

Teachers' Perceptions on the Implementation of Principal's Supervision at SMK N 2 Guguk District

Sri Mures Walef¹, Nikmatulaili², Sufyarma Marsidin², Rifma²

¹STKIP Yayasan Abdi Pendidikan, Indonesia, ²Universitas Negeri Padang, Indonesia

Corresponden author e-mail: Srimureswlef1983@gmail.com

Article History: Received 11 April, Revised 10 June 2023,
Published 14 June 2023

Abstract: The purpose of this study was to obtain information about the teacher's perception of the process of supervising, aspects of being supervised, techniques used in supervision. The population as well as the research sample were all teachers at SMKN 2 in Guguk District, totaling 52 teachers. The research instrument uses a questionnaire in the form of a Likert scale with five alternative answers: always, often, sometimes, rarely and never. Then the data were analyzed using the average formula (mean). The results showed that the teacher's perception of the school principal's supervision process was well implemented where the average score was 3.1. The teacher's perception of aspects supervised by the principal is also carried out quite well where the average score is 3.1. Furthermore, the teacher's perception of the supervision technique used is also quite good where the average score is 3.1. In conclusion, the implementation of supervising school principals at SMKN 2 in Guguk District has been carried out quite well.

Keywords: School's Principals, Supervision, Teacher's Perceptions

A. Introduction

The teacher is the main component in the implementation of education, especially in the learning process activities Nurhidaya et al. (2021) said Education requires quality human resources to play their role and meet the educational needs of society. This statement is based on the implementation of various policies and reform efforts that have been taken in the field of education, it is the teacher who will implement them in the learning process in the class they teach. The learning process will be carried out well if the teacher always pays attention and makes good plans for the teaching that will be carried out. Thus, the success of the learning process in schools is determined by the success of a teacher's task.

The role of the teacher in making decisions relates to the three basic functions of teaching planning, implementation and evaluation. Ubabuddin (2020) deliver Supervision of the learning process is a form of quality assurance carried out internally (schools) to provide services for an effective and efficient learning process. To carry out these three functions, of course a teacher must have competencies related to the planning, implementation and evaluation functions. In line with that the teacher must

master the skills that will help the smooth implementation of the planning, implementation and evaluation functions. Furthermore Buchari (2018) conveying the role of the teacher in the teaching and learning process includes many things, including the teacher as a teacher, class leader, mentor, environmental regulator, participant, expeditor, planner, supervisor, motivator, and counselor.

With so many teacher tasks in carrying out their roles, of course there will be many obstacles and problems that will hinder the achievement of educational goals. Due to individual factors, developments in science and technology or because of limited educational support facilities and infrastructure, teachers are less able to carry out their duties to the fullest. Arianti (2019) states that new developments in the view of teaching and learning have consequences for teachers to improve their role and competence because the teaching and learning process and student learning outcomes are largely determined by the role and competence of the teacher. Competent teachers will be better able to manage their classes so that student learning outcomes are at an optimal level. For this reason, efforts that can be made to improve and develop teachers' professional abilities in managing the learning process, including through supervision carried out by the school principal, namely by providing guidance and assistance to teachers so that their ability to manage the learning process for the better. Irmawati (2010) convey Supervision is a means to develop teacher professionalism in an effort to improve teacher performance. Supervision is not an activity to oversee the implementation of teacher duties but activities that aim to assist teachers in carrying out their duties. In supervision there are three main aspects that have an important role in efforts to improve teacher performance. The three aspects are coaching, motivation and training. Schools as education providers have the responsibility to continuously monitor teacher development in carrying out the planning, implementation and evaluation learning functions.

The principal as a supervisor is obliged to supervise continuously. Principals also demand to master various supervision techniques in order to supervise effectively and efficiently. According to Karlina (2019) Supervision in schools is carried out by the principal who acts as a supervisor, the principal must be able to carry out various supervision and control to improve teacher performance. The teacher's performance is good in any form, including in the form of improving the learning process. With the implementation of good supervision and in accordance with the procedure, it is hoped that the teacher's ability to teach can be better and more perfect with the hope that it can also improve student learning outcomes.

