

Analysis of School Principal Supervision Super vision in Improving Teacher Performance in SMA Negeri 1 Lubuk Pakam

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Abstract: *This study aims to determine the implementation of academic supervision by the principal at the State Senior High School 1 Lubuk Pakam Kab Deli Serdang, including academic supervision on: (1) learning planning; (2) implementation of learning; and (3) evaluation of learning. This research is a qualitative research. Research subjects in this study are teachers PPKN consisting of 6 people in SMA N 1 Lubuk Pakam, Principal SMA Negeri 1 Lubuk pakam and Supervisor High School. Data collection using discussion method, interview and documentation and using primary data and secondary data. The focus of research in this study is the implementation of academic supervision of the principal in improving the performance of teachers in SMA Negeri 1 Lubuk Pakam. The results showed that the implementation of academic supervision by the head of high school is in the less good category, while the implementation of academic Supervision by supervisors can be categorized well. In this case the role of supervisors should be required to assist the principal in the implementation of academic supervision in the planning of learning in high school by organizing workshops in the future. Supervisors in the evaluation of supervision implementation provide direction to the teacher in making syllabus and Learning Implementation Plan (RPP), by teaching the teacher to utilize instructional media; with, giving direction and input on assessment instruments prepared by the teacher while the principal is only by way of class visits and examining the assessment tools prepared by the teacher. From the results of the analysis of academic supervision in SMA Negeri 1 Lubuk Pakam can be concluded need more supervisory role of supervisor to accompany the principal to be more able to improve teacher performance.*

Keywords: *Academic supervision, School Principal, Perfomance of Teachers*

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I. Introduction

Education plays an important role in raising human dignity to achieve a better life status. Improving the quality of education as a demand for human resources (HR) that can compete in the era of globalization continues. The success of quality education is very closely related to the success of increasing the competence and professionalism of educators and education personnel. Head of the school / madrasah is one of the educational staff whose position has a very strategic role in improving the professionalism of teachers and the quality of education in schools. The principal / madrasah also acts as a supervisor, has a responsibility in monitoring, fostering and improving the quality of teaching and learning in schools so as to produce qualified graduates.

Principals as education supervisors are required to have the ability to manage education quality improvement programs in schools. Therefore Principals should be able to carry out effective supervision as mandated in Permendiknas no. 13 of 2007 on Principal / Madrasah Standards that the principal has the task of planning an academic supervision program in the context of teacher professionalism, conducting academic supervision of teachers by using appropriate supervisory approaches and techniques and following up on the results of academic supervision of teachers in order to increase the professionalism of teachers. In reality today, there are still principals / madrasah who do not master all dimensions of competence well. This is based on the results of a 2007 survey by the Directorate of Education Personnel, 70 percent of the 250 thousand principals in Indonesia are incompetent. This conclusion was obtained after the Directorate General of Quality Improvement of Teachers and Education Personnel of the Ministry of National Education conducted a principal competency test based on Permendiknas Number 13 of 2007. The competency test was conducted on 400 principals from 5 provinces. To ensure these findings, a competency test was conducted on 50 principals from various educational foundations and the results were similar. In general, principals are weak in managerial and supervisory competence. Whereas the two competencies are the principal's strength to manage the school well. (Tempo, June 12, 2008). From the data of competency test result shows that the control of headmaster to personality

competence is 67,3%, competence managerial 47.1%, supervision competence 40.4%, social competence 64.2% and entrepreneurial competence 55.3% (Kemdiknas, 2011: 1).

The role of the principal as a supervisor is also not optimal. In the implementation of such supervision is done like trying the teacher and without providing adequate feedback to the teacher. In the implementation of academic supervision by the principal there are still irregularities. Baktinia (2012: 4) states that the academic supervision deviations made by the principal include: (1) the implementation of supervision in schools is often still general. Aspects of concern are less clear, so the feedback is too general and less directed to the aspects required by the teacher, (2) the teacher has an inappropriate perception of supervision, in the form of inspection, authoritarian control activities, and only looking for teacher error. depressed and unwilling to supervise. (3) supervision activities conducted without prior notification so that supervised teachers feel trapped; (4) it is not uncommon for supervisors to keep their distance from the supervised teachers so that the familial ties become invisible; (5) supervision initiatives come from supervisors, setting goals and time to visit, very rarely come from supervised teachers; (6) the target of supervision is still too general so the result is not yet operational; (7) supervision is carried out without providing feedback, if any, the feedback is inadequate; (8) the principal does not use the information or data of the learning process maximally; (9) the methodological capability and mastery of the principal's material in conducting supervision activities is still limited; (10) it is not uncommon for teachers to show their best performance only during observation.

