



BALTIC JOURNAL OF LAW & POLITICS

A Journal of Vytautas Magnus University

VOLUME 16, NUMBER 2 (2023)

ISSN 2029-0454



Cite: *Baltic Journal of Law & Politics* 16:2 (2023): 107-115

DOI: 10.2478/bjlp-2023-000009

The role of the principle in improving education quality through supervision system and teacher performance

Nelrita K

nelrita@uninus.ac.id

Ade Tutty R Rosa

adetuttyrosa@uninus.ac.id

Sofyan Sauri

sofyansauri@uninus.ac.id

Adjat Sudrajat

adjatsudrajat@uninus.ac.id

Received: December 14, 2022; reviews: 2; accepted: January 23, 2023

Abstract

Education plays an important role in the civilization of a nation. Education is expected to reach humanity as a whole. The quality of educators in educational institutions should be the main focus in supporting the success of students. In improving the quality of education, the professionalism of educators as executors in the field is expected to be able to carry out their duties and functions optimally. derived from the input factors, therefore a well-planned strategy is needed and examines the components that can improve the quality of education. This research refers to the theory (Glickman, 1993; Glickman, Gordon, & Ross – Gordon, 2001)(leadership of learning) how to develop stakeholders, especially teacher performance and supervision through a system of supervision to improve the quality of education. The methodology used is a qualitative case study which involved two units of public junior high schools in Solok City, West Sumatra. The analysis was carried out starting from planning supervision, time and class scheduling, implementation of supervision, personal evaluation, groups of teachers in the same field of study and in general. The results of this study are the stages of preparing teachers to make learning tools and preparing learning media that are appropriate to the learning material followed by carrying out supervision in accordance with schedules and classes and conducting evaluations for follow-up to overcome problems faced in the learning process

Keywords

Principal Leadership, Supervision System, Teacher Performance, Quality Education

Introduction

In general, the quality of education is the quality or measure of good or bad, the process of changing the attitude and behavior of a person or group of people in an effort to mature humans to get closer to God through teaching guidance and training. In addition, the quality of education is the ability of the education system, both in terms of management and from the point of view of the educational process itself. The quality of education is the result of an assessment of the educational process with high expectations to be achieved from efforts to develop students' talents through the educational process. The conventional definition of quality or quality usually describes the direct characteristics of a product such as: performance, reliability, easy of use, esthetic Quality in a strategic definition is the ability to meet

customer wants or needs(meeting the needs of customers. The quality of education is the main issue that will guarantee the development of schools in achieving status in the midst of competition in the world of education. Strong leadership, effective management, teacher performance, effective teaching and learning processes and supervision systems that work according to their functions will improve the quality of education. According to Juran, Juran's (1999:2.8) in his book Quality Handbook say that: Quality is a timeless concept. The origins of ways to manage for quality are hidden in the mists of the ancient past. Yet we can be sure that humans have always faced problems of quality. Primitive food-gatherers had to learn which fruits were edible and which were poisonous. Primitive hunters had to learn which trees supplied the best wood for making bows or arrows. The resulting know how was then passed down from generation to generation. Education is a process by which a person acquires knowledge

knowledge acquisition, skills developments, attitude of change. Education is a process of transforming students in order to achieve certain things as a result of the educational process they follow. According to Helen M Gunter that :“ Education is a product and service to be marketed, bought and sold, as the most efficient and effective way of organising and meeting consumer needs” according to Geoffrey D. Doherty in his book developing quality system in education emphasizes that; The school is not a factory, student is not the product, The education of the student is the product, Successful completion of the product requires the student to participate as a worker, co-managing the learning process, Teaching and learning are two different processes, Teaching is more akin to management than to detailed The school is not a factory, The student is not a 'product' The education of the supervision of activities. Learning is more akin to research and development (R&D) than it is to an assembly process. Attempts to organize R&D as though it were merely an assembly of ideas to be managed in the style of an assembly line have been disastrous. The same is true in education, In industry, quality management requires every manager of every process to identify a customer. If a process has no output for which there is a customer,

