

## **Improvement of Teacher Performance Through Supervision Head of School at SD Inpres Mapoli in the Academic Year 2019/2020**

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### **INDEXING**

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Keyword 1; Improvement  
Keyword 2; Teacher  
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Keyword 5; School

### **ABSTRACT**

Teacher performance is the result of teacher work that reflects work performance as an expression of knowledge, attitudes and skills. This research aimed to determine the increase in teacher performance in evaluating student learning outcomes through the supervision of the principal at SD Inpres Mapoli for the 2019/2020 academic year. The research method used is qualitative with a phenomenological approach. The research subjects were 17 teachers of SD Inpres Mapoli consisting of 10 ladies and 7 gents with a period of time from June to July 2020. Data collection techniques were interviews, observation and document study. The result of the research is that the increase in teacher performance has increased after coaching by the principal through continuous academic supervision. The conclusion of this research is the guidance of school principals in an effort to improve teacher performance through school principals showing an increase in each cycle.

### **Article History**

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## **INTRODUCTION**

The success of learning objectives is determined by many factors, including the teacher factor in implementing the teaching and learning process because teachers can directly influence, foster, and improve students' intelligence and skills. To overcome the above problems and to achieve educational goals optimally, the role of teachers is very important and it is expected that teachers have good teaching methods/models and can choose the right learning model by the concepts of the subjects to be delivered (Dorgu, 2015).

Teaching qualifications are not only measured based on formal education but must also be measured based on how the teacher's ability to teach and the session of mastering the material, mastering, choosing, and using methods, media, and learning evaluation. Rowland *et al* (2005) concluded that the ability of elementary school teachers to master the subject matter, in general, is very worrying because, from the sample of elementary school teachers who were asked to show the ability to master the subject matter, 60% had less mastery of the subject matter, while only 40% had mastered the subject matter.

Conditions like this are influenced by the less-than-optimal function of the Principal's supervision. If so far many opinions state that teacher professionalism in Indonesia is relatively low or inadequate, this is the result of the lack of principal supervision. In this study, the author tries to examine and explore supervision (Principal) related to teacher performance, caused by: (1). There is a tendency for teacher performance to weaken where based on the author's experience as a Principal, namely the occurrence of teachers who enter the class not on time, teachers who teach without teaching preparation, teachers do not have student attendance, (2) the

implementation of supervision carried out by the principal has not been carried out properly to teachers.

Therefore, it is necessary to research the Principal's supervision of improving teacher performance at SD Inpres Mapoli. Therefore, the main objective of this study is to determine the improvement in teacher performance through Principal Supervision at SD Inpres Mapoli in the Academic Year 2019/2020.

## **LITERATURE REVIEW**

### **Teacher Performance and Its Indicators**

The term performance can be translated into performance or work performance, meaning the ability displayed by a person towards his work at his workplace. Performance is a performance that is essential to the success of a job. Therefore, effective performance for each needs to be created so that the goals of the institution can be achieved optimally (Dewi, 2018). According to Kapantow *et al* (2020), performance is interpreted as an expression of progress based on knowledge, attitude, skills, and motivation in producing a job. Thus it can be concluded that performance is the result of a person's work that reflects work achievement as an expression of knowledge, attitude, and skills.

According to Tanang and Abu (2014), teacher performance will be better if a teacher has four things, namely:

1. Commit to students and their learning process
2. Master in depth the subject matter to be taught and how to teach it to students
3. Be responsible for monitoring student learning outcomes through various evaluation methods and Teachers can think systematically about what they do and learn and their experiences.

Furthermore, Baety (2021) basic abilities which are also called teacher performance consist of (1) the ability to plan learning, (2) the ability to manage teaching and learning programs, (3) the ability to manage classes, (4) ability to use media/learning resources, (5) ability to manage teaching and learning interactions, (6) able to carry out student learning evaluations. Teacher performance is closely related to teacher effectiveness in carrying out their functions. Medley in the Ministry of Education and Culture (1984) explains that teacher effectiveness is: (1) having a cooperative personality, attractiveness, very large appearance, consideration, and leadership, (2) mastering good teaching methods, (3) having good behavior when teaching, and (4) mastering various competencies in teaching.