Based on the results of the Analytical and Capacity Development Partnership (ACDP) study on the competencies that the principals must have, the results of cooperation between the governments of Indonesia, Australia, Europe and Asian Development Bank, 4070 principals in 55 districts from seven provinces in Indonesia, Sumatera , Java, Nusa Tenggara, Kalimantan, Sulawesi, Maluku and Papua, revealed that the competence of supervision is the competence of terminim owned by the principal in Indonesia, compared with other competencies. The result of the supervision competence score is 3.00 from the scale of 1.00-4.00. While the results of other competence assessment of 4.00 for each competence (Kemdikbud, June 12, 2013).

The condition above is a problem in the world of education in Indonesia. This condition is very worrying if a principal who has a professional duty as supervisor in teaching has low supervision competence. This will have an impact on performance in improving teacher performance and quality of education in schools. The principal will have difficulty in fostering, guiding and improving the quality of teachers' teaching. On the other hand, the performance of good teachers is needed in order to achieve the quality of quality education.

The performance of teachers is the ability and effort of teachers to carry out the best learning tasks in the planning of teaching programs, implementation of learning activities and evaluation of learning outcomes (MoNE, 2008: 21). According to Sudjana (2004: 19) teacher performance as a teacher can be seen from the ability or competence to carry out the task. Ability related to the teacher's task as a teacher can be put into four capabilities, namely planning the learning process, implementing and processing the learning process, assessing the progress of teaching and learning process, mastering the lesson materials. In line with Sudjana, P2TK Ditjend Dikti in Mulyasa (2008: 20) describes the task of teachers as teachers into three activities that contain the ability to teach the planning of learning, implementing educational learning, and assess the process and learning outcomes. Teacher performance has certain criteria. Teacher performance can be seen and measured based on competency criteria that must be owned by teacher. In Law no. Law No. 14 of 2005 on Teachers and Lecturers Article 10 (1) stated that the competence of teachers as meant in Article 8 includes pedagogical competence, personal competence, social competence, and professional competence gained through professional education.

Teachers who have passed the certification and recognized by the government as professional teachers should demonstrate the appropriate performance of the recognition and in accordance with the core competencies of teachers set by the government. Based on data obtained from the Deli Serdang Education Office in 2016, the Civic Education subject teachers are already certified educators. Of the 64 Civic Education subjects who are registered as members of MGMP PPKN Deli Serdang, 56 teachers of whom have been certified educators and 8 teachers have not been certified educators. The consequences of teachers who have passed the certification include having to perform well. But still many teachers who are certified educators have not shown good performance. This can be seen from the low value of SME teachers, especially teachers PPKN. The average value of KKK teachers' UKG is 46.5. This condition is not much different from SMA Negeri 1 Lubuk Pakam. Of the 6 teachers who have been certified PPKN, the average value of UKG is 47.8. This condition is still very far from good category.

Academic supervision which is one way to improve teacher performance is still not optimal done by the principal. The results of observations of researchers in SMA Negeri 1 Lubuk Pakam indicate that the implementation of academic supervision activities of the principal has not been done regularly and continuously in the school. Implementation of academic supervision of the principal is often overlooked and more focused on coaching students. Padahal demands of performance and responsibility that must be borne by teachers in schools

increasingly complex. So the role of principals is expected to provide guidance, guidance, and continuous development so that teachers can improve the quality of its performance.

