

THE ROLE OF TEACHER SUPERVISION BY THE PRINCIPAL AT SMP COUNTRY 3 PERCUT SEI TUAN

Muhammad Azmi Tanjung¹, Lolia Purnama Sari², Najwa Al Fachrani³, Aulia Zakiah⁴,
Amelia BR. Kaban⁵

¹²³Faculty of Tarbiyah and Teacher Training / State Islamic University of North Sumatra,
Indonesia

azmitiga117@gmail.com , Loliapurnamasari234@gmail.com ,
najwaalfachrani27@gmail.com , auliazakiah402@gmail.com , kabanamelia08@gmail.com

KEYWORDS

Supervision, Teachers,
Principals.

ARTICLE INFO

Accepted: 2 Mei 2024

Revised: 30 Mei 2024

Approved: 7 Juni 2024

ABSTRACT

The method used in this research is descriptive qualitative analytical. The descriptive method means that the researcher explains the real conditions of supervision carried out by the principal at SMP Caountry 3 Percut Sei Tuan, while qualitative analysis is used when researching the role of the principal's supervision in supervising teacher performance at SMP Caountry 3 Percut Sei Tuan. The scope of this research is field research taking place at SMP Caountry 3 Percut Sei Tuan. Data collection techniques use interviews, documentation and observation. Data sources consist of primary data and secondary data. In conducting research, researchers themselves naturally act as research instruments. The data analysis techniques used by researchers are data analysis, data reduction, data interpretation and conclusions. The results of this research are that the implementation of supervisory duties includes elements, personal, material and operational. The performance of teachers at Percut Sei Tuan Public Middle School has demonstrated good performance standards.

INTRODUCTION

Supervision is one part of the process or activity of the supervision and control function. In line with the development and paradigm of supervision activities, it is a manager's planned activities through guidance, direction, observation, motivation and evaluation of his staff in carrying out daily activities or tasks.

School management as an educational institution cannot be separated from the role of the principal in carrying out his main duties. According to Supardi (2012: 13), "the leadership of the school principal through the provision of supervision services to teachers is one of the organizational variables that influences teacher performance". Furthermore, it is explained in

Hadis and Nurhayati (2012: 36) that the role of principal supervision in schools is very large and significant in improving the performance of teaching staff which ultimately leads to improving the quality of the learning process and learning outcomes at a micro level, and improving the quality of teaching and education at a micro level. macro which leads to improving the quality of Indonesia's human resources as a whole. Apart from that, school principals also have competencies as stated in the regulation of the Minister of National Education of the Republic of Indonesia Number 13 of 2007.(Ramadan Ahmad, 2017)

Education is a human need that is very necessary in human life itself. In essence, humans will not only depend on nature without any other influence. In this process, the influence that humans will receive from other humans emerges, which will bring about changes in the attitudes of the humans they influence.

In accordance with the above, it is clear that humans need education, education is a process to change humans from certain conditions to other conditions. So with education, change will be seen in the process of changing human thinking, from not understanding to understanding, from not knowing to knowing, because education is an absolute thing that must be fulfilled in an effort to improve the standard of living of humans, religion, and especially the Indonesian nation so that not to be left behind by other nations.

This is in line with the definition of education stated in the National Education System Law no. 20 of 2003 article 1 which reads "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals and the skills they need." , society, nation and state".

Therefore, the education system must be able to guarantee equality of opportunity to improve the quality as well as the relevance and efficiency of education management to face challenges in accordance with the demands of changing life at home and abroad, so that educational change is needed in a planned, directed and sustainable manner. Therefore, education requires a professional arrangement, this requires capable and tough personnel. This is what we call an educational leader/school principal. A school principal is not only required to master leadership theory but must also be skilled at applying it in practical situations in the work era.

The principal is an educational leader who has an important role in developing educational institutions, namely as the holder of control in educational institutions. In this case, the role of the principal must be moved in such a way that it is in accordance with his role in improving

the quality of education, namely as a manager so that he can influence the teaching staff, both directly and indirectly. Apart from that, school principals also have a very large role in developing the quality of education in these educational institutions.

In line with this, the role of the school principal is very influential in the growth and development of education, namely to improve human resources (HR) and the quality of education. School principals and teachers along with other educational staff are required to play an active role in increasing the growth and development of the quality of their profession in the hope of gaining new knowledge. The principal also acts as an educator who is responsible for school management.