Teacher performance evaluation is necessary, because there are still many inadequate teacher performances, besides that teachers are required to be able to follow the development of science, technology, and art which also continues to develop rapidly. The term performance comes from English, namely Performance, meaning the results or work performance achieved by a person or a group of people/certain organizations. The term performance can be translated into work performance, meaning the ability displayed by a person towards his work at the place where he works. Performance is very essential to the success of a job. In essence, people work to meet the needs of certain drives. Needs are seen as drivers or generators of behavior, while goals function to drive behavior. Therefore, effective performance for each needs to be created so that the goals of the institution can be achieved optimally.

Wardani *et al* (2021) stated that four clusters are closely related to teacher performance, namely the ability to (1) plan teaching and learning activities, (2) carry out teaching and learning activities, (3) carry out interpersonal relationships, and (4)

carry out assessments. Meanwhile, Hakim (2015) develops professional teacher performance including (1) mastery of teaching materials, (2) understanding of student characteristics, (3) mastery of classroom management, (4) mastery of learning methods and strategies, (5) mastery of learning evaluation and (6) personality.

### **Understanding Principal Supervision**

The main skill of a principal is to assess and coach teachers to continuously improve the quality of the learning process carried out in the classroom so that it has an impact on the quality of student learning outcomes. To achieve this competence, supervisors are expected to be able to carry out academic supervision based on appropriate supervision methods and techniques according to the teacher's needs. Academic supervision is the principal's ability to carry out academic supervision, namely assessing and coaching teachers so that they can improve the quality of the learning process they carry out it has an impact on the quality of student learning outcomes (Vikaraman *et al*, 2017).

The core of academic supervision is to guide teachers in improving the quality of the learning process. Therefore, the target of academic supervision is teachers in the learning process, which consists of the main material in the learning process, the preparation of syllabus and lesson plans, the selection of learning strategies/methods/techniques, the use of media and information technology in learning, assessing the learning process and results and classroom action research. Therefore, the general objective of coaching supervisors through academic supervision is (1) to apply academic supervision techniques and methods in elementary schools, and (2) to develop the ability to assess and guide teachers to improve the quality of the learning process they implement so that it has an impact on the quality of student learning outcomes (Mawardi, 2022).

### **Characteristics of Academic Supervisors**

Catahan (2015) implied that for the objectives set in the development of academic supervision to be achieved, the essence of a supervisor in carrying out academic supervision must have the following characteristics:

- a) Listening patiently
- b) Demonstrating skills clearly
- c) Offering incentives or encouragement appropriately.
- d) Considering reactions and understanding appropriately
- e) Explaining, stimulating, and praising sympathetically and attentively
- f) Continuously improving one's knowledge.

### **Objectives of Academic Supervision**

Instructional supervision aims to promote growth, development, interaction, error-free problem-solving, and a commitment to building teacher capacity (Surayya and Sumirah, 2021). The intent of academic/instructional supervision is formative, an ongoing, developmental process, with a differentiated approach that allows teachers to learn from analyzing and reflecting on their classroom practice with the guidance of the principal or other professional (Marey *et al*, 2020). In contrast, the intent of the evaluation is summative; classroom observations and other professional performance assessments lead to a final judgment or overall rating (e.g., M=satisfactory, B=good, PP=needs improvement), as well as described by Wei (2015).

Research on supervision practices suggests that most schools have reduced the original purpose of academic/instructional supervision by replacing it with evaluation (Marey, 2020). The purpose of the evaluation is to see the achievement of national education standards and local government policies. Testing/determining teacher

grades at the end of the year, and can also be used to determine whether a teacher is qualified to teach or not (Rizal *et al*, 2023).

