

The Role of the Principal in Carrying Out Supervision to Improve Teacher's Competence

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Abstract: The purpose of this research is (1) to find out the role of the principal as a supervisor in helping teachers lead classes in improving teacher competence at SD Negeri 24 Talang Kelapa, (2) to find out the role of the principal as a supervisor in helping teachers plan learning programs in improving teacher competence at SD Negeri 24 Talang Kelapa and (3) to find out the role of the principal as a supervisor in helping teachers carry out the learning process in increasing teacher competence at SD Negeri 24 Talang Kelapa. The method used in this research is descriptive qualitative method with in-depth interviews. The results of this study found that (1) the role of the principal in supervising the teacher's ability to lead a class, starting with supervising the planning of lesson plans, implementing learning in class and evaluating learning, (2) the supervisory role of the school principal in increasing teacher competence is demonstrated by providing guidance, identifying teacher deficiencies and planning the training needed by teachers and (3) the role of the school principal as a supervisor in helping teachers carry out the learning process in improving teacher competence at SD Negeri 24 Talang Kelapa is carried out by providing support to teachers with training and then evaluating how the results are, encouraging teachers to attend trainings and workshops both during online and offline.

Keywords: Role of the Principal, Supervision, Teacher's Competence.

A. Introduction

The teacher is one of the main factors for the success of education, because it is not surprising that any educational innovation, especially in changing the curriculum and improving human resources, always depends on the teacher. Teachers in an effort to provide learning to students are required to have multiple roles, tasks, competencies, and responsibilities in order to create active, creative, and fun learning conditions. Teachers at SD Negeri 24 Talang Kelapa are considered to be very far from fulfilling these competencies, especially in creating active, reactive and fun learning conditions. These things have not been fully implemented at SD Negeri 24 Talang Kelapa, referring to the results of interviews with (1) the principal, and (2) Deputy Teachers for Class I, III, IV, and VI.

A teacher must have adequate competence, such as pedagogic competence, personal competence, social competence, and professional competence. Teacher competence cannot just grow but there is a role and input from the surrounding environment (Dudung, 2018).

Based on the results of interviews that were also conducted by the author with Mr. Nurfatah, M.Pd. as the Principal of SD Negeri 24 Talang Kelapa on June 24 2022 it is known that there are still many problems occurring at the SD. According to Nurfatah, M.Pd. the motivation of teachers to become professional teachers is still lacking, the learning methods used in class are also still monotonous and not varied so that students become less attentive and the level of class management is also still not good. Teachers also haven't applied much of the training they have received so that the teacher's competency has not increased. The results of the evaluation conducted by SD Negeri 24 Talang Kelapa were also not perfect. Therefore, the focus of the author's research is the role of the principal in carrying out supervision to improve teacher competence at SD Negeri 24 Talang Kelapa.

Based on the background of the problems above, the problem that will be used as research material is the Role of the Principal in Carrying out Supervision to Improve Teacher Competence at SD Negeri 24 Talang Kelapa. The purposes of this study were (1) to find out the role of the principal as a supervisor in helping teachers lead classes in improving teacher competence at SD Negeri 24 Talang Kelapa, (2) to find out the role of the principal as a supervisor in helping teachers plan learning programs in improving teacher competence at SD Negeri 24 Talang Kelapa and (3) to find out the role of the principal as a supervisor in helping teachers carry out the learning process in improving teacher competence at SD Negeri 24 Talang Kelapa.

The role of the principal as a supervisor in improving professional competence is shown by the increased awareness of teachers in developing performance and in-depth mastery of the material (Ayu, 2021). In another study, the role of the principal as a supervisor to increase teacher professionalism was carried out by (1) visiting classes in which learning was taking place (2) observing the state of learning in class, (3) interviewing teachers (Lisna, 2020), (Tadius, 2012).