The success of an educational institution depends greatly on the leadership of the school principal. Because the principal is a leader in his institution, he must be able to bring his institution towards achieving the goals that have been set, he must be able to see changes and be able to see the future in a better globalized life. The school principal must be responsible for the smoothness and success of all regulatory and management matters formally to his superiors or informally to the community who have entrusted their students.(Yogi, 2015)

The role of the school principal in improving the quality of education is very important because it can influence the success or failure of the quality of education itself. In general, the scope of a school principal's duties can be classified into two main aspects, namely work in the field of school administration and work related to educational professional development.

According to the perception of many teachers, the success of the principal's leadership is primarily based on his ability to lead. The key to a school principal's smooth work lies in stability and emotions, as well as self-confidence. This is a psychological basis for treating staff fairly, providing exemplary attitudes, behavior and carrying out tasks. In this context, school principals are required to demonstrate their ability to foster cooperation with all personnel in an open working climate that is partnership in nature, as well as increasing active participation from the student's parents.

The principal as a communicator is tasked with being an intermediary to transmit instructions to teachers, as well as channeling the personal aspirations of the school to the agency to the teachers, as well as channeling the aspirations of school personnel to vertical agencies and the community. The school's communication patterns are generally family based,

utilizing their free time. The flow of information delivery takes place in two directions, namely top-down and bottom-up communication.

In the field of education, what is meant by quality is defined in accordance with the meaning contained in the learning cycle. In summary, several key words for the definition of quality can be mentioned, namely: according to standards, according to market/customer use, according to developing needs, and according to the global environment. What is meant by quality is in accordance with standards, namely if one aspect of educational management is in accordance with established standards.

In the opinion of the general public, it is often found that the quality of a school can be seen from the size of the luxurious building. There are also people who believe that the quality of a school can be seen from the number of school graduates who are accepted to the next level of education. To be able to understand the quality of formal education in schools, it is necessary to look at formal education in schools as a system. Furthermore, the quality of the system depends on the quality of the components that make up the system, as well as the processes that take place to produce results.

In implementing quality improvement management, school principals must always understand the school as an organizational system. School principals build human resources through personnel management (Suwardi, 2014). In general, Slamet (2000) explains the characteristics of tough school principals, namely:

- a) Have far-sightedness and know what actions to take and really understand the method that will be taken.
- b) Have the ability to coordinate and harmonize all available limited resources;
- c) Have the ability to make decisions, mobilize existing resources, tolerance for differences, and
- d) Have the ability to fight the principal's enemies, namely ignorance, suspicion, not making decisions, mediocracy, imitation, arrogance, extravagance, rigidity, and duplicity in attitudes and actions.

The definition of education in the broadest sense is life. This means that education is all learning knowledge that occurs throughout life in all places and situations that have a positive influence on the growth of every individual creature. That education lasts throughout life (long life education). Teaching in a broad sense is also a teaching process, and carrying out learning can occur in any environment and at any time.

Literally the meaning of education is teaching carried out by a teacher to students, it is hoped that adults and children will be able to provide role models, learning, direction, and improving ethics and morals, as well as exploring the knowledge of each individual. The teaching given to students is not only from formal education carried out by those in power, but in this case it is the function of family and society that is very important and becomes a forum for development that can generate and develop knowledge and understanding.(Pristiwant Desi, 2022)

In line with the shift in the meaning of learning from teacher-oriented learning to student-oriented learning, the role of teachers in the learning process has also shifted, one of which is strengthening the role of teachers as motivators. The learning process will be successful if all students have motivation to learn. Therefore, teachers need to foster students' learning motivation. To obtain optimal learning results, teachers are required to be creative in generating students' learning motivation, so that effective student learning behavior is formed.

From a management and psychology perspective, we can find several theories about motivation and motivating which are expected to help managers (read: teachers) to develop their skills in motivating students to demonstrate superior learning achievement or performance. However, in practice it must be acknowledged that efforts to apply these theories or in other words to become a great motivator is not a simple thing, considering the complexity of the problems related to individual student behavior, both related to factors -internal factors from the individual himself or external circumstances that influence him (Usman, 2009: 9).

Each teacher has their own duties. What is meant is:

Teachers have many duties, both those bound by the service and those outside the service, in the form of service. If we group them, there are three types of teacher duties, namely duties in the professional field, humanitarian duties, and duties in the social sector. Teaching is a profession/position or job that requires special skills as a teacher. This type of work cannot be done by just anyone outside of education, even though in reality it is still done by people outside of education. That is why this type of profession is most easily exposed to pollution (Usman, 2009:6).