why do it? Educators are not habituated to the concept of 'customer'. They are apt to believe that a process should continue. (Doherty:49). The principal is one of the components of education that has the most role in improving the quality of education. The principal has a very important role in the institution he leads. The proper role and function must be carried out by a school principal to improve the quality of education. A school principal is required to understand what role he must play, whether as an educator, manager, administrator, supervisor, leader, innovator, or motivator (EMASLIM). Muhammad Isnaini said that the principal's leadership function is to carry out management and coaching of schools through administrative, management and leadership activities which are highly dependent on their abilities. In this regard, the principal as a supervisor functions to supervise, build, correct and seek initiatives for the course of all educational activities carried out in the school environment, besides that the principal as an educational leader functions to create harmonious human relationships in order to foster and developing interpersonal cooperation, in order to simultaneously move towards achieving goals through a willingness to carry out each other's tasks efficiently and effectively. According to Carl D Glickman in his book leadership for learning (2002: 2) states that: These successful schools typically have no greater amounts of time or resources than those where this scenario is a pipe dream, but the difference is how time, focus, and structure are used; how staff development, school improvement, personnel evaluation, and classroom assistance are used together; and how instructional leadership is defined and employed. Leadership is very important in pursuing the desired quality in every school. Schools will experience progress if they are led by a visionary school principal who has managerial competence, high dedication, and personal integrity in carrying out quality improvements. The principal's leadership is of course in carrying out its management according to the organizational climate. According to Brian Fidler: (2002:32) says that: Leadership is a complex area with many apparently contradictory requirements. Suggestions that particular approaches to leadership should be universal, for example transformational leadership, should be resisted. Any particular formulation of leadership highlights some actions and ignores others. Any such simple formulation should be taken as one aspect of leadership rather than a comprehensive articulation of leadership. Leadership will need to exhibit many actions in different styles on different occasions. This managerial supervision is supervision carried out by educational supervisors for school principals who are related to the management of education and academic supervision, the focus is on teachers, which consists of clinical supervision and class supervision.

According to Asmendri (2012) clinical supervision is a form of supervision that is focused on improving teaching through a systematic cycle, in planning, observation, and intensive and careful analysis of real teaching performance, and aims to make changes in a rational way. Somad (2014) also explained that clinical supervision is a series of systematic supervision activities which are the result of collaboration between school principals as professional and experienced supervisors with teachers who carry out teaching and learning activities in the

classroom, which are aimed at improving the quality of PBM. Meanwhile Purwanto (1989) explained that clinical supervision is a guidance process that aims to assist the professional development of teachers or prospective teachers, especially in learning performance, based on careful and objective observation and analysis of data as a guide for changing teaching behavior. Furthermore, Sudjana (2008) states that clinical supervision is a professional assistance given to teachers who experience problems in carrying out learning so that these teachers can overcome the problems they experience related to the learning process. According to A. Tabrani Rusyan et al, (2000: 17), teacher performance is carrying out the learning process both in the classroom and outside the classroom in addition to doing other activities, such as doing school administration and learning administration, carrying out guidance and services. Meanwhile, Nana Sudjana et al (2004: 107) require 10 basic teacher performance competencies, namely: (a) mastering the material to be taught, (b). managing teaching and learning programs. (c). managing classes, (d) using media/learning resources, (e) mastering educational foundations, (f) managing teaching and learning interactions, (g) assessing student achievement, (h) getting to know the functions and programs of guidance and counseling, (i) know and carry out school administration, (j) understand the principles and interpret research results on students, and carry out assessments.

According to Unifah Rosyidi explained that the initial certification program was expected to be able to improve the quality and professionalism of teachers. However, in reality it is not as expected. Therefore it is necessary to continue the teacher's assessment from time to time so that competencies that are still weak can be strengthened. Teacher performance is the result of work that is closely related to carrying out duties as a professional teacher (Wahyuni, Christiananta, & Eliyana, 2014) (Hussain, Ahmedy, & Haider, 2014). Good performance is also related to achieving quality, quantity, cooperation, reliability and creativity (Saleh, Dzulkifli, Abdullah, & Yaakob, 2011), performance means productivity and employee output as a result of employee development. Performance will ultimately affect organizational effectiveness (Hameed & Waheed, 2011). Good performance reflects the ability to contribute through their works leading to the achievement of behavior that is in accordance with the goals of the company or organization (Young, Rafiki, & Harahap, 2014). Teacher performance is the teacher's ability to demonstrate the skills or competencies they have in the real world of work. The real world of teacher work is student learning in classroom learning activities. Teacher performance is all the results of the teacher's efforts in delivering the learning process to achieve educational goals, which includes all activities related to his duties as a teacher. The professional duties of a teacher include educating, teaching, guiding, directing, training, assessing and evaluating students.

