



The Role of Principal Supervision in Improving Teacher Performance

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Abstract

Principal supervision aims to improve teacher performance. Next is teacher performance, namely strengthening teacher characteristics in an effort to improve the quality of work life, as stated by Sellar and Maura, which states that teacher characteristics have traditionally been assessed as a desired indicator or as teacher quality, the latter is closely related to the impact of values, attitudes and understanding as a professional practitioner educator. For teachers to be effective in the information age, they need to get to know students more about their backgrounds and learning styles. Teachers must be effective and act positively in the classroom to improve educational outcomes. In order to do this they must have the will to enhance cognitive learning in the process.

Keywords: Principal Supervision, Teacher Performance

Preliminary

Quality of work life can be defined as the degree to which a person is satisfied with personal and work needs through participating in the workplace while achieving organizational goals. The factors that affect the quality of work life are: a. Work environment (work environment), b. Organization culture and climate (Principal supervision and climate), c. Relation and co-operation (relationship and cooperation), d. Training and development (training and development), e. Compensation and rewards (compensation and rewards), f. Facilities (facilities), g. Job satisfaction and Job security (job satisfaction and job security), h. Autonomy of work, (work autonomy), and i. Adequacy of resource (adequacy of sources). According to Flippo, Edwin B, the quality of work life is the way employees perceive work quality standards, which in essence is used as a measure of effectiveness and efficiency. Furthermore, Flippo states that the essence of work quality is an outcome that can be measured by the effectiveness and efficiency of a job performed by human resources or other resources in achieving organizational goals or objectives properly and efficiently. The quality of work life can be viewed from: a. Performance improvement, b. Compensation adjustment, c. Placement decision, d. Training needs, e. Career planning and development, f. Efficiency of staffing process, and g. The same job opportunities.

Methodology

The research methodology used in writing this article is literature review. The author collects some material related to writing themes from literature searches. Includes the analysis section used by the author. This activity (preparation of literature review) aims to collect scientific data and information, in the form of theories, methods, or approaches that have developed and have been documented in the form of books, journals, manuscripts, notes, historical records,



documents, etc. others in the library. Basic considerations need to compile a literature review in a research design based on the fact that every cultural object is a multidimensional phenomenon so that it can be analyzed more than once differently, either by the same or different people.

Results and Analysis

Job satisfaction refers to an individual's perceptions of, and attitudes towards, his job and the total work environment. In simple words, QWL can be defined as an individual's evaluative reaction to, and satisfaction with, his job and the total work environment. There are 12 (twelve) QWL factors for employee development in order to gain a competitive advantage as follows: a. Communication (communication); b. Career development & growth (career development & growth); c. Organizational commitment (organizational commitment); d. Emotional supervisory support; e. Flexible work arrangement (flexible work arrangements); f. Family-responsive culture (family-responsive culture); g. Employee motivation (employee motivation); h. Organizational climate (organizational climate); i. Organizational support (organizational support); j. Job satisfaction (job satisfaction); k. Rewards & benefits (gifts & benefits); and l. Compensation (compensation).

Selahattin Kanten and Omer Sadullah stated that the quality of work life can be defined as a consideration for the urgency and longing of an employee with regard to working conditions, remuneration, and opportunities for professional development, balance of family work roles, safety and social interaction at work and the employee's own social reality. . The quality of work life can be seen from: a. Adequate and fair compensation (adequate and fair compensation), b. Safe and healthy environment (a safe and healthy environment), c. Growth and security (growth and security), d. Development of human capabilities (development of human capabilities), e. The total life space, f. Social integration (social integration), g. Constitutionalism constitutionalism), and h. Social relevance (social relevance).

