

Research article

The Effectiveness of Principals' Supervision in Improving Teacher Performance

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Abstract.

Principals have a strategic position in developing school resources, especially in empowering teachers to achieve educational goals. This research examined the effectiveness of principal's supervision in improving teacher performance through academic and clinical supervision of the problems faced by teachers, such as the additional tasks outside of their professional duties as a teacher, COVID-19, and educational policies that change frequently. A systematic literature review was conducted by identifying, evaluating, and interpreting all relevant research results related to specific research questions, topics, and/or phenomena of concern. The researchers reviewed 14 relevant articles published between 2017 and 2021 that were accessed from lens.org, Google Scholar, Sinta, DOAJ, and Scopus. The results illustrated that the principal's supervision is an effective way of improving teacher performance.

Keywords: principal supervision, teacher performance

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1. Introduction

At all times, education is always the focus of attention and is often the target of community dissatisfaction, because education concerns everyone's interests for current and future living conditions. That is why education always requires improvement and improvement in line with the increasing demands and needs of society [1].

The quality of education is a top priority that must be immediately resolved in education problems. Improving the quality of education is not only about improving the curriculum, completing educational support facilities and infrastructure at educational institutions and adding teaching materials, namely learning books[2][3]. However, it is also necessary to pay attention to how the problems faced by teachers as one of the subjects of education can be resolved and even the quality of their competence has also increased.

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At this time there are many problems faced by teachers, including *firstly*, the existence of additional tasks outside of professional duties as a teacher, such as school treasurer, school operator, and even odd jobs. [4], so that the learning process becomes disrupted and less than optimal and the motivation to improve performance abilities and competencies is also disrupted.

Second, there is the Covid-19 Pandemic, so the Ministry of Education and Culture issued SE Number 4 of 2020 at point 2 explaining the start of the learning process from home [5] and SE Kemendikbud Number: 36962/MPK.A/HK/2020 regarding online learning[6][7], With the existence of covid 19 and the two circulars of the Ministry of Education and Culture, it requires all teachers to carry out online and offline learning, not all teachers can carry it out, especially teachers who are nearing retirement age, besides that teachers also have difficulties in implementing character education for students and there is an unpreparedness to carry out learning during the COVID-19 pandemic, especially the inadequate infrastructure, both institutions, students and teachers.

third, there is an education policy that changes frequently, such as the government's policy through the Ministry of Education, namely "Merdeka-Learning". Merdeka-learning is the latest policy made by the minister of education, Bpk. Nadiem Am, BA, MBA. There are four programs in the policy, including the UN policy, USBN, simplified RPP, and the PPDB policy[8][9]. With this policy, teachers also need to make changes to the preparation of learning administration and preparation of learning activities, this requires time, energy and thought.

In dealing with these problems, teachers need roles, functions and guidance, especially supervision services from school principals, so that in carrying out their professional mandate, an educator strives to continuously improve the quality of his performance, so that later educators will really master the skills required to become good educators. professional [2][10] [11].

That is the urgency of researchers taking this title, to find solutions to problems faced by teachers so that teacher performance can increase. The new thing that will be conveyed in this research is the guidance of school principals to teachers, especially Islamic religious education teachers through academic and clinical supervision.

2. Methodology

The method used in this study uses a Systematic Literature Review (SLR) approach by identifying, evaluating, and interpreting all relevant research results related to certain research questions, certain topics, or phenomena of concern..

The object of the literature review in this study is the supervision of the principal and teacher performance. These two topics are the focus of the study and will lead to the elaboration and presentation of the effectiveness of principal supervision in improving teacher performance. The more dominant aspect lies in academic supervision and clinical supervision.

The technique of searching for data sources for journal articles is carried out through the lens.org website database, Sinta, Google Scholar, DOAJ, Scopus. reference sources are taken from publications ranging from 2017 to 2021. The method of the research includes the phases, namely identification, screening, feasibility, and making conclusions. The process is as follows::

The research methodology includes the following phases:

The first stage was identification: journal articles were collected from the website using the keywords school coconut supervision and teacher performance, 7,909 articles were found.

In the second stage of screening: at this stage 99.8% of articles from the first stage were found which were not relevant to the research context. Furthermore, more focused searches are performed using specific combinations of keywords.

In the third stage of eligibility; at this stage 2% or 14 articles that have been identified based on the title, abstract, keywords, and topic relevance are downloaded. Full text articles were scanned to check the suitability of the topic for research purposes. Relevant articles are retained.

In the fourth stage of inclusion: 14 eligible articles were studied and analyzed to get a synthesis or conclusion. In the next stage, the researcher categorizes the articles related to the Effectiveness of Principal Supervision in Improving Teacher Performance. Furthermore, profiling tables were created for 14 data sources that matched the research discussion and analyzed in detail.

3. Results and Discussion

Principals are teachers who are appointed to carry out school leadership in other words assigned to be school leaders in advancing and improving the achievement of school goals. The principal has an important task in directing all school personnel, to be able to work together in achieving school goals[12].

