

The Role of the Principal as a Supervisor and Motivator in Improving Teacher's Performance at SD Negeri 123 Palembang

Raden Ayu Fatimah¹, Emmawatie², Syarwani Ahmad²

¹TK Cendana Kids Palembang, South Sumatra, Indonesia, ²Universitas PGRI Palembang, South Sumatra, Indonesia

Corresponding author e-mail: Ayuzen1978@gmail.com

Abstract: This study intends to describe and analyze three things: (1) teacher performance; (2) the principal's supervision and motivation towards teachers; and (3) elements that encourage the supervision and motivation of school principals in improving teacher performance. The creation of a qualitative descriptive analysis strategy model and/or a qualitative verification analysis strategy model is a qualitative component of this study. At SD Negeri 123, Sukarame District, Palembang, this research was conducted with principals, 10 teachers and supervisors as respondents. Observations, interviews, and documentation are used as data collection methods. By using triangulation techniques, data analysis. From the research results it is known that the Principal of Public Elementary School (SD) 123, Sukarame District, Palembang has done a good job in motivating and supervising the teachers there. encouraging teachers, improving teacher performance, recognizing teacher abilities, and understanding.

Keywords: Motivator, Supervisor, Teacher's Performance

A. Introduction

The quality of work is always the highlight, measure, and standard, whether those who do the work are responsible or not. Likewise with the principal, always bear the main responsibility for the success and completion of an institutional administration mission. Because it is known that the principal's primary responsibility is to the institution as a whole, not to the teaching staff and other staff alone (Suparno & Danim, 2009). It should be understood that the principal's job is actually the most complex and has the greatest responsibility, especially in terms of management (Pidarta, 2011). With good management arrangements, it will be known that the performance of the principal's leadership is an effort made and the results that can be achieved by the principal in implementing school management to realize educational goals effectively and efficiently, productively, and accountability (Mulyasa, 2011).

The responsibilities of the principal must be carried out as well as possible for the success of the principal in carrying out his duties (Nurhayati & Hadis 2010). To maximize teacher performance, the principal must be able to carry out his duties as a

supervisor, namely supervising the work carried out by educational staff (Mulyasa, 2009). The main duties of school principals at all levels of education cover at least three areas, namely managerial, supervisory, and entrepreneurial tasks (Mulyasa, 2010). By understanding the duties and responsibilities as a leader, the presence of school principals in formal educational institutions is very important.

To become a school principal, one must be competent, namely having basic knowledge, skills and values that are reflected in the habit of thinking and acting consistently which allows him to be competent to improve the quality of education in the school he leads (Wahyudi, 2009). The people behind the supervision activities are called supervisors, they are supervisors, managers, directors, principals, administrators or evaluators (Suhardan, 2010).

The leadership applied by the principal in the school environment is not as an authoritarian leader and wants to win alone, but as a preferred and democratic leadership. With the attitude of a democratic leader in education, school principals will be able to motivate and improve the performance of teachers to the fullest. The key aspect of the role of leadership in education according to Rohiat (2010) is to improve the performance of teachers to give them maximum opportunities to develop their students' learning.

In order for teachers to have quality work that is productive and motivated to be active, effective and consistent in working to carry out their duties, the principal needs to take steps to generate motivation for the work of his teachers. According to Moekijat (2005) the steps taken by the principal aim to activate the teachers in carrying out teaching and learning activities in the classroom. There is a need for good communication between the principal and the teacher. This does not mean that communication is hard because it is done all the time, the most important thing is in communication between the principal and the teacher. There are three kinds of communication between school principals and teachers according to Sutikno (2012), 1) trust, meaning that the principal and teacher must trust each other in carrying out their respective duties or workload. Because mutual trust will determine the effectiveness of communication; 2) supportive attitude, meaning the attitude reduces defensiveness (not accepting, not being honest, and not being empathetic). On defensive communication this is a failed communication. While a supportive attitude is an attitude that can accept, be honest, and empathetic in communicating; 3) open attitude, meaning that between the principal and employees must establish open communication so that they can understand the desires and goals to be achieved.