Stephen P. Robbins explained that Quality of work life (QWL) is an organizational process to respond to employee needs with an evolving mechanism that allows them to fully share in making decisions in designing their lives at work. Robbins further revealed that QWL can be explained by four factors, as follows: Work life balance: dynamic working hours, work life atmosphere, opportunities for religious ceremonies, ergonomics, physical and mental damage, distance between work and home; Social factors: The importance of working in the community, social integration in organizations, social networks at work, respect for employees, self-respect, good co-workers; Economic factors: salary, health care, insurance, pension, job security. Job content: team work, independence, meaningful work, challenging job variations, a feeling of belonging, creativity at work, career opportunities According to Preethi vijaimadhavan and D. Venkatarama Raju, the quality of work life is the level of happiness or dissatisfaction with one's career.

Employers have started to concentrate on providing the best work environment for employees to get the best results. A good quality of work life reduces absenteeism, accidents and friction. The quality of work life is useful for increasing production, organizational effectiveness, employee morale and the country's economic development. Some of the factors that support the



quality of work life are: a. Job and career satisfaction (job and career satisfaction), b. Working condition (working condition), c. General Well-being (welfare), d. Homework interface / Work life balance, and e. Career prospects and compensation (career prospects and compensation) and f. Training and Development (training and development).

Ali Mohammad Mosadeghrad explained that QWL enhances employees' dignity through job satisfaction and humanizing the work by assigning meaningful jobs, giving opportunities to develop human capacity to perform well, ensuring job security, adequate pay and benefits, and providing safe and healthy working conditions. As a result, high QWL organizations may enjoy better sustainable efficiency, productivity and profitability. This means that QWL increases employee dignity through job satisfaction and humanizes work by assigning meaningful jobs, providing opportunities to develop human abilities to do well, ensuring job security, adequate wages and benefits, and providing safe and healthy working conditions. As a result, organizations with a high quality of life can enjoy efficiency. Furthermore, Ali Mohammad Mosadeghrad explained that there are 7 (seven) factors that determine QWL, namely: a. Work environment (work environment); b. Organization culture and climate (organizational culture and climate); c. Relation and co-operation (relationship and cooperation); d. Training and development (training and development); e. Compensation and rewards (compensation and rewards); f. Facilities (facilities); g. Job satisfaction and job security (job satisfaction and job security).

Improving the quality of teacher work life is the key to improving the quality of education and the quality of the learning process in schools. For that, according to Hanushek, teacher quality is the key to improved schools. Teacher quality cannot be readily linked to teacher characteristics; therefore, new and more extensive certification and training standards are unlikely to be effective. (Teacher quality is the key to improving school quality. Teacher quality cannot be directly linked to teacher characteristics; therefore new certification and training with broader standards is unlikely to be effective). This definition emphasizes that school quality is not only on the number of certified teachers but more on the characteristics of teachers. Hanushek's opinion is further confirmed by A. Lin Goodwin & Clare Kosnik's statement which states that qualified teachers must have the ability to develop teacher identity in the learning process, through: a. personal knowledge, b. contextual knowledge, c. pedagogical knowledge, d. sociological knowledge, and e. social knowledge.

Supervision of the Principal. The principal, as the direct leader in the school, is of course very aware of the actual situation and conditions of the school. In addition, the principal also knows the strengths and weaknesses of teachers. Therefore, the principal has an obligation to supervise teachers who are in his school without exception. Supervision of school principals is very important to improve and enhance teacher teaching performance. A school principal must really understand and carry out the supervisory function correctly and appropriately in the school he leads.

The principal as a supervisor has the responsibility for increasing the ability of teachers to manage learning activities in schools and has a very important role in the development and progress of the school. Therefore, the principal must have supervisory competence to carry out



supervision properly and correctly in accordance with the principles of supervision as well as the right techniques and approaches.

Leslie W. Rue and Lloyd L. Byars stated that Supervision is the first level of management within an organization that focuses on encouraging members of the work unit to contribute well (positive) in order to achieve the goals and objectives desired by the organization. Supervision is the first level of management in an organization that focuses on encouraging or encouraging members of the work unit to contribute well (positively) in order to achieve the goals and objectives of the results desired by the organization. There are several factors that must be considered in carrying out supervision, namely: a. Good planning (planing); b. Good communication with subordinates (Communicate well with people); c. Provide Motivation (Motivate people); and D. Provide training (train people).

