

THE EFFECT OF EDUCATION SUPERVISION BY THE PRINCIPAL OF MTS NU AL HAMIDIYAH LANGKAPLANCAR PANGANDARAN TEACHER PERFORMANCE IN SCHOOL

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ABSTRACT

This journal conducts research, which aims to find out and clarify how the effect of the implementation of educational supervision by the principal on the performance of teachers in schools. Conducting research using one approach, namely quantitative approach and ex post facto type. Teachers in schools became the subject of research by taking a sample of 180 teachers, using proportional random sampling technique, and using a questionnaire about the implementation of educational supervision by the principal and data on the results of teacher performance assessments owned by the school. And from the research and assessment, it can be seen that the implementation of educational supervision by the principal does not have a positive effect on teacher performance and the implementation of educational supervision by the principal has a weak or even very weak effect on the performance of teachers in schools.

Keywords: the effect of educational supervision, principals, teacher performance

INTRODUCTION

Education affects the quality of a country. Education is a teaching and learning activity through interaction between students, educators and learning resources. The quality of education is very dependent on these three main components and the rest is influenced by the community and the surrounding environment. To support the improvement of the quality of education, it is hoped that every teaching staff, namely teachers and education staff (employees) can know the importance of educational supervision in the learning process. So that every educator and education staff can implement the role as a supervisor properly according to their rights and authorities. Education is expected to give birth to the next generation of the nation with academic and non-academic potential so that

they can compete nationally and internationally.

To achieve a quality education at the education level, it must first improve and optimize the quality of existing educational resources, these educational resources are in the form of educators, both ministers and education staff in schools.

Teacher is a job (profession / position) that must have special skills and competencies as a teacher and cannot be done outside the field of education. This is stated in the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System which states that educators, in this case teachers, are professionals.

Supervisors play a very important role for teachers to be qualified, so that teachers can carry out (learning) professionally [1].

Supervisory positions in schools include principals and supervisors. Supervision carried out by the principal as Supervisor.

Based on this description, it is necessary to conduct research and assessments on how the level of implementation of educational supervision by the principal of MTs NU Al Hamidiyah Langkaplir Pangandaran and how optimal is the performance of teachers at MTs NU Al Hamidiyah school Langkaplancar Pangandaran and whether the implementation by the principal of MTs NU Al Hamidiyah Langkaplir Pangandaran significant effect on the performance of school teachers. So with this assessment, it can be explained the effect of the implementation of educational supervision by the principal of MTs NU Al Hamidiyah Langkaplancar Pangandaran on teacher performance in schools.

An educational process that has quality can be determined by various elements that exist both within the school and the school environment as an inseparable unit (system). Below are 10 (ten) determining factors for the realization of an educational process that has quality [2], namely:

1. Effective, efficient and innovative principal leadership,
2. There is participation and a sense of responsibility from teachers and staff,
3. Effectiveness in the teaching-learning process,
4. There is a development program for staff,
5. There is relevance to the curriculum,
6. Clarity of vision and mission,
7. conducive school climate,

8. There is a self-assessment on the strengths and weaknesses of teachers and staff,
9. Established effective communication (internal and external)
10. Parents and the community are intrinsically involved.

In supporting this research, the researcher refers to an empirical study in the Bandung City Education Office in Clusters 19 and 20, where the results of preliminary observations that need to be optimized to improve the quality of education are:

1. Teachers must understand and create a learning process system.
2. There are students who have low abilities
3. There is no cooperation yet.
4. Cognitive and affective aspects in the learning process have not been fulfilled.
5. Lack of teacher understanding of the material in accordance with the curriculum.
6. The relationship between the curriculum and the world of labor is not yet appropriate.
7. The implementation of KBM has not been carried out properly because the way the teacher works is not comprehensive.

LITERATURE REVIEW

Educational supervision is a series of coaching activities for educators and educational staff that must be planned so that the results of their work are effective,

efficient and innovative [3].

The dimensions of the principal's supervision are:

- (1) There is a plan for the educational supervision program to improve the professionalism and competence of teachers,
- (2) Accuracy in the implementation of teacher education supervision by carrying out supervision approaches and techniques.
- (3) There is a follow-up (feedback) from

following up on the results of academic supervision of teachers to improve teacher professionalism.

Performance Etymologically comes from the word job performance or actual performance which means work performance or actual achievement achieved by someone.

Performance is a record of the results and profits generated by a particular job function or activity over a certain period of time. [4]

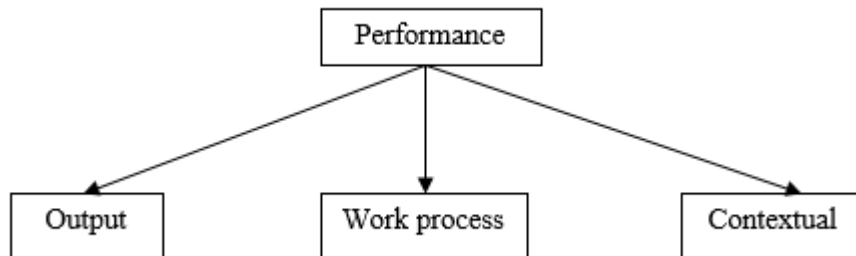


Figure 1: Performance Dimension of Teacher [5]

The dimensions of teacher performance are: Quality and Quality of Teacher Work. The quantity of work is the amount of work that

has been carried out by the teacher. While the quality of teacher work is the result of work that can be carried out well.