Methodology

This research method is a qualitative case study used to explore the teaching and learning process at Solok City Junior High School which consists of 6

schools in West Sumatra, through detailed and in-depth data collection through interviews, observation, and documentation studies conducted within a limited time. , July to September 2020. This research focuses on planning, implementing and evaluating the supervision of teachers in the teaching and learning process which encourages teacher performance improvement. Thus, there is a parameter that is a limitation, ie. place, time, and choice of learning approach studied.

Discussion

The principal carries out a series of stages in supervision starting with planning, scheduling (time, class teacher and testing team), coordination, implementation and evaluation. In carrying out supervision, the teacher prepares a set of RPP learning administration to assist him in teaching so that it is in accordance with the Competency Standards and Basic Competences on that day. Learning Implementation Plan (RPP) contains arrangements regarding estimates or projections of what will be carried out when teaching and learning activities take place, the possibility of implementing learning according to the planned learning implementation plan or not because the learning process is situational, if the planning is prepared carefully then the process and learning outcomes will not be far from estimates. RPP is developed in detail from a particular subject matter or theme referring to the syllabus and directing student learning activities in an effort to achieve Basic Competence. RPP contains: Learning objectives, learning materials, learning methods, learning resources and assessment. The supervision team made observations and assessments of supervised teachers with assessment aspects. A Assessment of teaching and learning process activities. 1. Pre-learning introduction (checking students' readiness, doing appreciation activities). 2. Core learning activities (showing mastery of learning material, associating material with other relevant knowledge, conveying material clearly and in accordance with the learning hierarchy, associating material with the realities of life). 3. Learning approach/strategy (carrying out learning in accordance with the competencies/objectives to be achieved, carrying out learning coherently, mastering classes, implementing contextual learning, implementing learning that allows the growth of positive habits, carrying out learning according to the time allocation implemented) . 4. Utilization of learning media learning resources (using learning media effectively and efficiently, producing interesting messages, involving students in the use of media, fostering active participation of students in learning, showing an open attitude towards student responses, fostering the joy and enthusiasm of students in learning). 5 . Assessment of learning processes and outcomes (Monitor learning progress during the process, carry out a final assessment in accordance with the competency objectives. 6. Use of language (using clear, good and correct spoken and written language, conveying messages in an appropriate style. 7. Closing (reflecting) or make summaries by involving students, carry out follow-up by providing direction of task activities as part of enrichment B. Assessment of teacher administration, namely the teacher has a