Tasks include educating teachers as a profession, teaching and training. Educating means passing on and developing life values. Inviting means continuing and developing science and technology. Meanwhile, training means developing skills in students. The teacher's task in the field of humanity at school must be to be able to make himself a second parent. He must be able to attract sympathy so that he becomes an idol for his students.

Whatever lessons are given, they should be able to motivate students to learn. If a teacher is no longer attractive in appearance, then the first failure is that he will not be able to instill the seeds of his teaching in the students. Students will be reluctant to face unattractive teachers. Lessons cannot be absorbed so that every level of society (homo indens, homo puberty, and homo sapiens) can understand when facing a teacher. Society places teachers in a more honorable place in their environment because from a teacher it is hoped that society can obtain knowledge. This means that teachers are obliged to educate the nation towards the formation of a complete Indonesian human being based on Pancasila (Mamo, 2010: 18).

RESEARCH METHODS

The type of research used in this journal is qualitative. Qualitative research is a research method that aims to gain an understanding of reality through an inductive thinking process. In this research, the researcher is involved in the situation and setting of the phenomenon being studied. Researchers are expected to always focus on the facts or events in the context being studied.

In qualitative research, researchers carry out research activities objectively regarding the subjective reality being studied. In this case, subjectivity applies to the reality being studied, in the sense that the reality is seen from the point of view of those being studied. This qualitative research is more concerned with the accuracy and adequacy of data.

The emphasis in qualitative is data validity, namely the correspondence between what is recorded as data and what actually happens in the setting studied. research that intends to understand phenomena about what is experienced by research subjects, for example behavior, perception, motivation, action, etc., holistically, and by means of descriptions in the form of words and language, in a special natural context and by utilizing various methods natural.

The main aim of qualitative research is to understand social phenomena or phenomena by focusing more on a complete picture of the phenomenon rather than breaking it down into interrelated variables.(Adlini Nina Miza, 2022)

According to Spradley (1980) qualitative research is carried out in twelve steps:

1. Determine social situations.
2. Conduct participant observation.
3. Make field notes.
4. Conduct descriptive observations.

5. Conduct area analysis.
6. Conduct focused observations.
7. Perform taxonomic analysis.
8. Make selected observations.
9. Perform componential analysis.
10. Record cultural findings.
11. Write qualitative research reports.

The location of the research was at SMP Caountry 3 Percut Sei Tuan which is located on Jalan Mesjid Dusun IV Kel Percut Kec. Percut Sei Tuan Kab. Deli Serdang, Medan City. The focus of this research is to refer to the role of the principal in supervising all teachers at SMP Caountry 3 Percut Sei Tuan. There are three data collection techniques in this research, namely:

(1) Direct observation

The observations carried out by the researcher were directly at SMP Caountry 3 Percut Sei Tuan to find out how the principal carried out supervision at SMP Caountry 3 Percut Sei Tuan.

(2) Interview

In order to collect accurate data, researchers used interviews directly to obtain information about the role of teacher supervision by the school principal.

(3) Documentation

Data collection in the form of documentation is used to display objects researcher's goals.

RESULTS AND DISCUSSION

RESULTS

Supervision is a system function that makes adjustments to plans, ensuring that deviations from objectives are within tolerable limits so that officer performance, processes and output are in accordance with the plan. Therefore, as an activity to find out the realization of personnel behavior in education and whether the level of achievement of educational goals is in accordance with what is desired, then improvements are made to the results of the supervision, including inspections according to the plans made. Principal comes from the words "head" and "school" head or leader in an institution, while school is an institution where it is a place to receive and give lessons.(Munawaroh Faridatul, 2017)

In the beginning, all teachers, even school principals, would experience fear when school supervisors were present at school because supervision carried out by supervisors at that time was always defined as inspection or supervising, namely looking for mistakes or deficiencies in people in carrying out their duties.(Astuti, Rubiyah, 2016)

Supervision carried out by the school principal is very important and of course the principal will also provide guidance to teachers if they make mistakes in carrying out their duties, so that directly or indirectly it will have an impact on the teacher's performance, and the teacher himself also feels responsible for his duties. -tasks given by the school principal and carry out their duties productively, effectively and efficiently.(Andayani Yusupul, 2018)

DISCUSSION

Profile of SMP Caountry 3 Percut Sei Tuan



Percut Sei Tuan 3 Public Middle School is one of 8 State Middle Schools in Percut Sei Tuan District in the Deli Serdang Regency area. SMP Caountry 3 Percut Sei Tuan was founded in 1986, in accordance with Establishment Decree Number: 0886/0/ 1986 dated 22 December 1986 which is located in Percut Village, Percut Sei Tuan District, Deli Serdang Regency, North Sumatra Province.