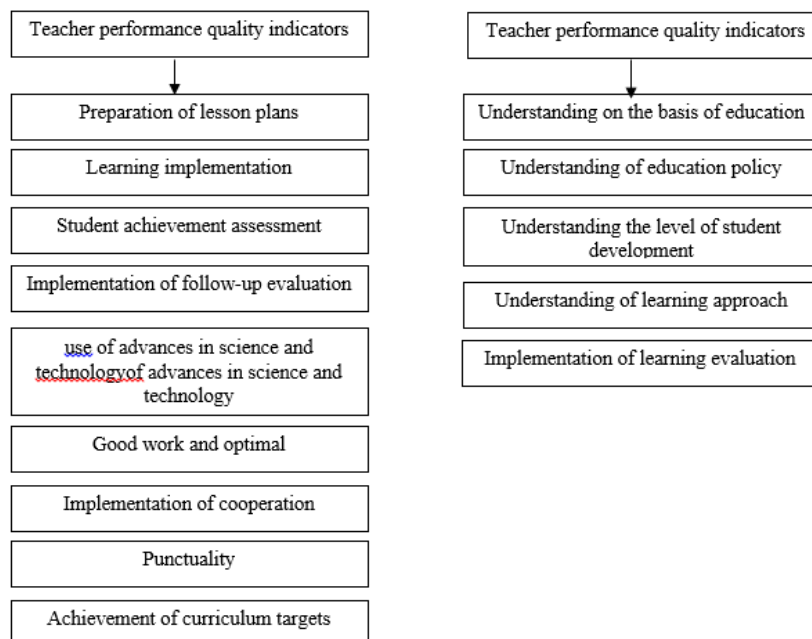


Figure 2: Performance Indicator of Teacher [5]

METODE PENELITIAN

The method used in this study uses a quantitative-exploratory method. The object

is 35 respondents consisting of principals and teachers at MTs NU Al Hamidiyah Langkaplancar Pangandaran.

Tabel 1: Sampel Penelitian

Work unit	Number of samples
Headmaster	21
Administration	14
Permanent teacher	35

Source: Research Results, processed (2021)

RESULTS AND DISCUSSION

Table 2 : Recapitulation of the Assessment Education Supervision Indicators

Sub variable	Indikator	Hope	Reality	Criteria
Leadership	Increase morale	175	115	Pretty good
	Encourage creativity	175	104	Pretty good
	Accommodate	175	90	not good
	Guide	175	101	Pretty good
	Exemplary	175	109	Pretty good
	Amount	875	519	Pretty good
Supervision	Observe	175	129	Good
	Control	175	138	Good
	Monitor	175	141	Good
	Amount	525	408	Good
Total score of supervision implementation		1400	927	Pretty good
the average implementation of supervision		175	115,87	

Source: Research Results, processed (2021)

In table 2 on the recapitulation of educational supervision by the principal of MTs NU Al Hamidiyah Langkaplancar Pangandaran, the criteria are quite good, with a total score of 927 for the implementation of supervision and an average score of 115.87.

The implementation of supervision by the principal of MTs NU Al Hamidiyah Langkaplancar Pangandaran was of good enough value, so it became the attention of the principal of MTs NU Al Hamidiyah Langkaplancar Pangandaran for an increase in the ability to implement educational

supervision by the principal of MTs NU Al Hamidiyah Langkaplancar Pangandaran. Regarding the leadership of the principal at MTs NU Al Hamidiyah Langkaplancar Pangandaran, the indicators are not good, while the rest are quite good. Meanwhile, the indicators for the supervision of the principal at MTs NU Al Hamidiyah Langkaplancar Pangandaran are of good value. Leadership (principal) at the principal of MTs NU Al Hamidiyah Langkaplancar Pangandaran in the implementation of educational supervision needs to be improved again.

Teacher Performance at MTs NU Al Hamidiyah Langkaplancar

Pangandaran

Human resources (HR) are still in the spotlight and focus for the world of education, especially schools. The investment that must be made in improving human resources is not small in number, but the results are often difficult to feel in the short term, because it takes time, patience and the right method in order to produce school principals at MTs NU Al Hamidiyah Langkaplancar Pangandaran who are competent, professional and competitive.

Teacher performance management is closely related to the duties of the principal, especially at MTs NU Al Hamidiyah Langkaplancar Pangandaran,

because intense and continuous communication is needed, establishing partnerships with all teachers at MTs NU Al-Hamidiyah Langkaplancar Pangandaran.

The development of teacher performance at MTs NU Al Hamidiyah Langkaplancar Pangandaran must build clarity of expectations.