The role of the Principal as an Academic Supervisor (Sepriadi, 2012) is measured using aspects of charisma, the influence of idealism, inspirational motivation for teachers, intellectual stimulation for teachers, and concern for individual teachers, so that the high or low quality of the principal's leadership will affect the high and low performance of the teacher.

According to Mulyasa (2013), the school principal is one of the components of education that is influential in efforts to improve teacher professionalism. He is

responsible for the implementation of educational activities, school administration, training of educational staff, and utilization and maintenance of facilities and infrastructure (Mulyasa, 2013). When a school principal wants to succeed in motivating teachers, staff, and students to behave in achieving school goals, they must be able to (Sunardi, 2019) (1) avoid acting violently/disobeying staff, teachers and students and (2) be make the staff, teachers and students have a willingness to work, namely by making sure and trying that the staff, teachers and students have done the job properly.

The main role of a school principal is to develop schools into good educational institutions and be able to achieve educational goals, the principal as an administrator also has a supervisory role. The success or failure of an organization in achieving its goals is highly dependent on the ability of its leaders. To foster a climate of cooperation so that it can easily run existing human resources, their utilization can run effectively and efficiently. So, one of the duties of a school principal as a supervisor is to supervise the work carried out by teaching staff, and he must be able to carry out various supervision and controls to improve the professionalism of educational staff. this supervision and control are a control so that educational activities in schools are more focused on the goals that have been set (Ahmad, 2020).

In his research (Maryani & Primasari, 2019) showed that the supervision of the principal had a positive effect on teacher performance at SDN 2 Gelumbang, Gelumbang District, Muara Enim Regency when the principal's supervision was carried out. Supervision will make a real contribution to increasing teacher job satisfaction. Meanwhile, based on the monograph entitled Leadership and Employee Performance Quality (Lian, 2017) shows that (1) there is a positive and significant influence of leadership on employee work commitment, (2) there is an effect of work motivation on employee work commitment, (3) there is a positive and significant effect of competency on employee work commitment, (4) there is a positive and significant influence of leadership, work motivation and work competence together on employee work commitment, (5) there is an influence of leadership on employee performance, (6) there is a positive and significant influence on work motivation employee performance, (7) there is a positive and significant influence of competence on employee performance (8) there is an influence of work commitment on employee performance, (9) there is a positive and significant influence of leadership, work motivation, work competence and work commitment together on employee performance.

B. Methods

The research location is at SD Negeri 24 Talang Kelapa, Jalan TalangKeramat, TalangKeramat Village, TalangKelapa District, Banyuasin Regency or the position of the school is on the outskirts of Palembang city and close to SMB II Airport. According to Sugiyono, (2014) the object of research is an attribute or nature or value of people, objects or activities that have certain variations set by the researcher to be studied and then drawn to a conclusion. The informant of this research is the Principal of SD Negeri 24 Talang Kelapa, Nurfatah, M.Pd. and some selected teachers.

In this study, the authors used a qualitative approach. Qualitative research is a research method based on post-positivism philosophy, used to research on natural object conditions where the researcher is the key instrument, sampling of data sources is done purposively, collection techniques are triangulation, data analysis is inductive/qualitative, and the results Qualitative research emphasizes meaning rather than generalization. Qualitative research relies on a holistic natural background, positions humans as research tools, performs inductive data analysis, places more importance on process than on results and the results of the research conducted are agreed upon by the researcher and the research subject (Sugiyono, 2014).

The primary data (Arikunto, 2006) were the principal and deputy teachers' classes I, III, IV, and VI. Data collection techniques used in this study are using in-depth interview techniques. Sugiyono, (2014) suggests that an interview is a meeting of two people to exchange information and ideas through question and answer, so that meaning can be constructed in a particular topic. The type of interview used in this study is semi-structured.

