik regarding educational supervision during the Covid19 pandemic, the authors found many obstacles in the implementation of supervision. Therefore, supervision has not been able to be carried out correctly and has not been maximal in providing an increase in teaching and learning process activities. Facts in the field, there are still some teachers who teach without an apparent reference to a lesson plan.

This is understandable because the process of implementing online learning certainly leaves many problems and obstacles experienced by both teachers and students (Wahyono et al., 2020).

Hoy and Miskel, in Syaiful (Sagala, 2009), assert that an effective principal is a principal who has the required competencies and tries to utilize his competence to carry out his main tasks and functions for school effectiveness. Sergiovanni stated in Nanang's (Fattah, 2004) book that effective principal behavior is shown in task-oriented behavior; principals as managers do not use their time and effort by doing work. Relationship-oriented behavior, principals as managers are attentive to support and help. Principals often hold group meetings that facilitate participation, and decision making, improve communication, encourage cooperation, and facilitate conflict resolution in participative behavior (Amini & Ginting, 2020). Based on the experts' opinions above, the researchers concluded that improving the quality of school principals should be directed to the formation of effective principals, starting with the development of competency standards (Tajudin & Aprilianto, 2020; Zulaikha et al., 2020).

Based on the results of the initial observations that the researchers conducted on teachers at SMAN 1 Tarik Sidoarjo, there were several obstacles in the process of implementing supervision at SMAN 1 Tarik Sidoarjo, including the implementation of learning activities that were less than optimal by teachers and did not support the achievement of student learning competencies. Learning activities are generally still dominated by conventional methods, namely the lecture method. Teachers still dominate student learning activities. From this observation, the researchers also found that the teacher lacked mastery of the subject matter, so learning activities were not optimal. Based on the above background, seeing the lack of teacher professionalism in achieving educational success, became the basis of the interest of researchers to conduct research at SMAN 1 Tarik Sidoarjo with the title "The role of the principal as education supervisor in improving teacher professionalism at SMAN 1 Tarik Sidoarjo".

METHOD

According to Lexy J (Moleong, 1989), the research subject is an informant, which means that the people used in this research provide information and conditions that exist at the research site. The subjects in this study were: the principal of SMAN 1 Tarik Sidoarjo, the teacher of SMAN 1 Tarik Sidoarjo. The object of research is the point of attention research. The point of attention is in the form of the substance and material that is studied or the problem is solved by using the theory in question. The object of this research is the role of the principal as a supervisor in increasing professionalism at SMAN 1 Tarik Sidorjo.

Data collection techniques are the most important rare used in a study because the purpose of research is to obtain data. Without knowing the data collection techniques, a study will not get data according to the standards set. Besides that, it is necessary to use the right method and also need to choose the relevant data collection techniques and tools. Data collection can be done with various sources of information. The data collection methods used are interview observation and documentation.

Data analysis in this study uses the concept proposed by (Miles & Huberman, 1994). Stating that the activities in qualitative data analysis are carried out interactively and continuously until complete so that the data is saturated. Activities in data analysis, namely data reduction, data display, and conclusion drawing/verification.

RESULT AND DISCUSSION

The Principal's Role as Supervisor at SMAN 1 Tarik Sidoarjo

The principal as a supervisor has the role and responsibility to monitor, foster and improve the teaching and learning process in the classroom or at school as the highest leader in a school institution. Based on the results of the researcher's interview with Mr. Digdo Santoso the principal has an important role in all fields of education, namely in the fields of curriculum, student affairs, and infrastructure (Pahlawanti et al., 2020).

As the highest leader in a school, the principal plays an important role in the curriculum. So far, SMAN 1 Tarik has used the 2013 curriculum in its operations, which in curriculum development determines the quality of students to be achieved in the curriculum. The 2013 curriculum was developed based on educational theory based on standards and curriculum competency-based curriculum theory.

Based on the results of the researcher's interview with the principal of SMAN I Tarik Sidoarjo related to the role of the principal in this curriculum area, the researcher can state the following:

"Regarding the curriculum, there are many tasks and responsibilities that must be carried out by the principal. In addition to preparing educational supervision programs, school principals must of course have matured managerial skills in managing the curriculum itself, which includes the preparation of curriculum planning which is carried out every year, implementation to monitoring, and evaluation of the implementation of school activity programs with appropriate procedures and follow-up. In addition, as a principal supervisor, he is also required to be able to facilitate and guide teachers to improve their ability to develop competency standards for each subject they teach, to facilitate teachers in the form of preparing the needs of teachers in terms of teaching and guiding teachers in dealing with these problems. the form of training for teachers that is carried out as well as guiding teachers to prepare syllabus and lesson plans that are relevant to the times and can accommodate the needs of students."