Murtiningsih *et al* (2019) stated that the purpose of supervision is to improve:

- a) Face-to-face interaction and relationship building between teachers and supervisors
- b) Learning for teachers and supervisors
- c) Improving student learning through improving teacher learning

## **RESEARCH METHOD**

### **Reasons for Using this Method**

This research on school principals and their relationship to efforts to improve teacher performance was carried out using qualitative research methods with a phenomenological approach. According to Moleong, (2013:5), qualitative research was born as a post-positivist school as a form of paradigm change that sees social phenomena as something holistically complex, dynamic, and full of meaning.

### **Research Location and Time**

This research was conducted at SD Inpres Mapoli. This research took place from June to July 2020.

### **Research Subjects**

The subjects of this research were SD Inpres Mapoli teachers for the 2023/2024 academic year with 17 SD Inpres Mapoli teachers, consisting of 10 ladies and 7 gents.

### **Research Instrument**

In this research, the researcher uses non-human tools so that the researcher will experience difficulties and it will even be impossible to make adjustments to the reality in the field (Moleong, 2013: 9). To collect this data and information, researchers used the following instruments; (1). the researcher himself, namely in research that uses a qualitative approach, the researcher is the main research tool. (2). Observation; the researcher observes the problem being studied; and (3). documentation study, namely the researcher examines documents related to the research topic (interview, observation, and document study guidelines will be discussed in the data collection techniques section)

### **Data types and sources**

1. Data type
  - a) Primary data, data obtained in verbal form or words or spoken utterances from research subjects.
  - b) Secondary data, data obtained from documents and photos that can be used as a complement to primary data.
2. Data source
  - a) Primary data comes from processed data through questionnaires, interviews, and documentation.
  - b) Secondary data sources from writing such as books, scientific magazines, electronic print media such as articles, journals, and so on.

### **Data Collection Technique**

The data collection techniques used in this research are as follows;

#### **1. Interview**

An interview is a direct conversation with a respondent to understand a specific purpose. In this research, interviews were conducted by two parties, namely the researcher as the interviewer who asked questions and

the respondent as the interviewee who provided answers to the questions and was a process of obtaining information for research purposes.

## 2. Observation

Observation is a method of direct observation carried out by researchers at the research location. The aim is to find out a description of the problem and a general description of the research location.

### **Data Analysis Technique**

In data analysis the technique used is

#### 1. Quantitative

This analysis will be used to calculate the magnitude of the increase in teacher performance through the implementation of Principal supervision using percentages (%)

#### 2. Qualitative

Qualitative data analysis is an effort carried out by working with data, organizing data, sorting data into manageable units, looking for and finding patterns, finding what is important and what is learned, and deciding what can be told to others (Moleong, 2013:248). In this research, researchers apply data analysis techniques which consist of three streams of activities that occur simultaneously, namely: data reduction, data categorization, and synthesis. (1). Data reduction is the process of selecting, focusing on simplifying, abstracting, and transforming rough data that emerges from written notes in the field; (2). Data categorization or presentation stage; and (3). Synthesis stage or drawing conclusions or verification and/or falsification (Moleong, 2013:288-289).

## **RESULT AND DISCUSSION**

### **Action Planning**

This study uses a Principal coaching model through academic supervision. The expected goal at the first meeting of principal coaching is to improve teacher performance in developing learning outcome evaluation. To achieve the above objectives, the researcher took the following steps:

- a) Preparing coaching instruments
- b) Preparing Monitoring Instruments
- c) Socialization to the Principal
- d) Implementing actions in the principal
- e) Conducting reflection
- f) Preparing coaching strategies in the second cycle based on reflections on the first cycle
- g) Implementing coaching in the second cycle
- h) Conducting Observations
- i) Preparing reports

### **Implementation of Actions and Observations**

Implementing the action in this study was carried out in 2 cycles consisting of two meetings. The time used for each meeting was 2 x 35 minutes for each principal. This school action research was carried out by the guidance plan procedures and implementation scenarios during the teaching and learning process. The following are the results of the Principal's guidance through supervision per cycle as follows;

#### **CYCLE 1**

- a) Planning Stage

At this stage, the researcher prepares coaching tools consisting of coaching plans, formative test questions 1 and other supporting coaching tools. In addition, observation sheets for improving teacher performance are also prepared by providing feedback.

b) Activity and Implementation Stage

The implementation of coaching activities for cycle I was carried out on September 17, 2020, at SD Inpres, Kota Raja District, Academic Year 2019/2020. In this case, the researcher acted as the Principal. The coaching process refers to the coaching plan that has been prepared.