The validity of the data is that each state must be capable demonstrating the correct value, provides the basis on which it can be implemented, and allow outside decisions to be made about consistency of its procedures and neutrality of its findings and decisions the decision (Sidiq, 2019). In this study will use several testing techniques the validity of the data, namely using source triangulation, where source triangulation is used to test the credibility of the data which is done by checking the data that has been obtained from several sources (Sidiq, 2019). Technical data analysis is an activity in qualitative data analysis that is carried out interactively and continues continuously until complete, until the data is saturated. The data analysis technique used in this study is data reduction, data display, and conclusion drawing/verification (Sidiq, 2019).

C. Results and Discussion

Based on the interviews and observations that have been conducted by researchers, the conclusions that can be drawn from the interview results regarding the role of the school principal in supervision to improve teacher professional competence are as follows:

The role of the school principal as a supervisor in helping teachers lead classes in improving teacher competence at SD Negeri 24 Talang Kelapa

The Role of the Principal in Supervision on the Teacher's Ability to Lead Class, it is very important to encourage teachers to be better. Supervision starts from planning lesson plans, implementing learning in class and evaluating learning. In planning, it is seen whether the teacher has prepared the lesson plan properly, to make a plan for when to implement it and then evaluate whether the learning process is in accordance with what was planned or not.

The role of supervision in increasing teacher competence can be seen that by supervising the principal to find out the weaknesses or shortcomings of the teacher in providing learning, usually the principal provides direction or guidance so that the teacher can carry out learning according to the curriculum and improve teaching carried out if there are still deficiencies. Of course, leadership has an effect on increasing teacher competence by directing what is planned to be learned according to the existing program and curriculum.

Principal supervision has the effect of increasing teacher qualifications because by knowing the weaknesses or deficiencies of teachers in providing learning, the principal can direct what is planned to be studied according to the existing program and curriculum. With supervision, teacher competence increases. Competence is in the form of the teacher's way of teaching, the way the teacher evaluates and the way the teacher uses learning media. It is hoped that if teacher competence increases, the number of students will also increase.

The role of the school principal as a supervisor in helping teachers plan learning programs in Improving Teacher Competence at SD Negeri 24 Talang Kelapa

The role of the school principal in supervising the teacher's ability to make programs is carried out. In order for all teachers to make programs according to a predetermined format, the school principal provides training and debriefing for teachers. The principal guides and monitors teachers in making learning programs.

The role of the school principal as a supervisor in helping teachers carry out the learning process in improving teacher competence at SD Negeri 24 Talang Kelapa.

The role of the school principal in supervising the teacher's ability to carry out the learning program that has been made is carried out by the principal checking the suitability of the teacher's plan and its implementation in the lesson, for example, how learning is carried out. This concerns how the teacher teaches, whether it is in accordance with the intended program or how it is used, how learning material is given and how it is assessed.

The strategy carried out by the principal in carrying out supervision is to improve teacher competence by providing support to teachers with training and then evaluating the results. Then as a follow-up the teacher then reflects on the teacher's deficiencies that can then be corrected. In addition, the principal also encourages teachers to take part in independent training programs such as PPM both online and in offline workshops. The strategy carried out by the school principal was to approach the teachers by asking them what their weaknesses and constraints were, then discussing them in groups per class (grade 1 ad 4 classes) and solving them together. From the results of supervision, there are several things that must be improved, for example teacher discipline and teacher motivation to improve skills. Thanks to the advancement in the use of technology now, many teachers can now search for teaching materials on the internet. There is already a lot of information and information. Sources of information may not be the best because the dominance of information technology is still low. Training for teachers is scheduled programmatically based on the latest curriculum. The training must be attended by all teachers, especially classes with an independent learning curriculum.

Based on the results of observations, interviews, and documentation conducted regarding the role of the principal in supervision to improve the professional competence of teachers at SD Negeri 24 Talang Kelapa, some of the research results can be defined as follows

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The role of the school principal in supervising the teacher's ability to carry out the learning program that has been made is carried out by the principal checking the suitability of the teacher's plan and its implementation in the lesson, for example, how learning is carried out. This concerns how the teacher teaches, whether it is in accordance with the intended program or how it is used, how learning material is given and how it is assessed.