teaching decree, has a teaching schedule, makes an annual program, makes a semester program, has a syllabus from the government and a syllabus made own, make self-compiled lesson plans, carry out learning according to schedule, own and use textbooks and reference books, have assessment plans, instruments, rubric keys and assessment criteria for daily tests (UH), midterm tests (UTS) and final semester tests (UAS), and has an enrichment or remedy program. Based on the observations the supervision team then carried out evaluations both personally and in general to provide reinforcement for good assessments and guidance, training suggestions, or training for inadequate or inappropriate assessments. The school principal and field representatives (Supervision Team) apart from conducting assessments also accommodate complaints and difficulties and problems faced by teachers in the teaching and learning process to help find solutions. Based on the results of observations on supervision aspects of the assessment for administration are quite good and complete, but the assessment in the learning process has many teacher weaknesses in the teaching and learning process, namely: point 3. Learning approach/strategy (carrying out learning in accordance with the competencies/goals to be achieved, carrying out learning in a coherent, mastering the class, carrying out contextual learning, implementing learning that allows the growth of positive habits, implementing learning in accordance with the time allocation implemented) still needs to be increased by involving teachers who are still improving in seminars, and point 4 Utilization of learning resources/media learning (using learning media effectively and efficiently, producing interesting messages, involving students in the use of media, fostering active participation of students in learning, showing an open attitude towards participant responses students, fostering the joy and enthusiasm of students in learning) this aspect still needs to be improved through training in accordance with the study group, here it is necessary to form a Subject Teacher Consultation (MGMP) at school, sub-district, district or city, provincial or national levels. The principal can provide an assessment of teacher performance in managing the teaching and learning process as a process of managing teacher performance in the teaching and learning process. However, one thing must be emphasized, that after evaluating the teacher's performance does not mean that supervision activities are finished, but must be continued with the design and implementation of developing their abilities. The ability to carry out educational supervision programs must be realized in the implementation of clinical supervision programs, non-clinical supervision programs and extracurricular activity supervision programs. Meanwhile, the ability to utilize the results of educational supervision must be realized in the utilization of the results of supervision to improve teacher performance, and the utilization of the results of supervision to develop schools. The principal in his position as a supervisor conducts coaching for teachers to become good educators and teachers. For teachers who are already good, their quality can be maintained and for teachers who are not good, they can be developed to be better. Meanwhile, all teachers who are good and competent as well as those who are still weak must be endeavored

so that they are not outdated in the learning process or in the material used as teaching materials. Improving the quality of education is the basis for the professionalism of educational supervision. Therefore, it is necessary to change and develop a quality-oriented vision, student intelligence, and a new paradigm of education. This is in accordance with the opinion (Glickman, 1993; Glickman, Gordon, & Ross-Gordon, 2001) (leadership of learning) that how to develop stakeholders, especially teacher performance and supervision through a system of supervision to improve the quality of education. And the opinion of Alfonso, Neagley and Evans, and Marks Stroops describes the relationship of supervision, learning processes and learning outcomes. This figure explains that the quality of supervision is reflected in increasing the ability of teachers to improve student learning outcomes. the ability of the principal as a supervisor to provide supervision to teachers overcoming student learning difficulties is a guarantee that the quality of learning services is as expected. education (teacher), carried out based on the needs of education personnel and is a professional assistance.

Conclusion

Based on the discussion above, it can be concluded that school principals play a very important role in improving the quality of education through the implementation of supervision. The purpose of educational supervision is to help teachers develop their abilities, achieve the teaching goals set for their students. So it can be concluded that to maintain the quality of teacher performance, it is necessary to have quality control in the form of educational supervision. The success of educational supervision can be measured by increasing academic and non-academic achievements. Educational supervision plays a role in supervising the activities of the course of education, correcting deficiencies and errors in the educational process, planning, observing, coaching and supervising to improve the quality of education. Educational supervision is very important and must exist at every level of education Educational supervision is very important and must exist at every level of education which is carried out on an ongoing basis in order to improve the quality of education.

References

- Alam, M. J., Haque, A. K. M. M., & Banu, A. (2021). Academic Supervision for Improving Quality Education in Primary Schools of Bangladesh: Concept, Issues and Implications. *Asian Journal of Education and Social Studies*, 14(4), 1-12. <https://doi.org/10.9734/ajess/2021/v14i330359>
- Fullan, M. (2000). The return of Large-scale Reform. *Journal of Educational Change*, 1:5-28, Kluwer Academic Publishers.
- Gardner, H. (2000). The disciplined mind. New York: Simon & Schuster.
- Glickman, 1993; Glickman, Gordon, & Ross - Gordon, 2001) (leadership of learning)