Performance appraisal is the result of an assessment that is used to assess and find out about the implementation of tasks or work that has been done.

Respondents Performance appraisal includes quantity and quality of work. Table 3 is the result of a descriptive test on teacher performance assessment at MTs NU Al Hamidiyah Langkaplancar Pangandaran.

Table 3 : Recapitulation of Teacher Performance

Sub variable	Indikator	Hope	Reality	Criteria
Work quantity	Draw up lesson plans	175	134	Good
	Carry out learning	175	112	Pretty good
	Assess learning achievement	175	123	Good
	Carry out follow-up learning	175	92	Pretty good
	Take advantage of advances in science and technology	175	74	Not good
	Maximizing good and optimal work in KBM	175	111	Pretty good
	Apply cooperation	175	138	Good
	Punctuality in lesson plans	175	120	Good
	achievement of curriculum targets	175	114	Pretty good
	Amount	1575	1018	Pretty good
Work quality	Understand the foundation of education	175	143	Good
	Understand the level of development of students	175	134	Good
	Understand the level of learning approach according to the material	175	137	Good
	able to carry out learning evaluation	175	131	Good
	Amount	700	545	Good
Total score of performance teacher variable		2275	1563	Good
the average		175	120.2	

Source: Research Results, processed (2021)

**The Effect of Educational Supervision
on Teacher Performance at MTs NU
Al Hamidiyah Langkaplancar
Pangandaran**

on teacher performance can be seen in the following table:

Table 4. Coefficient of the Effect of Educational Supervision on Teacher Performance

The results of the calculation of the effect of educational supervision by the principal

Table 4 : Coefficient of the Effect of Educational Supervision on Teacher Performance

Description	Correlation coefficient	Determinant coefficient	f test	Significant
the effect of educational supervision on teacher performance	0.600	36%	18.595	Sig

Source: Research Results, processed (2021)

In table 4 above, it can be seen as follows:

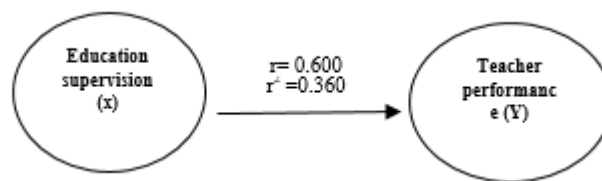


Figure 3 : The Coefficient of The Influence of Educational Supervision on Teacher Performance

Source: research results

The results of the correlation coefficient in Table 4 are 0.600 while the determinant coefficient values are 0.360 (36%) and 64% (0.640) are influenced by other factors.

Teacher performance at MTs NU Al Hamidiyah Langkaplancar Pangandaran by 36% is influenced by the ability of the principal in carrying out educational supervision, and the remaining 64% is influenced by other factors not examined in the study. The F test result is 18,595, then the result is greater than the value of can be declared significant.

Improving teacher performance as measured by the indicators mentioned above needs to be supported by educational supervision carried out by school principals through leadership and supervision. The role of educational supervision by the principal is important in improving the performance of teachers in carrying out the tasks of the teaching and learning process. Furthermore, educational supervision activities carried out by school principals need to be further improved and streamlined because this variable determines the performance of teachers in carrying out their duties.

Policies in Improving Teacher Performance Through Education Supervision at MTs NU Al Hamidiyah Langkaplancar Pangandaran

Based on the results of the analysis, it shows that the educational supervision activities of principals have a positive and significant effect on teacher performance, so positive actions are needed related to increasing the ability of principals to carry out supervision, especially those related to improving leadership abilities and supervisory abilities of principals. Related parties who must play an active role in improving the supervisory ability of school principals, such as:

1. Principals must always strive to improve leadership and supervisory abilities as part of educational supervision activities, in addition, principals must be able to make changes to the implementation of educational supervision, and principals must continuously carry out educational supervision.
2. Teachers must openly accept every action of the principal which means supervision of the teaching and learning process carried out by the teachers, thus there will be mutually beneficial cooperation between the principal and the teacher which will ultimately have a positive impact on the effectiveness of the teaching and learning process. .
3. The principal is given the widest opportunity and opportunity to carry out educational supervision for teachers in carrying out their duties.
4. School supervisors as school supervisors must increase supervision activities in carrying out supervision activities for teachers.
5. MTs NU Al Hamidiyah Langkaplancar Pangandaran must monitor, evaluate, provide supervision guidelines and carry out education and training for school principals.

CONCLUSION

1. The ability of the principal in carrying out educational supervision at MTs NU Al Hamidiyah Langkaplancar Pangandaran has a fairly good ability.
2. The performance of teachers at MTs NU Al Hamidiyah Langkaplancar Pangandaran in carrying out teaching and learning activities and the teaching and learning process is considered good.
3. Educational supervision carried out by the principal at MTs NU Al Hamidiyah Langkaplancar Pangandaran the results have a positive and significant impact on changes in teacher performance.
4. Educational supervision activities are appropriate to be carried out as an effort to improve teacher performance at MTs NU Al Hamidiyah Langkaplancar Pangandaran.

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