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together. From the results of supervision, there are several things that must be improved, for example teacher discipline and teacher motivation to improve skills. Thanks to the advancement in the use of technology now, many teachers can now search for teaching materials on the internet. There is already a lot of information and information. Sources of information may not be the best because the dominance of information technology is still low. Training for teachers is scheduled programmatically based on the latest curriculum. The training must be attended by all teachers, especially classes with an independent learning curriculum. This is in line with Mulyasa (2013) opinion, that efforts that can be made by the principal in accordance with his function and role can be carried out with the following supervision techniques: (Mulyasa, 2013).

Organize class visits, this activity is one of the principal's techniques for observing learning activities directly. Class visit techniques are very useful for obtaining information directly about all those concerned with teacher professionalism in carrying out their main task, namely teaching, especially in the use of learning methods and media used and the involvement of students in capturing the material being taught. The result of this activity is that the head of the madrasah and the teacher can discuss the constraints experienced by the teacher in the learning process in the classroom as well as those concerning increasing teacher professionalism.

Conducting Individual Conversations, this individual talk is a guidance and counseling technique. A school principal can use this technique to provide counseling to teachers individually, both regarding learning activities and reliability regarding teacher professionalism. This strategy is a very effective strategy for developing teaching staff, especially when it comes to the personal problems of teaching staff. Although this technique is often underestimated by some teachers who feel their privacy is disturbed.

Conduct class observations, in this class observation technique where the principal as a supervisor visits the class when the teacher is teaching and in the classroom the supervisor observes activities that occur in class during the lesson. Then the results of these observations will be discussed together with the teacher concerned.

Organize group discussion activities, this group discussion technique is carried out with all teachers and staff to solve various obstacles in the school, in reaching a decision. Many obstacles were resolved in this group discussion. such as improving the ability of teachers, and various problems found by the principal of the madrasah during observation activities inside and outside the classroom.

Hold a teacher meeting, the teacher meeting technique is part of the supervision technique to improve teaching and learning situations in schools with the aim of: **1)**

Unify the views of all educators with a common concept; 2) Support educators in accepting and carrying out their duties properly, as well as supporting educators so they can grow and develop in office; 4) Equate opinions about good work methods that are able to lead them towards achieving the goals of teaching in schools to the fullest; 5) integrates school staff members and coordinates their work and brings together diverse views in a cooperative effort to achieve school goals.

Hold a workshop, workshop is a group learning activity to solve a particular problem, an effort to develop the ability to think and work in a team to solve a problem. This activity is used to listen to each other, receive and give opinions in working together to solve certain problems related to job assignments. Improvements that must be made are related to supervision, the shortage of teachers and the implementation of training.

From the results of supervision, there are several things that must be improved, for example teacher discipline and teacher motivation to improve skills. Thanks to the advancement in the use of technology now, many teachers can now search for teaching materials on the internet. There is already a lot of information and information. Sources of information may not be the best because the dominance of information technology is still low. Training for teachers is scheduled programmatically based on the latest curriculum. The training must be attended by all teachers, especially classes with an independent learning curriculum

D. Conclusion

Based on the results of the research and discussion in the previous chapter, the results of the research regarding the role of the school principal in supervision to improve the professional competence of teachers at SD Negeri 24 Talang Kelapa are: 1) the role of the principal in supervision of the Teacher's Ability to Lead a Class, begins with supervising the planning of lesson plans, implementing classroom learning and evaluating learning; 2) the supervisory role of the school principal in increasing teacher competence is demonstrated by providing guidance, identifying teacher deficiencies and planning the training needed by teachers; 3) the role of the school principal as a supervisor in helping teachers carry out the learning process in improving teacher competence at SD Negeri 24 Talang Kelapa is carried out by providing support to teachers with training and then evaluating how the results are, encouraging teachers to attend trainings and workshops both during and offline

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