B. Methods

The place of this research is Elementary School (SD) Negeri 123, Sukarame District, Palembang. The research was conducted from September 2022 to November 2022. In

selecting informants for this qualitative research, the authors took a sampling technique using a non-probability sampling technique in the form of purposive sampling, which means sampling data sources with certain considerations (Sugiyono, 2017). Informants in this study are as Supervisor of SD Negeri 123 Palembang, Principal of SD Negeri 123 Palembang, and 10 teachers from SD Negeri 123 Palembang.

This study uses qualitative data, namely data expressed in words or symbols which are separated according to categories to obtain conclusions (Arikunto, 2013). In qualitative research, it is known that there are two data analysis strategies that are often used together or separately, namely qualitative descriptive analysis strategy models and or qualitative verification analysis strategy models. The data source in this study is "subjects from which data can be obtained" (Arikunto, 2013). The source of qualitative research data is called Key Informants, namely Key Informants or certain social situations that are full of information in accordance with the research focus. The instruments were 1) observation; 2) interview; 3) documentation.

The data validity technique used in this study according to Moleong (2015) is based on four criteria which are divided into the following steps: 1) extend participation, 2) perseverance or persistence of observation, 3) triangulation, 4) peer examination, 5) negative case analysis, 6) checking members which include data. For data analysis techniques, this research was carried out qualitatively, namely data expressed in words or symbols which were separated according to categories to obtain conclusions (Arikunto, 2013). This qualitative data analysis begins with the step of checking the validity of the data, the implementation of which is based on certain criteria. The data analysis technique in this study uses triangulation, namely the technique of checking the validity of the data as an inspection technique by utilizing the use of sources, methods, investigators, and theories. Four stages were carried out for data analysis, namely data collection, data reduction, presentation and conclusion or verification (Moleong, 2015).

C. Results and Discussion

Supervisors and Principal Motivation for Teachers at SD Negeri 123 Palembang

The results as stated in the formulation of the problem in the previous chapter, (1) How is the supervision and motivation of the principal to teachers in 123 Public Elementary School (SD) Sukarame District Palembang, (2) How is the performance of teachers in 123 Public Elementary School (SD) District Sukarame Palembang? (3) What are the supporting factors for the supervision and motivation of the principal in improving teacher performance in Public Elementary School (SD) 123, Sukarame District, Palembang?, and the research objectives. To describe and analyze the supervision and motivation of the principal to teachers in Public Elementary Schools

(SD) 123 District Sukarame Palembang. Describe and analyze the performance of teachers in Public Elementary School (SD) 123, Sukarame District, Palembang.

Describe the supporting factors of the supervision and motivation of school principals in improving teacher performance at Public Elementary School (SD) 123, Sukarame District, Palembang. The results of this study were sourced from interviews with supervisors of supervisors, school principals, the teacher council of SD Negeri 123, Sukarame District, Palembang.

From the observations made while the researchers were at the research location starting from December 1, 2022 to January 31, 2023, it can be seen that the principal already understands his duties and responsibilities as a supervisor, namely the person responsible for supervising the teachers in charge. in his primary school (SD). The results of the observations above, confirmed by the results of interviews with 10 teachers at SD Negeri 123 Sukarame Palembang at different times found 2 categories.

Duties of the Principal as Supervisor

The principal as the supervisor carries out tasks such as organizing the acceptance and implementation of the teaching and learning process, being responsible for the running of the school institution and the activities within it. Likewise with the 123 Public Elementary School (SD) which is in the Sukarame District, Palembang, the school principal carries out principal duties with full responsibility.

Based on the results of observations made while at the research location, namely from 1 December 2023 to 31 January 2023, it can be seen that the principal already understands his duties and responsibilities as an administrator. Because to carry out supervision, the principal must be able to carry out administration, so that the supervision carried out by the principal as a supervisor is to supervise and guide teachers. In supervising, the principal understands the administration he has to do.

In addition to carrying out administrative duties, the principal also performs supervisory duties. Various supervision techniques carried out by the principal include class visits. Based on the observations made by the researchers, it is known that the principal supervises the class visit technique. However, not all classes visited were limited to classes assessed by the school principal, which still had many shortcomings and weaknesses.

As emphasized by the principal of SD Negeri 123, Sukarame District, Palembang, that the principal as a supervisor must understand the ins and outs of the school, what the school needs, understand the condition of the teachers and students, the condition of the community around the school, the strengths and weaknesses of the school they lead, in order to be able to develop supervision activities that become provisions in

the implementation of the performance that must be carried out. Building basic skills in the educational process and controlling the institutional climate are top priorities for meeting school needs.