Supervision by the school principal should also be carefully planned, carried out according to plan and evaluated for the efficiency of the implementation. If the supervision process is carried out properly and uses good techniques, it will have an influence on changes/improvements to the way teachers teach, supervision is an effort made to improve the teacher's ability to teach. As said Pranpantja et al. (2021) The teacher also needs supervision in the form of class visits, so that the teacher can get input on whether the teaching method is good or there are still some things that need to be improved. Or is it in accordance with the curriculum that is currently being

implemented or not. Supervision is not only supervising teachers or just assessing the implementation of the teacher's work, supervision is an effort in the context of coaching teachers so that they are able to solve various problems in the implementation of teaching and learning activities in schools.

According to (Ahmad, 2021) Educational supervision can be interpreted as professional guidance for teachers. The intended professional guidance is all efforts that provide opportunities for teachers to develop professionally, so that they are even more advanced in carrying out their main tasks, namely improving and enhancing the learning process of their students. should be able to help each other. This means that a school principal should be able to carry out supervision properly and the supervised teacher should show an attitude that supports the implementation of the supervision. Because one of the duties of the school principal is to carry out supervision. This can be seen from several phenomena of school principals who do not provide guidance to teachers, both in terms of administration and the way teachers teach. lack of guidance from the principal on the weaknesses or deficiencies faced by the teacher in the learning process. The principal pays little attention to the proper techniques in providing assistance to teachers in the learning process. Supervision activities carried out by the school principal take place randomly without prior careful planning and there is no structured supervision schedule, so that supervision is not well organized.

B. Methods

This research is a quantitative research with descriptive method. The research population is 52 teachers. This research is a population study because the population does not reach 100 people. The research instrument uses a questionnaire using a Likert scale with four alternative answers Always (A), often (O), sometimes (S), Rarely (R) and never (N). Before the questionnaire was used, it was first validated in schools that were not the research sample. Questionnaire indicators (1) The supervision process includes supervision planning, supervision implementation and supervision evaluation, (2) supervised aspects include learning planning, learning implementation and learning evaluation (3) Supervision techniques include individual techniques and group techniques.

C. Results and Discussion

The teacher's perception data on the implementation of supervision by the principal of SMKN 2 Guguak District is divided into three sub-variables including the supervision process, aspects of supervision and supervision techniques. Here we will describe one by one.

Teacher's Perceptions of the Principal's Supervision Process

The teacher's perception of the principal's supervision process includes three indicators of planning, implementation and evaluation. Teacher's perceptions of the

supervision of school principals at SMKN 2 in Guguak District will be presented in the following table:

Table 1 Teachers' Perceptions of the Principal's Supervision Process

No	Question	A f(x)	O f(x)	S f(x)	R f(x)	N f(x)	Σ Average Score	Average
1	Supervised learning planning	110	260	348	88	13	819	3.2
2	Implementat ion of supervised learning	80	352	570	106	17	1125	3.1
3	Supervised learning evaluation	65	56	288	80	3	472	3.0
	Amount	255	668	1206	254	33	2416	3.1

Table 1 of the data describes the teacher's perception of the supervision process carried out by the head of SMKN 2 Guguak District, which can be categorized as having been implemented quite well with an average score of 3.1. Among the three subvariables in table 1, the highest average value is 3.2 where the teacher's perception states that the principal is more dominant in planning supervision before it is implemented. Meanwhile, the lowest value of the teacher's perception of the principal's supervision process in the evaluation aspect of learning is 3.0.

Teachers' Perceptions of Aspects Supervised by the Principal

The teacher's perception of the aspects that are guided by the head of SMKN 2 in Guguak District is viewed from three aspects, including lesson planning, learning implementation and learning evaluation. The teacher's perception of the aspects supervised by the school principal can be seen in table 2 below:

Table 2. Teacher's Perceptions of Aspects Supervised by the Principal

No	Question	A f(x)	O f(x)	S f(x)	R f(x)	N f(x)	Σ Average Score	Average
1	Learning Planning	70	252	213	108	6	649	3.2
2	Implementati on of learning	110	536	684	124	22	1476	3.2
3	Learning evaluation	65	260	348	128	2	803	3.1
	Amount	245	1048	1245	360	30	2928	3.1

Table 2 describes in general the teacher's perception of the aspects supervised by the school principal which have been carried out quite well. Where the average score is 3.1. Table 2 also shows that of the three components of the teacher's perception of the aspects being supervised, the aspects of planning and implementing learning obtain the highest average score of 3.2. while the lowest score of the aspects supervised by the principal is the aspect of learning evaluation with an average score of 3.1.