One of the principal's duties is to carry out academic supervision, and supervision is carried out to develop abilities in the teaching process for a teacher. This supervision is carried out directly by the principal with the assistance of the team conducting the supervision. As stated by the principal of the school during the interview (Karim et al., 2021). For supervision, we do it every 6 months or once a year to determine the extent of the implementation of learning that has been going on so far. Usually, we carry out supervision by evaluating starting by monitoring the implementation of teaching and learning activities in the classroom and assessing the completeness of the teachers' learning tools. So, if something is not right, we will find a solution.

The researchers also found the same thing in observations made at SMAN 1 Tarik Sidoarjo, namely the existence of a relationship between the principal's statement and the reality on the ground. In the comments of researchers at SMAN 1 Tarik Sidoarjo, it was found that a teacher must prepare himself as a teacher starting from the preparation of learning tools and lesson plans. The principal must sign even the learning device. In this case, the principal is not only tasked with signing but also has to check. By carrying out the inspection, the principal sees the results of the teacher.

From the explanation above, it can be understood that the principal as an educational supervisor has a significant role and contribution in determining the success of any planned

educational program. The principal's responsibility in student activities is to coordinate, guide, and direct all student activities that have been designed and implemented. The principal in carrying out student management functions more as a person in charge of student activities, namely by guiding and directing planned student activities (Baharun et al., 2021; Raudah et al., 2021). The planning activities are student planning, new student admissions, student organization, student coaching, and service.

Supervision in the student field is becoming increasingly important because it determines the success of educational activities. Based on the results of the researcher's interview with the principal of SMAN I Tarik Sidoarjo, the purpose of supervising the student sector is "*to organize various activities in the student field so that learning activities at school can run smoothly, in an orderly manner and can achieve the expected goals.*"

As for the main things that the principal must supervise in the field of student affairs, it can be explained as the results of interviews that have been conducted with the principal of SMAN I Tarik Sidoarjo, including the following; 1) Student involvement in various school activities, both intra and extracurricular. 2) Attitudes of teachers and principals towards students. 3) Student learning motivation. 4) The opportunity to get excellent service from the school. 5) Facilities and Infrastructure Sector.

As a leader in a school, the principal plays an important role in improving the quality of the learning process, namely by improving the quality of the school. Principals are required to work professionally because principals will understand what schools need to create quality graduates with the leadership of professional principals (Ahmad & Ogunsola, 2011; Egel & Fry, 2017).

Quality graduates are obtained because of a good teaching and learning process and from the facilities and infrastructure needed and adequate by the entire school community. This requires the role of the principal as a leader in the school to be able to cooperate with the government in improving facilities and infrastructure in schools properly (Malik et al., 2021; Muslimin & Kartiko, 2020). The success of an educational institution is highly dependent on the principal's leadership. The principal is a functional teacher who is given the task to lead a school, where the teaching and learning process is held or a place where there is an interaction between teachers who give lessons and students who receive lessons (Hidayati et al., 2021). Based on the results of the researcher's interview with the principal of SMAN I Tarik Sidoarjo, for supervision in the field of infrastructure, it can be explained as follows;

“The main role of the principal must be able to create a good teaching and learning situation so that teachers and students get the satisfaction of enjoying the working conditions of managing teaching and student personnel; build a curriculum that meets needs.”

The strategy carried out by the principal in improving facilities and infrastructure is to carry out planning, procurement, regulation, use, and elimination of existing facilities and infrastructure in schools. At the planning stage, the principal compiles a list of needs, records all costs, and prepares a procurement plan.

In managing facilities and infrastructure, the principal is to carry out inventory activities, store, and maintain facilities and infrastructure. In the use stage, what is done by the principal is to invite educators and education to use the facilities and infrastructure effectively and efficiently (Prastyawan, 2016) (Tanjung, 2020). Based on the results of observations made by researchers at SMAN 1 Tarik, there were problems with the condition of facilities and infrastructure at SMAN

1 Tarik, namely some damaged classroom conditions such as classrooms, chairs, tables, not only but at SMAN 1 Tarik the researchers also found the existence of Lack of classrooms at the school.

Based on the results of interviews that researchers conducted with teachers at SMAN 1 Tarik, Mr. Arif Budiman, the condition of the facilities and infrastructure at the school were still in the process of being repaired, such as damaged chairs that were still in the process of being restored, and classroom damage that was still under construction. In this description, we can see a link between the implementation of the principal's duties in supervising and leading his subordinates or teachers and the impact on teacher performance in their work environment.