- Kauppila, Osmo, (2016) Integrated quality evaluation in higher education. University of Oulu Graduate School; University of Oulu, Faculty of Technology Acta Univ. Oul. C 568, 2016
- Kauppila, Osmo, (2016) Integrated quality evaluation in higher education. University of Oulu Graduate School; University of Oulu, Faculty of Technology Acta Univ. Oul. C 568, 2016
- Legault, Lisa, Demers, Isabelle Green- and Pelletier, Luc. (2006). "Why Do High School Students Lack Motivation in the Classroom? Toward an Understanding of Academic Amotivation and the Role of Social Support", in Journal of Educational Psychology, pp. 567-582, <http://dx.doi.org/10.1037/0022-0663.98.3.567>
- McCabe, Donald L., Trevino, Linda Klebe, and Butterfield, Kenneth D. (2001). Cheating in Academic Institutions: A Decade of Research, in Ethics and Behavior, 11 (3), 2001, Inc., pp. 219-232, http://dx.doi.org/10.1207/S15327019EB1103_2
- Moya, E. C., Molonia, T., & Cara, M. J. C. (2020). Inclusive leadership and education quality: Adaptation and validation of the questionnaire "inclusive leadership in schools" (LEI-Q) to the Italian context. *Sustainability (Switzerland)*, 12(13). <https://doi.org/10.3390/su12135375>
- Muin, A., Murtadho, M., & Supratno, H. (2020). The Principal's Leadership in Developing Quality of Education. *International Journal of English Literature and Social Sciences*, 5(3), 672-677. <https://doi.org/10.22161/ijels.53.17>
- Muyawan S. Nugraha, Abdul Rahmat, Ai Rohayani (2018) Guru Jaman Now. Yogyakarta: Zahir Publishing, Januari 2018 ISBN: 978-602-5541-12-4
- Naheed, K. (2018). Role of Academic Leadership in Raising Quality of Education at Tertiary Level in Pakistan. *South Asian Studies*, 33(2).
- Pahlawanti, W. D., Harapan, E., & Wardiah, D. (2020). The Influence of School Principal Supervision and School Committee Participation on the Quality of Junior High School Education. *International Journal of Progressive Sciences and Technologies*, 23(1).
- Razi A (2016) Homeschooling: an Alternative Education in Indonesia. *International Journal of Nusantara Islam*, Vol .04 No.02-2016;(75 -84) DOI : <https://doi.org/10.15575/ijni.v4i2.973>
- Sukkar, A., & Diallo, O. S. (2021). *THE IMPACT OF INNOVATIVE LEADERSHIP IN IMPROVING THE QUALITY OF EDUCATION AT THE UNIVERSITY JULIUS NYERERE OF. March.*
- Singer, M. (2006). A Cognitive Model for Developing a Competence-based Curriculum in Secondary Education. In: Al. Crisan (Ed.), *Current and Future Challenges in Curriculum Development: Policies,*
- Sanusi, A. (1991). *Studi Pengembangan Model Pendidikan Profesional Tenaga Kependidikan.* Bandung: IKIP Bandung.
- Thomas L. Wheelen and J. David Hunger,(2012) *Strategic Management And*

- Business Policy Toward Global Sustainability 13th (USA: Pearson).
- _____. (1995), Beberapa Dimensi Mutu Pendidikan, Bandung, Depdikbud, Program Pascasarjana IKIP Bandung.
- _____. (1998). Pendidikan Alternatif. Bandung: PT. Grafindo Media Pratama.
- _____. (2013). Sistem Nilai. Bandung: PT. Grafindo Media Pratama.
- _____. (2016). Pendidikan Untuk Kearifan, (Mempertimbangkan Kembali Sistem Nilai, Belajar, dan Kecerdasan), Editor: Yosol Iriantara. Penerbit Nuansa. Bandung.
- Ubaidillah, M., Imron, A., Wiyono, B. B., & Arifin, I. (2018). Innovation leadership in improving the quality of education. *International Journal of Mechanical Engineering and Technology*, 9(7).
- Ubogu, R. (2020). The role of teacher education in improving quality education for a functional society. *Journal of Educational and Social Research*, 10(2). <https://doi.org/10.36941/jesr-2020-0028>
- Unesco (2018) Recognition, Validation and Accreditation of youth and adult basic education as a foundation of lifelong learning. Published in 2018 by the UNESCO Institute for Lifelong Learning, Hamburg © UNESCO Institute for Lifelong Learning ISBN: 978-92-820-1229-1
- UNESCO. (2015). Level setting and recognition of learning outcomes. The use of learning descriptors in the twenty-first century. Paris, UNESCO
- UNESCO. (2015a). Education 2030 Incheon Declaration and Framework for Action. Paris, UNESCO.