SMP Caountry 3 Percut Sei Tuan occupies a land area of 9,129 m² and is a strategic place to reach 8 villages, namely: Saentis Village, Cinta Rakyat Village, Sampali Village, Pematang Johar Village, Pematang Lalang Village, Cinta Damai Village, Tanjung Rejo Village and Tanjung Village Happy.

SMP Caountry 3 Percut Sei Tuan is a school that is quite popular among the public in sending their children to junior high school. This is proven from year to year, the number of new student registrants always increases, while the capacity is very limited.

Knowledge Without Morals is Vain, in line with this, SMP Caountry 3 Percut Sei Tuan always provides guidance to its students and strives to continuously improve the quality of education both in the academic and non-academic fields, in order to achieve better achievements in the future. The community around Percut Sei Tuan State Middle School consists of various ethnicities and cultures including Malay, Batak and Javanese who have the following livelihood backgrounds:

1. Employee
2. Farmer
3. Self-employed
4. Laborer
5. Fisherman
6. Civil Servants/TNI/Polri
7. Traders, etc.

Based on the Decree of the Minister of Education and Culture of the Republic of Indonesia No. 0886/0/1986 Dated 22 December 1986 Concerning the Opening and Establishment of a School located in Percut Sei Tuan District, namely Percut State Middle School. Then the Department of Education and Culture, Directorate General of Primary and Secondary Education No. 0048 / 07 / 93 Dated 24 September 1993 issued a decision to replace Percut State Middle School with State Middle School 3 Percut Sei Tuan in 2002. Subsequently, it changed its name again in 2005 to become SMP Caountry 3 Percut Sei Tuan and changed again to UPT Formal Middle School Education Unit Caountry 3 Percut Sei Tuan up to now, include the following:

- | | |
|-----------------------|---|
| 1. School name | :UPT SPF SMP CAOUNTRY 3 PERCUT SEI TUAN |
| Address | : Percut Village Mosque Road |
| Subdistrict | : Percut Sei Tuan |
| Regency | : Deli Serdang |
| Province | : North Sumatra |
| Accreditation Level | :A |
| Year of Accreditation | : 2019 |

NPSN	: 10218525
NSS	: 201070106301
NDS	: 10200336
NO. SIOP	: 0880/0/1986
2. Name of the Principal	: ERYDAWATY, S.Pd, M.Sc
NIP	: 10970522 200801 2016
Rank/Room Goal	: Trustee, IV/a
3. School Category	: Stub / SSN
4. Year founded / Year of Operation	: 1986 / 1986
5. Land / Building Ownership	: Government property
a. Land Area / Status	: 9,129 m ²
b. Building area	: 8,440 m ²

Principal Supervision

Based on the results of research that has been carried out, the supervision carried out by the school principal regarding the implementation of teachers' duties in the learning process can be done by observing the presence of teachers, the punctuality of teachers entering each class and then making observations every day by means of the principal always supervising each class. And the principal has carried out his duties well because at SMP Caountry 3 Percut Sei Tuan the school uses a Finger Print system which detects when the teacher comes in and what time he leaves. Apart from that, the school also facilitates several CCTVs to monitor teachers and students in each class.

Supervision Influence Factors

Factors that influence the principal's supervision of the implementation of teacher duties in the learning process, namely:

By looking at the power of supervision in the learning and teaching process, namely how a teacher carries out learning in the classroom, a teacher must also make plans for teaching and learning activities in the classroom, convey the objectives of learning in the classroom, the teacher must also create learning methods that are in accordance with what required by students such as quizzes, practice and so on, feedback from this learning includes teacher supervision at school.

School Principal's Efforts to Improve the Implementation of Teacher Duties in the Learning Process.

Headmaster At SMP Caountry 3 Percut Sei Tuan, they have made efforts to provide facilities and infrastructure in the teaching and learning process such as Infocus and other media needed by teachers, although not all classes have facilities like Infocus. The most important thing is that each MGMP already has Infocus and takes turns because they don't All teachers use Infocus every day for teaching and learning, usually students also use cardboard because teachers still use manual methods in learning.

What is certain is that the school principal's efforts have been made to improve the teaching and learning process, namely providing the facilities and infrastructure in the learning process that are needed by teachers and students, all of which have been provided by the school principal. Efforts to improve teachers' work processes include providing facilities, infrastructure for teaching and learning activities such as infocus, etc., adjusting learning methods.

The significant relationship between the supervision received is clear in carrying out the teacher's duties in the learning process at school. For example, without the supervision of the principal, it is impossible to know how the teacher's performance will be with teacher supervision in the classroom.