Observations were carried out simultaneously with the implementation of coaching at school. At the end of the coaching process, the Principal was given a formative test to determine the level of success of the Principal in improving his performance according to what had been done.

From the table above, the average value of the increase in school teachers was 188.8% and the increase in performance reached 52.94% or there were 9 out of 17 teachers who had completed improving their performance. These results indicate that there was an increase in teachers in cycle I. There was an increase in teacher performance because after the Principal had informed that an assessment would be held at the end of each coaching meeting, teachers were more motivated to improve their performance. In addition, teachers have also begun to understand what the Principal means and wants in carrying out academic supervision coaching for the principal.

c) Reflection

In the implementation of coaching, information was obtained from the following observation results:

- 1) Motivating teachers
- 2) Guiding teachers in preparing teacher work plans, formulating conclusions/finding concepts
- 3) Time management

d) Implementation Revision

The implementation of coaching in cycle I still has shortcomings. Therefore, revisions are needed to be implemented in cycle II, including:

- 1) The Principal in providing coaching to teachers should be able to motivate teachers in making school programs and plans.
- 2) The Principal must be closer to the teachers so that there is no feeling of fear/shame in the teachers, especially in asking about problems faced by the school.
- 3) The Principal must be more patient in providing coaching to teachers, especially in formulating conclusions/finding concepts.
- 4) The Principal must distribute time well so that coaching activities can run effectively as expected.
- 5) The Principal should add more examples of work programs with formats that have been standardized by the Ministry of National Education, in this case, the Education Quality Assurance Institute (LPMP) both at the Provincial and Central levels.

## **CYCLE II**

a) Planning Stage

At this stage, the researcher prepares coaching tools consisting of coaching plan 2, formative test questions 2 and other supporting coaching tools.

b) Activity and observation stage

The implementation of cycle II coaching was carried out on October 5, 2020, at SDI MAPOLI, Kota Raja District, 2019/2020 Academic Year with 17 teachers. In this case, the researcher acted as the Principal. The coaching process refers to the coaching plan by paying attention to revisions in Cycle I so that mistakes or deficiencies in Cycle I are not repeated in Cycle II. Observations were carried out simultaneously with the implementation of the teaching and learning process. At the end of the coaching process, teachers were given a formative test II to determine the level of teacher success in improving their performance that had been implemented. The instrument used was the formative test II. The research data in cycle II are as follows: Based on the table above, the average value of the formative test is 100% and 17 teachers as a whole have achieved completion in improving their performance. So as a group, completion has reached 100% (including the complete category). The results in cycle II experienced a better increase than cycle I. The increase in coaching results in cycle II was influenced by the increase in the Principal's ability to carry out coaching through academic supervision so that teachers better understand their duties so that they can improve their performance. In addition, this completion is also influenced by the cooperation between teachers and the Principal in planning their respective schoolwork programs.

c) Reflection

At this stage, what has been implemented well and what is still not good in the coaching process through academic supervision will be assessed. From the data that has been obtained, it can be explained as follows:

From the data that has been obtained, it can be explained as follows:

- (1) During the coaching process, the Principal has implemented all coaching well. Although some aspects are not perfect, the percentage of implementation for each aspect is quite large.
- (2) Based on observation data, it is known that teachers are active during the coaching process.
- (3) The shortcomings in the previous cycles have been improved and increased so that they are better.
- (4) The results of the principal's coaching by the Principal through academic supervision in cycle II achieved completion.

d) Implementation Revision

In cycle II, the Principal has implemented coaching well, and seen from the improvement in teacher performance, the implementation of coaching has gone well. So there is no need for too many revisions, but what needs to be considered for the next action is to maximize and maintain what already exists with the aim that in the implementation of further coaching, either through academic supervision, teacher performance can be improved so that the goal of coaching as an effort to improve the quality of education can be achieved.