Competency of Principals

Competence is a set of knowledge, skills and behaviors that must be possessed, internalized and mastered by a school principal to carry out his professional duties. Paying attention to the competencies that school principals must have, namely personality competencies, managerial competencies, entrepreneurial competencies, supervision competencies, and social competencies, the principal as supervisor can make innovative changes in the school he leads and can provide coaching to teachers effectively and efficiently.

Principal Leadership Personality

Taking into account the results of observations while the writer was at the research location, namely December 1, 2022 to January 31, 2023, it is known that the leadership personality of school principals consists of two types, namely good personality and moderately good personality. This means that the principal as the leader in the school for which he is responsible has a good personality and some has a pretty good personality.

A school principal is required to have a leadership personality. If the principal is not skilled in leading and has a bad personality, then the school he leads will become disorganized and uncontrolled, especially in the teaching and learning process. The principal's leadership personality in the school where he is assigned is quite good. The reason is that school principals have a good work ethic, are always motivating and open in thinking and acting, and have respected behavior. Also if acting or taking a decision or action in accordance with legal norms and social norms, displays actions that are based on the benefit of school personnel, students, schools, and society, has positive influencing behavior, acts in accordance with religious norms (faith and piety, honest, sincere, helpful), and have exemplary behavior.

Teacher's Performance in SD Negeri 123 Palembang

Teacher's performance is a behavior related to the teaching and learning profession in educational institutions by demonstrating competencies that are relevant to educational tasks. Active and quality teacher performance in teaching and learning process activities can be seen by the various abilities possessed by the teacher.

Performance appraisal is a process that is carried out in order to obtain as accurate information as possible about performance, especially the performance of teachers. In

order for the teacher's performance at SD Negeri 123, Sukarame District, Palembang to be carried out as expected, the role of the school principal as supervisor and motivator is very important.

Motivating Teachers

It is understood that empowerment is a step or effort taken by the principal to improve the work ethic of teachers by fostering knowledge and skills in carrying out teaching and learning activities through supervision activities. Therefore it is known that the principal understands the meaning of teacher empowerment (Observation).

For teacher empowerment by the school principal, a question was asked to the school principal about: "What is the process taken by the school principal in empowering teachers?" To this question, the answer was that the process taken by the school principal was to provide guidance to teachers through supervision and training activities.

There are two types of school principals in the implementation of supervision, namely there are those who do not carry out supervision activities for teachers and there are those who carry out supervision activities for teachers. As explained by the Superintendent of Trustees, among others: 1) Supervision of teacher meetings, meaning that the principal conducts general coaching to teachers when a teacher meeting is in progress. Things that are often supervised regarding teaching and learning strategies carried out by teachers, team working in the implementation of education, approach techniques to students both with problems and those without problems, maximum utilization of school facilities and infrastructure, maximum class management, the implementation of learning planning which must be completed with an annual program, a semester program, and a learning implementation plan; 2) Class observation supervision, meaning that the principal makes direct observations of Islamic religious education teachers who are carrying out the teaching and learning process in class. Things that were observed about learning planning activities such as choosing learning methods and approaches, selecting learning materials and equipment, managing and controlling classes, evaluating learning activities, assessing teacher teaching, and making plans for the next meeting; 3) Supervision of individual conversations, meaning that the principal conducts coaching to Islamic religious education teachers one-on-one about various problems faced by teachers in carrying out teaching and learning process tasks (Supervisor of Trustees, Interview, January 13, 2023).

Improving Teacher's Performance

Supervision carried out by the principal as a supervisor and motivator is basically to increase the work motivation of teachers so that they can be better, more active and

effective in realizing all teaching functions. However, from the findings in the field it is known that the performance of teachers in charge of SD Negeri 123, Sukarame District, Palembang is in the mediocre category. That is, the implementation of tasks by the teacher is just coming to school, entering class, checking student attendance, checking homework, delivering teaching material by writing material on the blackboard and students copying in textbooks, explaining a little teaching material, asking questions to students about the material. lessons, and give assignments to do at home.

In order for the teacher's performance to continue to be active and creative, the principal as a motivator must also pay attention to the implementation of learning carried out by the teacher in class. A teacher cannot judge whether his performance is good or not, but the school principal can evaluate it so that his performance can be supervised so that his performance as an educator can be improved (10 teachers, Interview, 11-14 January 2023).

