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THE ROLE OF THE SCHOOL PRINCIPAL AS SUPERVISOR IN IMPROVING TEACHER PROFESSIONALISM IN MAN 1 MEDAN

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Abstract

Supervision refers to the school principal's efforts to lead teaching staff and other educational personnel to improve the learning process, including stimulating the growth and development of teachers, evaluating educational objectives, teaching materials, teaching methods, and assessing learning outcomes in order to improve their quality. This research aims to explore the role of school principals as supervisors in improving teacher professionalism at MAN 1 Medan, using a qualitative approach by collecting data through observation and interviews. The data was then analyzed using the phenomenological method, the results of which came from interviews with school principals and teachers. The research results show that the principal's role as a supervisor includes visiting classes during learning, observing the learning process, and conducting interviews with teachers.

Keywords: Principal, Supervisor, Teacher Professionalism

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INTRODUCTION

Education has a very important role in improving individual abilities, encouraging social, economic and industrial progress of society and the country. Through education, a person has the opportunity to develop comprehensively in various aspects of life. Indonesia has aspirations to make the nation's life more intelligent, which is reflected in the preamble to the 1945 Constitution. To achieve this goal, planned efforts are needed in the implementation of education in Indonesia, in accordance with what is regulated in Republic of Indonesia Law Number 20 of 2003 concerning the National Education System. The aim of this education is to create a structured learning environment so that students can actively develop their potential in spiritual aspects, self-control, personality, intelligence, noble morals, and the skills needed for the progress of society and the country.

Schools as an educational institution are entrusted with the task of achieving national education goals. Developments that occur in the school environment have the potential to bring about positive changes, including in terms of culture, communication, climate and teacher performance. The hope is that these changes will continue to improve the conditions of the school environment, thereby providing a sense of comfort and happiness for teachers. The support and motivation provided by the school principal is very important in this case (Riski, Rusdinal, and Gistituati, 2021). Apart from that, school principals also have a significant role in improving teacher professionalism. However, in reality, there is a gap between ideal expectations and the situation on the ground.

Supervision is a supervisory activity, which has the aim of helping to improve and enhance the management of education in schools. In order to improve the quality of education in general and the teaching and learning process in particular, supervision is important to implement. However, considering that teachers have different personalities, supervisors in carrying out their supervisory

duties should pay attention to the differences that exist in each teacher, both in educational background, skills and experience (Purwanto, 2005).

According to Ngainun Naim (2007), teachers as figures who have an important role and determining factor in educational success, armed with the educational background they have, basically have quite high potential to be creative and improve performance, but in implementation there are inhibiting factors in their efforts. optimal development of its various potentials. Therefore, in an effort to overcome these obstacles, continuous and sustainable development with targeted and systematic programs is very necessary for teachers in madrasas. This teacher and education personnel development program is commonly called educational supervision, as one of a series of activities in education management (Ansori, 2020; Bisri, 2020). As supervisors, education supervisors and school principals have the responsibility to improve teacher performance and develop teacher potential (Darim, 2020; Nur Hakim & Rahayu, 2019; Rofiq, 2017).

Improving teacher performance through educational supervision in educational institutions is the authority of school principals and supervisors (supervisors) (Ubabuddin, 2019). This increase in teacher performance is realized by providing services, professional assistance, coaching, or guidance provided by heads and supervisors to teachers and administrative staff to improve their performance in achieving educational goals. The function of supervision is to translate educational and teaching objectives into learning languages that can (help make it easier) for teachers to understand them (Kartiko & Azzukhrufi, 2019).

Until now, the implementation of supervision in schools by supervisors (supervisors) is generally still limited to inspection activities. The improvements in teaching that have been achieved are largely the result of a more advanced curriculum, better textbooks, improved teacher education, efforts to improve teaching through general instructions on school administration and guidelines on curriculum implementation, and personnel upgrading (Rony & Jariyah, 2020). However, improving the learning process through intensive and systematic classroom supervision and individual discussions by supervisors has not been

widely implemented, and teachers are largely left to walk alone without direct coaching and guidance (Nihayah, 2018).

21st century leadership must be competent, confident and able to motivate colleagues. This is no exception in the field of education. School principals must be able to motivate teachers to always improve their abilities. The reality is that there are still teachers who only teach material. Meanwhile, not all of the values that should be implemented by students have been fulfilled. Teachers must implement values education. Values education will be successful if habituation, understanding and example are carried out continuously. Finally, students will gain the meaning of a character value. This is a form of implementation of indicators of teacher professionalism, namely the attitude aspect (Rahmawati 2019).