### Quantitative Descriptive Data Analysis

1. Achieving an increase in the principal's performance after being given action through supervision by the Principal

$$= \frac{1.149}{1700} \times 100\% = 67,58 \%$$

2. Achievement of improved teacher performance after being given action through academic supervision by the Principal

$$= \frac{1286}{1400} \times 100\% = 75,64 \%$$

From the results of the analysis, it can be concluded that: From the coaching, there was an increase in performance after being given coaching through the Principal's supervision group, namely an increase in performance of 67.58% to 75.64%, there was an increase of = 8.06%.

### **Reflections and Findings**

Based on the implementation of coaching that has been carried out by the Principal to teachers through the Principal's supervision, the results of the value observation can be said as follows:

- a. Coaching carried out through the Principal's academic supervision, in terms of teacher performance has not been seen, so the results achieved are not complete.
- b. Maybe because the coaching process that uses coaching through the Principal's supervision that they have just implemented so that teachers feel stiff in implementing it.
- c. However, after being explained, they could understand and the proof was that at the second meeting the Principal's coaching process went well, all teachers were active, and especially after there was a rubric for assessing the process, all principals were enthusiastic to follow it.

### **Completion of Teacher Performance Development Results**

The results of this study indicate that coaching through supervision by the Principal has a positive impact on improving teacher performance, this can be seen from the increasingly solid understanding of teachers towards the coaching delivered by the Principal (Teacher performance increased from cycles I and II) namely 67.58% and 75.64% respectively. In cycle II, teacher performance as a group was said to be complete.

### **Principal's Ability to Improve Teacher Performance**

Based on data analysis, it was obtained that teacher activity in improving their performance in each cycle increased. This has a positive impact on teacher performance, which can be shown by the increasing average value of the principal in each cycle which continues to increase.

### **Activities of Principals and Teachers in Guidance through Supervision**

Based on data analysis, it was obtained that the most dominant activities of the Principal and teachers in academic supervision activities were working using tools/media, listening/paying attention to the Principal's explanation, and discussions between teachers and the Principal. So it can be said that teacher activities can be categorized as active. Meanwhile, for the Principal's activities during coaching, they have implemented the steps of the coaching method through academic supervision well. This can be seen from the teacher activities that emerged, including activities to create and plan school programs, implement, and provide feedback/evaluation/questions and answers where the percentage for the above activities is quite large. Based on the results of the study above, the increase in teacher performance through the Principal's supervision has been very good. This was seen in the first meeting of the 17 teachers who were there when this study was conducted, the average value reached; 67.58% and increased to 75.64%. From the data analysis above, it can be seen that the Principal's



performance coaching through Principal supervision is effectively implemented to improve teacher performance, which means that the Principal coaching process is more successful and can improve teacher performance, especially at SDI Mapoli, Kota Raja District, therefore it is expected that the Principals can carry out coaching through academic supervision continuously. Based on the results of the study above, improving teacher performance in developing learning outcome evaluation through principal supervision towards the desired changes to achieve their achievements, then the teacher's performance is said to be effective. Thus, the hypothesis proposed above can be accepted.

## CONCLUSION

Based on the analysis of the research results and discussions, it can be concluded as follows:

1. Principal coaching to improve teacher performance through Principal supervision shows an increase in each round (Cycle).
2. Activities in coaching activities show that all teachers can improve their performance well in every aspect.
3. Improving teacher performance by the Principal through Principal supervision shows an increase in each round.
4. Principal activities show that coaching activities through Principal supervision are beneficial and can help teachers to more easily understand the concept of the role and function of teachers so that teacher performance can improve.

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