The results of interviews and discussions conducted to 6 (six) PPKN teachers in SMA Negeri 1 Lubuk Pakam, obtained the fact that the performance of the principal in conducting the supervision of learning is still low. Implementation of supervision carried out by the principal is only administrative, the substance of which has not touched the needs of teachers as a whole, especially in improving and improving the quality of teaching. School heads supervise academic minimum once a year for the interest of Teacher Performance Assessment (PKG). Of all the existing PPKN teachers in the school, 4 (four) of them said that the conventional supervision model is most often implemented in schools by the principal. In addition, the principal is very rare to carry out supervision programs, both in terms of guidance in the preparation of learning tools, as well as monitoring the implementation of teaching and learning process conducted by teachers in the classroom. This is reinforced by Mantja stating that the principal should have the duty and responsibility to foster, monitor, improve the teaching-learning process undertaken by teachers in schools both at the stage of preparation, implementation and assessment (Mantja, 2002: 9).

This is supported by Dalimunthe's findings (2008: 103-104) that the reality of almost 80% of principals have not realized the function of academic supervision. Some of the symptoms that can be seen by school supervisors include: principals can not show physical evidence of academic supervision, and principals are reluctant to supervise. Many principals have not been able to perform academic supervision in accordance with the implementation of correct supervision, which is to help teachers overcome the problem of learning. The principal is also not skilled in academic supervision, besides the teachers feel awkward and afraid to be supervised. This situation is not addressed so that academic supervision activities are not implemented. This is in accordance with the opinion of Arikunto (2004: 4) which suggests that in reality the principal has not been able to properly supervise the reasons for the workload of the principal is too heavy and educational background that is less in accordance with the field of study supervised. So the goal to guide and guide the teacher is still not perfect and the teacher does not understand the meaning of the importance of supervision by the principal. Further, Barokah (2013: 3) states that principals and supervisors tend to ignore the evaluation of the learning process. Educational supervision activities are conducted solely on teacher administrative assessments only. While in reality, teachers who have good administrative judgment may not be able to have good performance in the classroom. In fact, if done with the maximum supervision can improve the professionalism of educators and education, because in addition to the assessment process, there is also follow-up in the form of guidance and improvement periodically.

Based on the facts that have been described above, it is very necessary to conduct research on Principal Academic Supervision Implementation Analysis To Improve Teacher Performance In SMA Negeri 1 Lubuk Pakam.

II. Method

This research was conducted in Lubuk Pakam at Dinas Pendidikan Deli Serdang, The study time was scheduled for two months, that is from the end of March to May 2017. The research subjects in this research are PPKN teachers consisting of 6 people in SMA N 1 Lubuk Pakam, Principal of SMA Negeri 1 Lubuk pakam and Supervisor SMA. This research uses qualitative research method descriptive. Sugiyono (2013: 9) suggests qualitative research is used to examine the condition of natural objects, where researchers are as a key instrument, data collection techniques with triangulation, data analysis is inductive or qualitative, and more qualitative research results emphasizes the meaning of generalization.

In this study the subject of research is selected based on purposive sampling technique by trying to include certain characteristics of the respondents. The purpose of the use of this technique is to obtain clear information about the implementation analysis of principal academic supervision in improving teacher performance in SMA Negeri 1 Lubuk Pakam. The researcher uses this secondary data to reinforce the invention and supplement the information that has been collected through direct interviews. Secondary data used in this study is data obtained from school archives and principals. Technique of collecting data is done by interview, documentation and observation. Analyzing data is done by reducing data, categorization, sintesisasi and compiling "Work Hypothesis". This study uses triangulation to check the validity of data / test data credibility

III. Result And Discussion

The preparation of the academic supervision program is adjusted to the standard process set by the government. The preparation of the program starts from the supervision analysis in the previous year. From the analysis result then make the planning of supervision. Based on the data obtained can be concluded that the pattern of good relationships between principals and teachers will bring a great influence on the success of the academic supervision program. From the description of the implementation of the existing supervision program,

the principal of SMA Negeri 1 Lubuk Pakam always adheres to the principle of supervision such as scientific, objective, humanist, creative, konstrutif, etc. So the relationship is really professional relationship.