According to the author's initial interview with the principal at MAN 1 Medan regarding the role of principals in improving teacher professionalism, principals are recognized as having an important role in this matter and it is considered their main responsibility. One effort that can be made by school principals to increase teacher professionalism is by conducting direct observations of the learning process in the classroom, including how teachers teach, mastery of material, and classroom management. Apart from that, school principals are also expected to encourage teachers to take part in training so that they can evaluate their own teaching methods, which will ultimately improve the quality of learning.

LITERATURE REVIEW

Modern education demands a system that can improve individual quality. Improving the quality of education is strongly connected to efforts to increase the professional maturity of teachers, who can face challenges in the world of education. (Suharsaputra, 2018)

To achieve professional school management, a leader who is also professional is needed, especially the school principal. The school principal has a key role in formulating policies and monitoring school progress, including improving teacher performance and managing resources and the teaching and

learning process. The success of education in schools really depends on the principal's ability to manage the educational environment in the school. (Suyitno, 2021)

With careful supervision, school principals are expected to improve teacher qualifications. With guidance from the school principal, teachers who have not reached good standards or are not yet fully professional can be helped through various academic activities. As a leader in a school, the principal must understand the situation and conditions in the school environment, including teacher performance and the physical condition of the school. This requires the principal to carry out thorough supervision of all aspects of education in the school. As a supervisor, the principal is responsible for improving teachers' skills in managing the learning process, and has an important role in the progress and development of the school. Therefore, school principals must carry out effective supervision based on good supervision techniques and principles. (Raberi, Fitria, and Fitriani 2020).

With effective supervision from the principal, teachers can be encouraged to demonstrate professionalism. Teacher professionalism is reflected in the implementation of the learning process, conformity with the methods and materials taught, as well as responsibility in carrying out tasks. Professional teachers have intellectual, moral, spiritual and social responsibilities, which cannot be postponed any longer in this era. They are a determining factor in the success of quality education, considering that the low quality of education currently indicates the need for professional teachers. Therefore, teachers are expected to have strong instincts in adhering to the principles of teacher professionalism. (Rahmat 2018)

According to research conducted by Dedi Lazwardi, school principals need to create a comfortable learning environment so that teachers and students can carry out the learning process effectively. This means that the principal is not only responsible administratively, but also acts as a supervisor who evaluates teacher performance to ensure they remain professional and improve their competency. According to Fitriani (n.d.), in another study, it was explained that the supervision of school principals plays a vital role in developing the abilities and qualities of

teachers. School principals help improve the quality and skills of teachers through developing teaching professionalism and cultivating professional personal attitudes. (Fitriani 2019)

According to research by Hamidi and colleagues (2019), school principals are responsible for coordinating the tasks and obligations of their subordinates as well as monitoring and evaluating their performance. However, this research has not found the role of school principals in improving teachers' professional competence.

Sudrajat (2015) states that becoming a professional teacher involves having: 1) Solid knowledge in the fields of education and technology, 2) Skills based on educational research and practice, 3) Continuous professional development, 4) A mature and continuously developing personality , and 5) The ability to inspire students in the fields of science and technology.

RESEARCH METHODS

Research Context

The research was conducted at MAN 1 Medan which is located on Jalan Williem Iskandar No. 7, Medan, North Sumatra on May 2 2024. The main aim of this research is to understand the role of the principal as a supervisor in increasing teacher professionalism at MAN 1 Medan.

Research design

This research uses a qualitative research method with a phenomenological approach. Phenomenology is a qualitative methodology that allows researchers to use their subjectivity and interpersonal skills in the exploratory research process. Qualitative research aims to understand phenomena experienced by research subjects, such as behavior, perceptions, motivations and actions, holistically using descriptions in the form of words and language, in special natural contexts using various natural methods. According to Wijaya (2018), qualitative research is a naturalistic investigation process which aims to obtain an in-depth understanding of natural social phenomena.

Participants

This research involves school principals who will be interviewed. To recruit participants, researchers asked for their permission to be part of the research. This process was carried out at the school, where the researcher sent a letter of permission for interviews and research to the school concerned. After obtaining permission from the school, the researcher asked participants for permission to record all conversations before carrying out the interview. The researcher also explained the purpose of the interview to participants and provided a questionnaire containing interview questions. After participants understood the questions, interviews were conducted with the help of a voice recording application, lasting 15-30 minutes. The collected data was then transcribed repeatedly while writing it down.