According to Carl D. Glickman, Stephen P. Gordon and Jovita M. Ross-Gordon Supervision is viewed most often as an instrument for controlling teachers. Supervision is the glue of a successful school. Supervision is a function that draws together the discrete elements of the school into all the school's actions for the efficacy of learning. Supervision is seen most often as an attempt to supervise teachers. Supervision is the glue of a successful school. Supervision is an attempt to bring together the discrete elements in school into all school actions for learning progress.

Furthermore, Carl D. Glickman, Stephen P. Gordon and Jovita M. Ross-Gordon stated that supervisors help teachers to enable teachers to evaluate and modify learning. Success factors for supervisors in carrying out their duties can be seen from: Direct assistance in the form of personal provision (direct assistance in the form of personal provision); Group development (group development); Professional development (professional development); Curriculum development (curriculum development); Action research (action research); Facilitate change (facilitate change); Overcoming diversity (overcoming diversity); and Community building (building community).

Syaiful Sagala stated that supervision is an effort of assistance provided to teachers in carrying out their professional duties. Several points that need to be considered in supervision are: a. Provide coaching; b. Keep an eye on; c. Provide solutions; and D. Evaluate. Sally J. Zepeda mentioned Instructional supervision aims to promote grooming, development, interaction, fault-free problem solving, and a commitment to build capacity in teachers. Instructional supervision is an effort to encourage growth and development, development, interaction, error-free problem solving, and commitment to building skills in teachers. The commitments that need to be built are: a. encourage growth, b. development, c. interaction, d. problem solving and e. commitment.

Supervision according to Suharsimi Arikunto states that the notion of supervision is an activity of observing, identifying which things are correct, which are not true, and which are not true, with the intention of being right with the aim of providing guidance. Furthermore, Suharsimi Arikunto stated that supervision aims to help teachers understand the goals of education and help teachers see clearly in understanding the situation and needs of their students. The process



of assistance provided to teachers includes: a. Provide guidance, b. Provide guidance, c. provide direction, d. help solve problems, and e. evaluate teacher performance.

E. Mulyasa explained that Supervision is a process of monitoring, special observation of an activity with the intention of directing, guiding and evaluating so that the activity process can run well in accordance with the objectives that have been planned. This definition indicates a close relationship between planning and implementing supervision. The initial steps in the supervision process are: a. Monitoring, b. Observation, c Direction, d Guidance, and e Evaluation.

According to Engkoswara and Komariah, supervision can mean supervision carried out by people who are experts / professionals in their fields so that they can provide improvements and enhancements / coaching so that learning can be carried out properly and with quality. Supervision is carried out in order to increase teacher professionalism through: Cognitive development of teachers, namely mastery of knowledge or intellectuals; Supervision of teacher performance improvement, namely the ability to carry out learning; Research, namely; application of the latest research results in learning and conducting research; Improvement of effectiveness in aspects of personality or attitudes and values; Evaluation or appraisal of teacher performance through improving student learning outcomes; and Development of the ability to explore specific experiences of cognitive aspects.

ED Nakpodia explained that Supervision school principals is protector and service teachers and gives them advice and encouragement, coordinates the various parts of the school activities in an effective environment conducive for learning. He is a protector of teachers and services as a buffer between them and the unreasonable demands and pressures from the community. School principals should include the followings in their supervisory tasks. Principal supervision is an effort to coach teachers and provide them with advice and encouragement, coordinating various parts of school activities in an environment that is effective and conducive to learning. Principal supervision protects teachers and provides services and protects them from unreasonable demands and pressures from society. To carry out supervisory duties, the principal must cover the following matters: Creating of conducive environment, namely maintaining and fostering harmonious cooperation; Program development and fostering of team spirit; The development of the school, which is finding and completing the deficiencies of learning infrastructure; Integration of organization goals and (Integration of organizational goals), namely synchronization of programs carried out with school goals and objectives; Teacher's performance evaluation, primarily for the development of appropriate skills.