The more often the supervision of academic supervision by the principal to the teacher, should be able to significantly improve the quality of teacher performance in the learning process, which is marked by the increase in the achievement of minimal mastery in the learners. The higher the performance of teachers, the higher the percentage achievement of Minimum Exhaustiveness Criteria (KKM) in the students which is then also shown by the achievement of Graduation Standard (SKL) for UN and US participants. In fact, although academic supervision is often carried out by the school principal, but has not maximized the performance of teachers in learning. This indication is seen from the achievement of KKM subjects that are still low. And the fact of the students' difficulties to reach the UN / US Graduation Passage that is still too high for the national minimum passing limit of 4.5%. And clearly the value of graduation is still far below the KKM per subjects that are usually planned in the KTSP character at the Education Unit Level.

Increased performance is largely determined by the various factors that surround it. The factors in question are (a) psychological factors that are factors related to the psychology of the individual who includes interest, work tranquility, attitudes toward work, talents, and skills; (b) social factors, are factors related to social interaction of both peers, with their superiors, and with individuals of different types of work; (c) physical factors are factors related to the physical condition of the working environment and the physical condition of the individual, including the type of work, the setting of working time and rest periods, work equipment, the state of the room, the lighting temperature, air exchange, employee health conditions, age and etc; (d) financial factors, are factors related to security and welfare covering the system and the amount of salary, social security, various benefits, facilities provided, and promotion.

Teacher performance goals are first teachers have a clear work program. A teacher must have a clear work program so that in the process of education there is no deviation in the delivery of material that will be given to students and students can quickly grasp what is delivered by the teacher. Secondly, a teacher should usually vary the method of learning so that students will not feel bored in the process of teaching and learning. We can see that a teacher teaches only one method, and that can bore the students in the classroom. Third, a teacher should be able to provide motivation to their students in teaching and learning process so that what is delivered by teacher can be done by students well. Giving motivation is very influential on siswakarena students feel cared for by his own teacher. From this, teachers are very instrumental to do development in a country. So what the government should pay attention to at this time is to improve the performance of teachers. If teachers have wholeheartedly devoted to this country we love, our country will go forward for ever. Equally important, teachers need to foster internal awareness to make improvements and changes in performance.

Teacher performance improvement in learning through academic supervision The problems faced in carrying out supervision in basic education environment is how to change the mindset that is autocratic and corrective to be a constructive and creative attitude, that is the attitude that creates situations and relationships in which teachers feel safe and accepted as a self-evolving subject. For that, supervision should be implemented based on data, objective facts.

A planned, systematic, directed and continuous academic supervision is expected to realize ideal conditions that teachers' professional ability can be implemented in line with the enactment of regional autonomy. The realization of that goal is not an easy thing. This is because the actualization of teachers' ability depends on the various components of the educational system that collaborate with each other. And of course the role of the principal as a supervisor in the school where the task should be maximized. Because the achievement of professional teachers' performance has relevance to the various components of education that are crucial in the implementation of teacher performance quality to be able to manage effective learning, in line with the recommended learning paradigm of UNESCO, "learning to know, learning todo, learning to live together, and learning to be yourself."

Inhibiting factors in the implementation of academic supervision by school supervisors in SMAN 1

Kota Lubuk Pakam are:

1) Lack of self-awareness by supervisors of his / her superintendent as a school supervisor, as evidenced by:

(a) The private matter of the supervisor

Superintendent of school assigned at SMAN 1 Lubuk Pakam never attend to build teacher because of personal problem which can not be separated from professional life. Supervisors can not sort out what he should prioritize, whether work or personal life, so that eventually the duties and responsibilities as supervisors abandoned.

(b) Lack of supervisors for certain subjects.

For PPKN subjects, there is only 1 Dikmen supervisor for high school PPKN teachers. This makes the school supervisors overwhelmed in performing their duties.

(c) A new period of assignment for school superintendents

A new assignment period for school supervisors, so this is an excuse for supervisors why they have not performed well academic supervision.

(d) Less able to divide the allocation of time to supervise the teachers.

The four inhibiting factors can be concluded that the supervisor lacks self-awareness of his / her potential as a school supervisor.