The Principal's Role in Improving Teacher Professionalism at SMAN 1 Tarik Sidoarjo

The role of the principal in improving the professionalism of teachers at SMAN 1 Tarik is carried out in various ways. This improvement in teacher professionalism is intended to keep pace with the progress of the times. Meanwhile, the duties and obligations of a teacher are both those that are directly related to the learning process and those that are not directly related.

Based on the interview that the researcher conducted with Mr. Arif Budiman, in providing encouragement and motivation to the teachers, it is very important that the goal is to encourage the teachers so that they can improve their performance. Usually, we do small sharing to listen to any complaints and difficulties during the learning process or the activities carried out by the teacher. Then from there, we can motivate teachers who experience these difficulties. In this case, it is necessary to pay serious attention to how to give high priority to teachers so that they can get the opportunity to always improve their abilities in carrying out their duties as teachers (Supriadi et al., 2021; Zami & Suyanto, 2021).

In this case, it is necessary to pay serious attention to how to give high priority to teachers so that they can get the opportunity to always improve their abilities in carrying out their duties as teachers. A teacher must be given confidence in carrying out his duties (Rusman, 2016). Carry out the learning process well to improve their competence in carrying out their duties as a teacher. He must understand, master, and be skilled in using new learning resources, if the teacher is not able to adapt to developments, the teacher will be easily abandoned by his students. Teachers need to be given encouragement and motivation to find various alternative methods, methods, and ways of developing the learning process by the times. So, the role of the principal should be needed in improving the professionalism of teachers (Ma'arif et al., 2022).

Based on the results of observations made by researchers at SMAN 1 Tarik, it was found that there are still teachers who use the lecture method of learning who are still unable to find new methods in the learning process. Based on the provisions in SMAN 1 Pull the role of the principal in increasing professionalism, the principal has an important role, namely as a leader.

To increase this professionalism, a school principal plays an important role, namely as a leader. The leader in question is to lead the teachers in terms of learning. In terms of learning here, teachers must prepare themselves as teachers starting from the preparation of learning tools. The learning tools here must be signed by a school principal. A school principal not only visits but also checks if something is missing after the principal has supervised an evaluation (Hadi et al., 2019).

Then from the evaluation results, the principal guides deficiencies during learning. Not only that, but the principal also guides alternatives in education. One of the efforts made by school principals to improve the quality of learning for teachers here is to train teachers on how to develop learning programs following their principles, teaching teachers in determining learning methods suitable for their students, to guidance in carrying out activities inside outside. In addition, the

principal also always provides guidance related to learning devices. From the annual program, semester program, syllabus, and lesson plans carried out by teachers, KKM, to other evaluations carried out by teachers.

In addition to what has been described above, there are strategies and efforts made by school principals in improving teacher professionalism, namely by carrying out several programs that have been carried out by school principals such as activity guidance on teacher activities in teaching so that educational goals work well. In this activity, the principal as the supervisor guides the teacher to make students knowledgeable and have certain broad skills (Gentry & Paul, 2014).

In addition, the principal also guides teachers in the use of learning media, and the head as a supervisor guides teachers in using learning media such as audio-visual media and so on. Furthermore, the principle guiding the teacher in using the learning method the teacher needs to be implemented so that in using the method the teacher can use it correctly, besides that with the teaching method the learning process is more fun helping teachers find learning difficulties (Sulasmı, 2020). The principal as a supervisor can also assist teachers in finding learning difficulties, namely by implementing a classical, group, and individual learning management model (Syukkur & Fauzan, 2021).

Based on the interviews that the researchers conducted, there were learning methods and teachers who had not been certified at SMAN 1 Tarik. This is reinforced by the results of interviews with the school principal, namely Mr. Digo Santoso and Mr. Eko. It can be concluded that the principal's role in improving professionalism is to guide teachers. With intensive advice to these teachers, the principal can find out the shortcomings and problems faced by the teachers to find solutions to overcome them.

Implementation of Supervision at SMAN 1 Tarik Sidoarjo

Educational supervision at SMAN 1 Tarik is an effort for the guidance carried out by the principal of the teacher to improve and increase the professionalism of the teacher in carrying out student learning activities effectively. From the results of the researcher's interview with the principal of SMAN 1 Tarik Sidoarjo, the implementation of supervision can be explained as follows:

"At SMAN 1 Tarik Sidoarjo, the implementation of supervision by the principal is carried out according to the agenda that has been prepared and agreed upon. The technique used is through teacher meetings, namely by holding a group between the principal and teachers for class observations and private conversations.