Teacher's Perception of the Technique used by the Principal

The teacher's perception of the supervision technique used by the principal of SMKN 2 in Guguak District is divided into two techniques, namely individual techniques and group techniques. The teacher's perception of the implementation of the principal's supervision technique is presented as follows:

Table 3. Teachers' Perceptions of the Implementation of the Principal's Supervision Technique

No	Question	A f(x)	O f(x)	S f(x)	R f(x)	N f(x)	Σ Average Score	Average
1	Individual Technique	75	300	330	200	12	917	2.9
2	Group Technique	65	416	429	70	17	997	3.2
	Total	140	716	759	270	29	1914	3.0

Table 3 shows that the implementation of the school principal's supervision technique in general has been carried out quite well. Where the average score is 3.0.

the implementation of individual techniques obtained an average score of 2.9 while the implementation of group techniques obtained an average of 3.2.

Recapitulation of Teacher's Perceptions of the Implementation of Principal's Supervision

Recapitulation of teacher's perceptions of the implementation of principal supervision at SMKN 2 Guguak District is shown in the following table:

Table 4. Recapitulation of Teacher's Perceptions of the Implementation of the Principal's Supervision Technique

No	Question	SL f(x)	SR f(x)	KD f(x)	JR f(x)	TP f(x)	Σ Average	Average
1	Supervision Process	255	668	1206	254	33	2416	3.1
2	Supervision Aspects	245	1048	1245	360	30	2928	3.1
3	Supervision Engineering	140	716	759	270	29	1914	3.0
	Amount	640	2432	3210	884	92	7258	3.1

Table 4 shows that in general the average respondent's answer to the three sub-variables is 3.1, thus the teacher's perception of the implementation of school principal supervision at SMKN 2, Guguak Sub-District is categorized as having carried out quite well. As seen in table 4, the teacher's perception of the principal's supervision process, the teacher's perception of the aspects supervised by the principal and the implementation of the principal's supervision technique each obtain an average score of 3.1.

Discussion

This discussion will explain the teacher's perception of the implementation of the supervision of the principal of SMKN 2 Guguak District in terms of three components, namely processes, aspects and techniques. Here are the explanations one by one.

Teacher's Perceptions of the Principal's Supervision Process

The supervision process carried out by the school principal of SMKN 2 in Guguak District uses three components of planning, implementing and evaluating the learning process. These three components determine the implementation of good supervision or not. Based on the research results, the supervision process carried out

by the school principal has been carried out quite well. Where the average score obtained is 3.1. this shows a tendency for several answers such as the principal preparing a supervision implementation program, the principal collecting data on teacher creativity and the principal evaluating supervision activities which include evaluating results, student motivation and teacher teaching methods. if observed it appears that the teacher's perception of the school principal's supervision plan is implemented quite well where it is still at an average score of 3.1. whereas in the implementation of teacher's perceptions it was the same, where it was revealed that the principal had made efforts to collect data. Furthermore, evaluation in the supervision process includes evaluation of learning outcomes, evaluation of teaching methods and evaluation of student learning motivation.

Perceptions of Aspects Supervised by the Principal

Many aspects are the object of supervision. However, the aspects in question are lesson planning, learning implementation and learning evaluation. Based on the research results, the average score of respondents for supervised aspects 3.1. This means that the teacher's perception of the aspects supervised by the principal has been carried out quite well. Among the supervised aspects of learning planning. Learning planning includes annual programs, semester programs and daily programs (teaching preparation). Mistakes in making learning programs will have fatal consequences for the learning process.

The research also revealed that coaching on the use of teaching aids for teachers was still not implemented properly. In addition, it was revealed that the principal as a supervisor had not guided teachers in carrying out lesson evaluations (Amelia et al., 2022; Rahayu and Usman, 2022). So that the evaluation process is sometimes only carried out with the aim of getting student scores. Even though evaluation also serves as an initial step in providing follow-up of learning outcomes (Taylor et al., 2017; Cydis et al., 2017). There are several reasons that cause school principals to provide less guidance in carrying out learning evaluations including. The headmaster's burden is high, there is still a lack of understanding by the principal of the need for supervision.