Supervision is a service to teachers that aims to improve teaching, learning and curriculum. Supervision as a service to teachers that aims to produce improvements.

Educational supervision is seen as an activity that is shown to improve and improve the quality of learning processes and outcomes[13][14].

As stated in Law No. 14 of 2005 concerning Teachers and Lecturers article 1 point 1 it is stated that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through the education pathway. formal education, primary education, and secondary education[15].

Etymologically the term performance comes from the word job performance or actual performance which means work performance or actual achievement achieved by someone [16]. The performance of Islamic Religious Education teachers is a result of the work achieved by a religious teacher in carrying out the tasks assigned to him based on skills, experience, and sincerity and time. The performance of Islamic Religious Education teachers can be seen when they carry out learning interactions in the classroom, including their preparation in the form of programs and teaching evaluations[17]. The articles reviewed in this study are contained in Table 1.

In Table 1. Academic and clinical supervision is very much needed by teachers because supervision is an important point that teachers get guidance from the principal. This academic and clinical supervision point is specifically discussed as much as 92.7% (64.2% academic supervision and 28.5% clinical supervision) in articles 2,5,7,8,9,10,11,12,13 for academic supervision and in articles 4,6,11,14 for clinical supervision.

Likewise, teacher performance cannot be separated as a result of the two supervisions. So that efforts to improve teacher performance must be carried out continuously, this is explained as much as 78.5% in articles number 1,3,5,6,7,8,9,10,11,12,13.

From the explanation above, the data shows that the role, function and guidance, especially academic and clinical supervision services from the principal, are needed, so that teachers in carrying out their professional mandate can continuously improve the quality of their performance and master the skills required to become professional educators.

The excellence and renewal of this research can be seen from the guidance of the principal in terms of academic supervision and clinical supervision of Islamic religious education teachers.

TABLE 1: The Effectiveness of Principal Supervision in Improving Teacher Performance.

NO	The Effectiveness of Principal Supervision in Improving Teacher Performance	Academic Supervision	Clinical Supervision	Teacher Performance
1.	Principal's Leadership Effectiveness in Improving Teacher Performance [1]			√
2.	Efforts to Improve Teacher Competence in the Implementation of the Learning Process Through Academic Supervision at SD Negeri 017 Pasir Emas [2]	√		
3.	The Performance of Islamic Religious Education Teachers in Improving the Quality of Learning at SMK Negeri 1 Naga Raya [4]			√
4.	Improving Teacher Professionalism Through Information and Communication Technology-Based Clinical Supervision [5]		√	
5.	The Effect of Principal Supervision and Work Motivation on Teacher Performance at Smk N 2 Batam [11]	√		√
6.	Implementation of Principal Clinical Supervision to Improve Teacher Performance in Managing Learning at SMA Negeri 2 Sambas [18]		√	√
7.	The Relationship between the Intensity of Academic Supervision of Supervisors on the Performance of PAI Elementary School Teachers [19]	√		√
8.	Academic Supervision of the Principal on the Performance of Islamic Religious Education Teachers at 79 State Elementary Schools in Bengkulu City [17]	√		√
9.	Application of Academic Supervision in Efforts to Improve Teacher Performance in Implementing Learning at North Masbagik Sdn 1 [14]	√		√
10.	Academic Supervision of Elementary School Teacher Performance [15]	√		√
11.	Improving Teacher Performance Through Periodic Collaborative Educational Supervision at SDN Lamongrejo 4 Ngimbang Lamongan [20]	√	√	√
12.	The Effect of Principal Supervision on Teacher Performance in Public Elementary Schools in Air Kumbang District, Banyuasin Regency [21]	√		√
13.	The Effect of Principal Supervision on Teacher Teaching Performance [22]	√		√
14.	Patterns, Principles, and Tasks of PAI Supervision [23]		√	

3.1. Academic Supervision

The implementation of supervision related to the supervisor's efforts in helping teachers develop their ability to manage the learning process to achieve learning objectives is known as academic supervision[19].

Academic supervision is the ability of teachers to carry out the learning process including planning the learning process, implementing learning, and assessing or evaluating learning. Thus, it is hoped that academic supervision can improve and assist teachers in overcoming problems related to learning management[17][15].

In accordance with the main duties of the principal as stated in Permendikbud No. 15 of 2018, which consists of managerial, entrepreneurship, and supervision. So that school principals can implement or apply academic supervision activities as coaching, mentoring, and development of teacher performance[15].

The stages contained in academic supervision are the planning, implementation, and evaluation stages. With these stages, it is intended that academic supervision runs in a patterned and directed manner so that it can achieve what has been targeted. In carrying out academic supervision, the principal must use academic supervision techniques and be guided by the principles of academic supervision.[15].