The principal has a lot of time to be at the SMP Caountry 3 Percut school because the principal comes from morning to evening and always being at school, the principal even arrives quicker and leaves later than the teachers, unless there is an important event outside the school which the principal must attend, such as training, official events and so on.

Teacher Handling When There is a Case of Bullying SMP Caountry 3 Percut Sei Tuan

From the results of interviews conducted by the research team, the principal stated that bullying in schools is divided into 2 levels, namely:

1. low level bullying.
2. Heavy level bullying.

SOne example of low-level bullying that students often do is making fun of their parents' names. Regarding this matter, the school immediately addressed it by calling both parties

concerned to the guidance and counseling room, and the process was immediately carried out until the child really did not do the same thing again. Because if it is not addressed immediately, students will consider this matter trivial. Bullying cases are at a low level and are immediately resolved by calling both parties and resolved at school. However, there has never been a case of serious bullying at SMP Caountry 3 Percut Sei Tuan.

Existing Achievements SMP Caountry 3 Percut Sei Tuan

Regarding achievements At SMP Caountry 3 Percut Sei Tuan, there are quite a lot of achievements from its students, especially achievements in the field of Paskibra. In this field, the students of SMP Caountry 3 Percut Sei Tuan won the overall championship in all categories. Apart from Paskibra, the students of SMP Caountry 3 Percut Sei Tuan also excel in the fields of sports, futsal, dance, scouting and painting, excelling in Paskibra, having been the overall champion for any level, always increasing their potential by taking part in other competition events, such as dance, theater, painting, futsal, scouts.

THANK-YOU NOTE

Thanks are given to the principal of Smp 3 Percut Sei Tuan who has helped to complete this journal. Then thank you also to friends and all parties who have participated in helping write this journal.

CONCLUSION

From the results of the research we have conducted, it can be concluded that the supervision carried out by the school principal regarding the implementation of teachers' duties in the learning process can be done by observing the presence of teachers, the punctuality of teachers entering their respective classes and then carrying out observations every day by means of the school principal always supervising every class.

The Percut 3 Public Middle School uses a finger print system which detects when the teacher comes in and what time he leaves, as for the factors that influence the principal's supervision of the implementation of the teacher's duties in the learning process, namely, by looking at the strength of supervision in process activities. learn and teach it.

Efforts to improve teachers' work processes include providing facilities and infrastructure for kbm activities such as infocus and others. adjust learning methods. Regarding the problem of bullying at school, the school immediately addresses it by calling both parties concerned to the guidance and counseling room, and the process is immediately carried out until the child

really doesn't do the same thing anymore and regarding school performance, State Middle Schools 3 Percut Sei Tuan has achieved quite a lot of achievements from its students, especially achievements in the field of Paskibra.

Based on the results of initial observations carried out by researchers at SMP Caountry 3 Percut Sei Tuan, it shows that the principal at the school has carried out sufficient supervision so that the teachers carry out their duties to educate students quite well.

REFERENCE

- Astuti, R., & Dacholfany, MI (2016). The influence of school supervisor supervision and school principal leadership on the performance of junior high school teachers in Metro Lampung City. *Journal of Educational Lentera Research Center LPPM UM METRO*, 1(2), 204-217.
- Munawaroh, F. (2018). *Principal Supervision of Records Management in Schools*. Al-Afkar: Management of Islamic education, 6(1), 95-121.
- Ramadhan, A. (2017). The influence of the implementation of school supervisor academic supervision and school principal supervision on the performance of State Vocational School teachers in Majene Regency. *Journal of Educational Science and Technology*, 3(2), 136-144.
- Rosyadi, YI, & Pardjono, P. (2015). The role of the principal as a manager in improving the quality of education at SMP 1 Cilawu Garut. *Journal of Educational Management Accountability*, 3(1), 124-133.
- Pristiwanti, D., Badariah, B., Hidayat, S., & Dewi, RS (2022). Definition of education. *Journal of Education and Counseling (JPDK)*, 4(6), 7911-7915.
- Arianti, A. (2019). The role of teachers in increasing student learning motivation. *Didactics: Journal of Education*, 12(2), 117-134.
- Fitrah, M. (2017). The role of school principals in improving the quality of education. *Journal of quality assurance*, 3(1), 31-42.
- Adlini, MN, Dinda, AH, Yulinda, S., Chotimah, O., & Merliyana, SJ (2022). Qualitative research method: literature study. *Edumaspul: Journal of Education*, 6(1), 974-980.