From the findings and opinions of key informants as above, it can be analyzed that the motivation of school principals and supervisors in supervising teachers is to increase work motivation and improvements in the way teachers carry out activities to manage classes and the teaching and learning process so that there is a renewal of enthusiasm for work gets better.

Understanding Teacher's Competency

Taking into account the results of observations and interviews with school principals and supervising supervisors above, it can be understood that all teachers adorn themselves with the four teacher competencies that must be possessed. Therefore, through this thesis the researchers recommend to school principals as supervisors and motivators to be able to develop teachers even better. Because competent teachers will be able to carry out their duties properly and are able to sincerely assume the responsibility for education entrusted to them by parents, society and the government without prioritizing the nominal value of the honorarium or salary they receive. Competent teachers will always try to do their best so that students can achieve well.

Understanding Teacher's Personality

The teacher's personality will always be a reflection of what students pay attention to, emulate and respect for a teacher. The personality of the teacher who carries out his performance consists of various types. In connection with the teacher's personality, the researcher asked the principal about: "What is the personality type of the teacher in educational institutions?" To this question, the principal found an answer that there were several personality types of teachers in educational institutions that the principal could pay attention to, namely, there were temperament types that were related to

emotion, there were those who were optimistic (energetic), cheerful and smiled easily, there were those who the fierce type, irritable and easily offended, and there are also those who are selfish, want to win alone, don't want to listen to the opinions and suggestions of others. Of the personality types that the teacher has, there are some that students like and some that students don't like (Principal, Interview, 9 January 2023).

The condition of the type of teacher that the students liked while the researcher was at the research site found that the personality type that the students liked was a teacher who was optimistic, cheerful and easy to smile, loved and respected the students, devoted love and attention to the students without favoritism, and treated the students students well (observation). Factors supporting the supervision and motivation of school principals in improving teacher performance at SD Negeri 123 are Principal Leadership, Education Fund, Supervision Techniques, Local Curriculum Development, and Community Relations and Regional.

In a school, it must have a principal who can be responsible for implementing educational activities in accordance with the goals of Indonesian education, namely developing the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative. , independent, and become citizens of a democratic and responsible.

The principal is the person who is responsible for the implementation of the education wheel in the school he leads and has a top position that holds the key to success in achieving the set goals, and is the person who is given the task and responsibility of managing the school, gathering, utilizing and mobilizing all of the school's potential. optimally to achieve the goal.

In carrying out their duties, the principal must be truly responsible, namely acting as an embodiment of awareness of obligations. Responsibility means the condition of being obliged to bear everything. This understanding provides an understanding that the principal in carrying out his daily activities both in formal educational institutions and outside of school must be responsible for everything he does.

Apart from being a leader in a school, the principal also serves as a supervisor and motivator who is obliged to carry out the task of coaching and motivating teachers to be more active and creative in carrying out their performance, namely the teaching and learning process in the classroom becomes higher quality.

In carrying out their duties, a school principal as a supervisor and motivator must master teaching techniques and also master the curriculum, because this is an asset for him to supervise and motivate. Supervisors, as one of the education stakeholders, have a very important role in realizing an effective school within the School Based

Management framework, which is characterized by active, effective and enjoyable learning in achieving learning goals (Fitriani, 2020; Mukartik et al., 2020).

D. Conclusions

The Principal has carried out his duties properly as a Supervisor and Motivator in improving teacher performance at Public Elementary School (SD) 123, Sukarame District, Palembang. In supervising and motivating teachers, the school principal understands the following according to the results of observations and interviews with school principals, teachers and supervisors: 1) the definition of a supervisor and motivator, their responsibilities as a supervisor and motivator, as well as the qualifications needed to become a school principal and leadership personality; 2) because the instructors at SD Negeri 123 Sukarame District, Palembang are competent and performing well, the principal can 1) inspiring staff members; 2) improve student achievement; 3) acknowledge the teacher's ability; and 4) understand the instructor's personality. Factors supporting the supervision and motivation of school principals in improving teacher performance in Public Elementary School (SD) 123, Sukarame District, Palembang are principal leadership, educational fund, supervision technique, local curriculum development, and conduct community relations and regional needs analysis.

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