2) The absence of school supervisors who have educational background in accordance with the field of teachers built.

In terms of the educational background of these school supervisors, only one supervisor attends a S-2 level of linear education in Education Administration with a M.Pd degree, while there are two more supervisors who have attended S- 2 but not linear with a degree M.Si. Given the inhibiting factor of the academic supervision, the lack of self-awareness of tupoksi by the supervisors, this may be due to the fact that the inspectors do not get knowledge about the science of school supervision that should be mastered in order to carry out their duties and responsibilities as a school supervisor.

Supporting factors include:

1) Good communication with teachers and principals.

2) School supervisors who carry out academic supervision at SMAN 1 Lubuk Pakam have the ability to establish good communication with teachers and principals targeted. Communication two directions have been well established.

2) A harmonious relationship between teachers, principals and school supervisors.

Teachers are not afraid of the presence of school supervisors because for the assisted teachers, the presence of supervisors is a mentor who provides professional assistance to the targeted teachers. The school supervisor is no longer a scary specter for the teacher, but his presence is eagerly awaited by the teacher.

IV. Conclusions

Based on the results of analysis and discussion, it was obtained some conclusions as the following:

1. Planning the implementation of academic supervision at State Senior High School 1 in Lubuk Pakam has been done well. The principal academic supervisory activity plan has been prepared by the school research and development team together with the head of SMA Negeri 1 Lubuk Pakam. However, the process of preparing the action plan by the school supervisor is still not fully understood by the principal. The process of preparing an action plan is: (1). Identify potentials and issues related to the managed area, (2). Identification of stakeholders related to the managed area, (3). Analysis of potential issues and issues, (4). Develop a regional management plan, (5). Implementation Plan, (6). Monitoring and Evaluation Plan. The planning of program implementation of supervision in the form of action plan is very helpful for school supervisor performance because it is made at the beginning and then supervisor can break down various goals or main objectives that answer problem statement, objective, activity, until tasks execution activities that need to be done related to change which we will do.

2. Follow-up of academic supervision result conducted by school supervisor is in the form of discussion discussing result of observation and assessment which have been done by supervisor. The school superintendent also provides suggestions and suggestions for future improvements. However, there is no strategy implemented by school superintendents in realizing the action plan. This strategy when implemented will have a clear direction on the beginning and end of the change. Implementation strategy Action plan can also represent dynamic change process. If necessary we can also accommodate changes as new information arises. In this case the need for a strategy implemented to improve the competence of teachers, so that from observations in the field can be concluded the competence of the teacher increases.

Solutions and problems that school supervisors in implementing competency improvement strategies can be made in the form of simple action plan information data. Any problems that arise during the implementation process of the teacher's competency improvement strategy can be resolved well after the teacher's supervised development record, important notes for follow-up or special treatment of teachers who have not been developed after being supervised are recorded in the information data of the problem. From this note later the school supervisor can determine the action plan of academic supervision actions that will be done on the next process and understand the problems and implementation solutions

V. Suggestion

The researcher proposed some suggestions as a result of this research as follows:

1. For the Head of Office, in succeeding the implementation of academic supervision. Such support includes: (a). Conduct recruitment of school supervisor based on competence test and educational background of school supervisor. (b). Divide the scope of duties of school supervisors into supervisors of educational units and

supervisors of clusters of competency skills. (c). Evaluate and follow up on academic supervision reports made by school superintendents on a regular basis. (d). Perform regular technical guidance in the form of training, training and other forms of coaching to improve the competence of school supervisors. 1. For the Supervisory Coordinator, it is better to analyze the main problems and needs of supervisors in Deli Serdang. The school supervisor should also determine a structured guidance step against the school supervisor.

2. For Supervisors School, it is better to analyze the problems and the main needs of teachers in schools. The school superintendent should also determine a structured guidance step towards their supervised teachers.

3. For Teachers, material evaluation performance of high school teachers in Deli Serdang District, so as to improve and improve the ability to teach so that master competence.

4. For the next researcher, it is expected to utilize the results of this research as a material of further study in the framework of educational science development especially in the field of education management and human resource development related to educators and education personnel in schools.

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