3.2. Clinical supervision

Clinical supervision is part of academic supervision because the implementation stage places more emphasis on finding weaknesses and deficiencies in the learning process and then seeks to directly find solutions and correct these shortcomings and weaknesses. Clinical supervision is an aid to teachers in improving and developing their professionalism in presenting teaching materials[23].

The definition of clinical supervision can be seen from the clinical term itself. Clinical means dealing with taking care of the sick. Similar to diagnosing sick people, teachers can also be diagnosed in the teaching and learning process, to find out which aspects make the teacher unable to teach well. The purpose of clinical supervision is not to judge the good or bad of a teacher but to provide specific direction, guidance, or guidance in improving the professionalism of his teaching performance[23].

Some of the reasons underlying the importance of academic and clinical supervision are to assist teachers in improving and improving the quality of the learning process, to diagnose and solve learning problems, to help teachers develop skills in learning strategies, and to help teachers develop careers and professions independently[18].

In every teaching and learning process, whether or not educators need and depend on the supervision carried out by the principal, in order to fortify and improve the quality of teachers. The lack of teacher performance and achievement cannot be separated from the lack of guidance from the head of the education unit through supervision activities[13][24]. The research is strengthened by research Imah, 2018; Sujadi et al., 2019 The guidance carried out by the head of the education unit to educators can increase performance.

Likewise, the results of the interview with the Islamic Religious Education Teacher on June 21, 2021 which stated that the principal has a very important role in improving the performance of the Islamic Religious Education teacher, the competence of a school principal to carry out a school task is very important for the principal to have. This is in line with research conducted Asmarazisa, (2018) conducted a study, "The Effect of Principal Supervision and Teacher Work Motivation on Teacher Performance". explained that the supervision of the principal has a positive and significant effect on the performance of teachers in the education unit. Imah, (2018), the title of the research "The Effect of Principal Supervision on the Performance of SDN Teachers in Kec. Air Kumbang Kab. Banyuwangi explained that the implementation of principal supervision contributed 79% to the performance of elementary school teachers in the district. Water Beetle, Banyuwangi Regency.

From the State Civil Apparatus (ASN) of the Probolinggo City Ministry of Religion in the Islamic Religious Education Section, data was obtained that in 2021 there were 92 Elementary School Islamic Education Teachers in the Information System and Religion Teacher Administration (SIAGA) application. already have an educator certificate, while most of the remaining 37 teachers of Islamic religious education in elementary schools are still waiting to be certified. This shows that only 59.7% of Elementary School Islamic Education Teachers in Probolinggo City are truly recognized for their professionalism by the state. Meanwhile, 40.2% of Islamic Religious Education Teachers in Probolinggo City are not yet professional.

As for the weaknesses, there are several aspects that need to be improved, including the principal in carrying out his function as a supervisor that is less than optimal, the lack of planning, implementation, and following up on the results of supervision so that there is positive feedback between the principal and the teacher, the lack of activities to raise the morale of the teacher. in dealing with existing problems[1].

In its implementation, supervisors need to understand the supervisory functions which are the main tasks as education supervisors. The educational supervision function consists of research, assessment, improvement, and development functions [22].

The function of supervision according to Adams and Dickey in their book entitled *Basic Principles of Supervision*, defines supervision as a planned program to improve learning, where the program is essentially a change in the learning process. Supervision according to Neagley (1980) is all services to educators that have the aim of producing changes in the nature or teaching instructions, learning services, and development of the curriculum. Meanwhile, Kimball Wiles (1956) defines that supervision is assistance in developing positive learning conditions". This definition is in accordance with the view of N.A. Amatembun (1981) which focuses on improving the performance of learning achievement, so that teachers provide professional learning assistance and services..

In the practice of academic and clinical supervision, teachers are not treated as subordinates, but as colleagues, the work system developed is collaboration, although the bureaucratic organizational structure is still respected. The supervisory behavior approach is to create and maintain harmony between personal needs and organizational goals through team work and evaluation of supervision goals.

4. Conclusion

This study was conducted to describe the effectiveness of principal supervision in improving teacher performance against problems faced by teachers, including additional tasks outside of professional duties as teachers, the Covid-19 pandemic, educational policies that change frequently. Based on the discussion that has been carried out, several conclusions can be drawn according to the problems studied, including:

Supervision carried out by the principal has a very good effectiveness and contributes in improving the performance of Islamic religious education teachers in Probolinggo City. This can be seen from the increase in the performance of Islamic religious education teachers from 58.7% to 97%, and in making lesson plans from 75% to 99%.

From the results of the literature study, it is explained that the supervision of the principal can improve teacher performance and the results obtained illustrate that the supervision of the principal has a very good effectiveness in improving teacher performance, the more dominant aspect lies in academic supervision and clinical supervision.

As a basis for improving teacher performance in Permendiknas No. 16 yrs. 2007 concerning Standards of Academic Qualification and Teacher Competence emphasizes that every educator must have nationally determined standards of academic qualifications and competence of educators. Which includes pedagogic abilities, personality abilities, social skills and professional abilities.

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