According to Jaja Sudarjat, Supervision Principals' school is efforts in coaching, direction, and guidance for the improvement and development of abilities and skills of teachers in contributing to the aims of education. Principal supervision is an effort to provide guidance, direction and guidance to increase and develop the abilities and skills of teachers in contributing to educational goals. Supervise carried out by the principal, includes: Composing supervision programs. It means that before implementing supervision, the principal must compile a program and socialize it to teachers; Assistance to teachers individually or in groups (Assistance to teachers individually or in groups). It means that the principal must have the ability to provide assistance personally or in groups; Teacher's professional development. It



means that the principal can facilitate the improvement of teacher competence; Implementing monitoring (Carrying out monitoring activities).

Teachers' performance assessment

Allan A. Glatthorn stated Instructional supervision is here in defined as: Behavior officially designated by the organization that directly affects teacher behavior in such a way as to facilitate pupil learning and achieve the goals of the organization. Supervision is defined as behavior that is formally designated by the organization directly to influence teacher behavior in such a way that makes it easier for students to learn and achieve organizational goals. Efforts to influence teacher behavior in order to improve the quality of the learning process can be done through: stimulation, which is to raise the enthusiasm of teachers to carry out the entire learning process properly; Coordination (coordination), namely improving relations with all stakeholders; and Guidance (guidance), which is together enthusiastically to develop, seek and use the latest methods in the learning process.

Yunusa Dangara Usman stated that Supervision headmasters in instruction aims at enhancing teaching and learning through proper guidance and planning, and devising ways of improving teachers professionally and helping them release their creative abilities so can to improve academic performance of students. Principals' supervision of teaching aims to enhance teaching and learning through proper guidance and planning, and design ways to improve teachers professionally and thereby help them unleash their creative abilities so as to improve student academic achievement. Improving teacher professionalism is carried out through: Guidance (guidance), namely: jointly discussing the best steps to carry out the learning process; Planning (planning), namely: helping teachers plan the learning process properly; Train (training), namely: facilitating teachers to carry out training in order to improve competence; and Motivation (motivation), namely: encouraging teachers to continuously improve the quality of the learning process.

M. Ngali Purwanto, explained that supervision is a coaching activity that is planned to help teachers and other school employees in doing their work effectively. Efforts to assist teachers in carrying out their main tasks and functions include: Coaching, namely assisting and facilitating teachers to improve competence in the learning process; Planning, namely assisting in making lesson plans; Implementation, namely accompanying the implementation of the learning process; and Supervision, namely overseeing the implementation of the learning process.

Coaching carried out by the principal of the school for teachers can improve the performance and dedication of teachers in the world of education. Teachers are helped to always make learning innovations to students so that the learning values can be maximally absorbed and form the best personalities of students. Based on the description that has been described above, it can be synthesized that what is meant by principal supervision is a form of service carried out by the principal of teacher activities with the intention of monitoring, evaluating, directing and guiding so that the process of implementing teacher duties can run well in accordance with the objectives already planned.



Conclusion

It can be concluded that the principal's supervision in improving teacher performance must meet the following conditions, including for school principals; preparation of supervision plans, determination of supervision implementation techniques, preparation of implementation schedules. The dimension of evaluating activities, with indicators: informing the implementation of teacher supervision, conducting class visits, delivering the findings. Dimensions of directing activities, with indicators: fostering work relations, dimensions of guiding activities, with indicators: follow-up on findings. For improving teacher performance, namely; Professional Development, Personal Development, Community Life Development. The dimensions of freedom of initiative and action in carrying out work, with indicators: Implementation of Main Work, and Implementation of Supporting Work / Adm. The dimensions of social life at work, with indicators: Pride in work, relationships with colleagues, awards received. Evaluation dimensions at work, with indicators: Evaluation of the leadership of performance, Self-evaluation of roles in work.

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