Data collection process

Data was collected through oral and face-to-face interviews between researchers and participants to explore the role of school principals as supervisors in improving teacher professionalism at MAN 1 Medan. The data collection method involves semi-structured interviews which are recorded, then the results of the recordings are transcribed by the researcher. Data that is considered important is then selected for analysis to conclude the research findings.

Data analysis technique

In data analysis techniques, researchers understand existing data using thematic content analysis. Coded data is classified into themes to evaluate, relate, and summarize (Spencer, Richtie, Ormston, O'Connor & Barnard, 2014). At the end of the interview, participants were given the opportunity to clarify the information that had been provided, including the confidentiality of their identities in the research report (Baharuddin, 2020). The process involves listening to interview recordings, transcribing the interview results, understanding any data presented, and extracting relevant data according to the interview results.

FINDINGS AND DISCUSSION

Based on the research that has been conducted, 2 themes have been found, including (1) the role of the principal as a supervisor, (2) the strategies used by the principal to increase teacher professionalism.

The Role of the Principal as Supervisor

The duties and responsibilities of school principals continue to develop and change, both in character and scope. School principals have an important role in providing direction to teachers and staff, with a focus on improving the quality of education. As a supervisor, the principal is responsible for researching and establishing the necessary requirements so that the school's educational goals can be achieved as best as possible.

As a supervisor, the principal has a role in providing guidance, support and direction to teaching and education staff to understand and carry out educational procedures for the sake of educational progress. Apart from that, school principals are also expected to be able to carry out supervision and control to improve the performance of teaching staff, as stated by one participant:

"The principal plays a very important role in increasing the professionalism of teachers, besides being a supervisor he is also a facilitator and material person. And that is the job of a school principal. An example of what he has done to improve the professionalism of a teacher is by assigning a deputy principal to carry out educational supervision of teachers. And the one who was given the task immediately went down to the class to see how a teacher teaches, masters his field, and masters his class. Then the principal always recommends teachers who are called mgmp, and must often attend seminars. ."

School principals need to have the courage and initiative to present themselves as leaders who support and assist teachers' continuous self-development. According to Abu (2014), as a leader, the principal can involve teachers in training to increase their knowledge and provide direction to teachers in carrying out learning tasks.

Strategies Used by School Principals to Increase Teacher Professionalism

A teacher's professional competence requires the ability to select, arrange and group learning materials according to student needs. This is reflected in the teacher's mastery of the subject matter as well as the steps to deepen his/her field of study. With adequate knowledge, a teacher can increase

his competence and professionalism in conveying knowledge to students, as stated by one of the participants.

“First: we must master our field or topic of discussion. That's what a teacher does. Then also a teacher must be ready to appear in front of students. This means that a teacher tries not to lose to students. Even though the teacher knows that the student is smart. but as a teacher we have to have a lot of vocabulary. By playing with words, we can defeat a student's cleverness. Second strategy: we have to add more things when teaching, such as teaching aids, games. This means that our learning system is not boring. That's what is called strategy."

According to Glickman, there are several strategies used by school principals to increase teacher professionalism:

1. Listening: This includes the principal listening to everything the teacher says, whether regarding weaknesses, difficulties, mistakes, problems, or other matters related to improving their professionalism.
2. Clarifying: The principal clarifies the meaning of what is stated by the teacher. If at the listening stage the principal hears various things said by the teacher, then in the clarifying stage the principal clarifies what the teacher means by asking them.
3. Encouraging: This involves the principal encouraging teachers to restate things that they feel are still unclear.
4. Presenting: The principal tries to convey his view of what the teacher means.
5. Solving problems: Principals and teachers work together to solve problems faced by teachers.
6. Negotiation: The principal and teachers negotiate to reach an agreement regarding the tasks that must be carried out individually or together.
7. Demonstrating: The principal shows a certain action or attitude so that the teacher can observe and imitate it.
8. Directing: The principal gives direction to teachers to do certain things.
9. Standardizing: The principal makes adjustments together with teachers to achieve the desired standards.
10. Provide reinforcement: The principal provides an overview of favorable conditions for teacher development.

CONCLUSION

As a supervisor, the principal has a central role in guiding and directing all stakeholders in the school towards achieving common goals. The principal is responsible for the entire educational process in the school, including improving human resources and the professionalism of teachers and employees. This professionalism is very important considering the increasingly fierce competition in the current era of globalization. Teachers not only need to master the subject matter, but also other aspects of the learning process. Therefore, school principals need to continuously control the quality of education in schools to improve teacher professionalism. Research shows that the role of the principal as an academic supervisor at MAN 1 Medan has gone well, as can be seen from the activities and dimensions of academic supervision carried out, including providing guidance to teachers in terms of professionalism in their duties.

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