Teacher's Perceptions of the Implementation of the Principal's Supervision Technique

Implementation of supervision techniques used two techniques, namely individual techniques and group techniques. The implementation of supervision of the two techniques obtains an average score of 3.1 with a fairly good qualification. This tendency can be seen from the respondents' answers, including the principal asking the teacher to conduct a self-assessment of his weaknesses and the school principal demonstrating good teaching methods in front of the class.

D. Conclusion

The teacher's perception of the principal's supervision process has been carried out quite well. The teacher's perception of the aspects supervised by the school

principal has been carried out quite well. The teacher's perception of the Principal's supervision technique has been implemented quite well. then in general the teacher's perception of the implementation of the supervision of the school principal has been carried out quite well.

E. Acknowledgement

Thank you to the principal of SMKN 2 Kec. Guguaq and all stakeholders who have helped us in completing this research.

References

- Ahmad. (2021). *Guru Sebagai Supervisor Pendidikan [Teacher As Education Supervisor]*. 9 (March), 1-19.
- Amelia, C., Aprilianto, A., Supriatna, D., Rusydi, I., & Zahari, N. E. (2022). The Principal's Role as Education Supervisor in Improving Teacher Professionalism. *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, 7(1), 144-155.
- Arianti, A. (2019). Peranan Guru Dalam Meningkatkan Motivasi Belajar Siswa [The Role of the Teacher in Increasing Student Learning Motivation]. *DIDAKTIKA : Jurnal Kependidikan*, 12(2), 117-134. <https://doi.org/10.30863/didaktika.v12i2.181>
- Buchari, A. (2018). Peran Guru Dalam Pengelolaan Pembelajaran [The Teacher's Role in Learning Management]. *Jurnal Ilmiah Iqra'*, 12(2), 106. <https://doi.org/10.30984/jii.v12i2.897>
- Cydis, S., Galantino, M., Hood, C. L., Padden, M., & Richard, M. (2017). Integrating and Assessing Essential Learning Outcomes: The Syllabus and Formative Feedback. *Journal of Learning in Higher Education*, 13(2), 81-97.
- Irmawati, I. (2010). Persepsi Guru Terhadap Supervisi Oleh Kepala Sekolah Dan Keterkaitannya Dengan Kinerja Guru SMPN 99 Jakarta [Teacher's Perceptions of Supervision by the Principal and Their Relationship to Teacher Performance at SMPN 99 Jakarta]. *Jurnal Manajemen Pendidikan*, 1(1), 38-46. <https://doi.org/10.21009/jmp.v1i1.2487>
- Karlina, M. (2019). Peranan Supervisor Dalam Meningkatkan Proses Pembelajaran Guru Yang Kurang Baik [The Role of Supervisors in Improving Less Good Teacher Learning Processes]. *Ilmu Pendidikan*, 12(1), 93-102.
- Nurhidaya, N., Lundeto, A., & Luma, M. (2021). Peran Guru Kelas dalam Pembentukan Karakter Siswa Kelas III di Madrasah Ibtidaiyah [The Role of Classroom Teachers in Building the Character of Class III Students at Madrasah Ibtidaiyah]. *Journal of Elementary Educational Research*, 1(2), 56-67. <https://doi.org/10.30984/jeer.v1i2.68>
- Pranpantja, Y., Satispi, E., & WD Tuti, R. (2021). Peran Supervisi Kepala Madrasah Dan Kualifikasi Akademik Dalam Meningkatkan Kompetensi Guru [The Supervision Role of Madrasa Heads and Academic Qualifications in Improving Teacher Competence]. *Instruksional*, 3(1), 87. <https://doi.org/10.24853/instruksional.3.1.87-96>

- Rahayu, S., & Usman, H. W. (2022). The pattern of principal instructional leadership at Indonesian Senior High Schools. *Journal of Positive School Psychology*, 6(3), 4356-4368.
- Taylor, R. D., Oberle, E., Durlak, J. A., & Weissberg, R. P. (2017). Promoting positive youth development through school-based social and emotional learning interventions: A meta-analysis of follow-up effects. *Child development*, 88(4), 1156-1171.
- Ubabuddin, U. (2020). Pelaksanaan Supervisi Pembelajaran Sebagai Upaya Meningkatkan Tugas Dan Peran Guru Dalam Mengajar [Implementation of Learning Supervision as an Effort to Improve the Duties and Role of the Teacher in Teaching]. *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, 5(1), 102-118. <https://doi.org/10.31538/ndh.v5i1.512>