In collecting field data, the researchers also found this where it is known that the supervision program at SMAN 1 Tarik Sidoarjo is arranged at the beginning of the semester in each new academic year.

From the search, the researchers also found that the preparation of the principal's supervision program involved several parties, such as the deputy principal, counseling guidance teachers, and teachers in the field of study. The school principal's supervision program is structured includes teacher professional mentoring activities, providing training for teachers that are adjusted to the area of study being taught such as the planning and supervision of supervision at SMAN 1 Tarik Sidoarjo can be stated as follows:

No	Component	Operational steps	Involvement	Result
1	Discuss Results supervision with the teacher who has been supervised.	The principal or school supervisor invites the supervised teacher to discuss the results of supervision/supervision findings. Discussions can be carried out individually or in groups of appropriate subjects	1. Principal/ school supervisor. 2. Supervised teachers.	Notes on the results of the discussion
2	Double check implementation of action continued supervision.	The principal or school supervisor and teachers plan follow-up actions.	1. Principal/ school supervisor. 2. Supervised teachers.	Follow-up plan.
3	Assigning teachers to take part in training/coaching/other activities.	Mapping the results of supervision through a matrix of supervision developments.	1. Principal/ school supervisor. 2. Supervised teachers.	1. Coaching Notes. 2. Assignment letter following the training
4	Mapping results supervision through matrix supervision development.	Mapping the results of supervision through a matrix of supervision developments.	1. Principal/ school supervisor. 2. Supervised teachers.	1. Matrix notes on supervision development. 2. Teacher Performance Assessment.

Tabel 1. The planning and supervision of supervision at SMAN 1 Tarik Sidoarjo

Based on the results of interviews conducted by researchers with the principal, Mr. Digdo Santoso, the implementation of supervision at SMAN Tarik Sidoarjo is carried out once every 6 months or once a year. In the findings that researchers made at SMAN 1 Tarik that the implementation of supervision is carried out once every six months every semester or once a year. this is based on the agenda of the provisions of SMAN 1 Tarik. Previously, at SMA 1 Tarik carried out supervision once a week, but the implementation could not go according to plan because there were obstacles from the teacher and the current obstacle, namely covid19, so supervision could not be carried out. This supervision was carried out by the supervision team of SMAN 1 Tarik which was carried out directly by Mr. Arif Budiman, then the teacher submitted the program to be supervised, and the supervision team submitted the program that had been prepared to the province for supervision because SMAN 1 Tarik is a public school.

From the observations of the researchers, it can be stated that the implementation of supervision by the school principal in its implementation or implementation is still encountered several obstacles, namely the time constraint by the principal, the busyness of the principal, so that supervision cannot be carried out as it should, especially during a pandemic like today. , principals and teachers reduce the intensity of meetings. This was also stated by Mr. Digdo Santoso as the principal of SMAN 1 Tarik Sidoarjo, "namely the obstacles to the implementation of supervision, mostly influenced by time problems, impromptu meetings, and several other activities."

In addition to the obstacles that the researchers described above, the implementation of supervision is also constrained by other problems, such as the attitude of teachers who do not heed the appeals of the principal, the lack of enthusiasm of the teacher to improve themselves so that the guidance and direction of the principal do not have a big impact on teachers, especially in increasing professionalism itself (Hasanah, 2020). Based on the explanation above, it can be understood that the principal as a supervisor has a big role in improving the quality of student learning, but in practice, it has not been implemented effectively.

CONCLUSION

The principal as a supervisor has an essential role in all fields of education, namely in the area of curriculum, including preparing curriculum planning to monitor and evaluate the implementation of school activities. Student affairs include accepting new students, student organization, coaching, and student services. While in the field of infrastructure, namely carrying out planning activities carried out by the principal, compiling a list of needs, recording all costs, and compiling a procurement plan. In the implementation of teacher learning activities at SMAN 1 Tarik Sidoarjo, it is believed that it is important and will determine the quality of teachers resulting in increased professionalism of teachers at SMAN 1 Tarik Sidoarjo by the principal through several things, namely leadership, mentoring, training, certification, and evaluation of teacher activities. Teachers are guided so that they can choose appropriate learning materials, methods, and media to make it easier for students to learn. The implementation of supervision at SMAN 1 Tarik Sidoarjo is carried out once every six months per semester, which is carried out by a team of supervisors, namely, following a predetermined schedule. Such as a collection of meetings between the principal and teachers, guidance, class evaluations, and private conversations.

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