

The Implementation Of The Principal's Supervision On Teachers' Performance To Improve The Quality Of Learning At Sdn 1 Biau

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ABSTRACT

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Teacher is at the forefront of creating quality education. The teacher deals directly with the students in the class through the teaching and learning process. It is in the hands of the teacher, the quality of students will be produced, both academically, skillfully, emotionally and morally and spiritually mature. Thus, future generations will be produced who are ready to live with the challenges of their time. Islamic Religious Education (PAI) is a conscious effort or activity that is deliberately carried out to guide and direct students towards the formation of the main person (insan kamil) based on Islamic ethical values while maintaining good relations with Allah SWT (Hablummin Allah) fellow human beings (hablumminannas), himself and the natural surroundings. The research used descriptive qualitative research. The location of this research is at SDN 1 Biau School. The finding about the Role of Supervision in Improving the Performance of Islamic Religious Education Teachers Supervisors do not discriminate between PNS and non-PNS teachers, because supervision can assist teachers in assessing results and learning processes and teachers must be based on the curriculum that is being developed. Supervision activities carried out by the principal were basically providing assistance or assistance in developing a better learning situation at school. The aim of educational supervision undertaken by the principal was to assist teachers in schools to be able to carry out their duties as teaching educators to the fullest in order to create a better learning situation. Other factors that affected teacher performance are work climate and non-physical factors.

1. Introduction

Teacher is at the forefront of creating quality education. The teacher deals directly with the students in the class through the teaching and learning process. It is in the hands of the teacher, the quality of students will be produced, both academically, skillfully, emotionally and morally and spiritually mature. Thus, future generations will be formed to face a challenges life(Supardi, 2016)

Teacher is the key to the success of an educational institution. Good or bad behavior or procedures for teaching teachers will greatly affect the image of educational institutions. Without professional teacher

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resources, the quality of education will not increase. The implementation of school education emphasis on quality improvement in response to the needs and dynamics of a developing society, thus, the quality improvement can be realized through the implementation of education. Islamic Religious Education (PAI) is a conscious effort or activity that is deliberately undertaken to guide and direct students towards the formation of the main person (insan kamil) in accordance with Islamic ethical values while maintaining good relations with Allah SWT (Hablummin Allah) fellow human beings (hablumminannas), himself and the natural surroundings. It shows that the main orientation of PAI is the formation of students who have religious and social characters. The PAI teacher does indeed hold a very important and strategic role because he is responsible for directing his students in terms of mastering Islamic religious knowledge and its application in life and in instilling and providing good examples for their students. A teacher is not only tasked with transferring knowledge, but it is much more difficult, namely to direct and shape the behavior or personality of students, especially PAI teachers (Supardi,2016)

PAI supervisors, one of whose duties is coaching PAI teachers, must take a role in the PAI learning process in schools to become the main activity in forming human beings who believe and fear God Almighty in accordance with the mandate of the law. Supervisors in carrying out their duties and functions are expected to play an important role in motivating PAI teachers to always innovate and be creative in implementing learning in class. In addition, supervisors can also carry out coaching related to the duties of PAI teachers to improve their competence and performance (Supardi,2016).

2. Literature Review

Seeing from the etymological point of view, supervision comes from the words super and vision, each of which means above and vision. Etymologically, supervision is seeing from above. This understanding is a figurative meaning that describes a position in which the viewer has a higher position than the person being seen. This can be interpreted that supervision activities are carried out by superiors to subordinates. Supervisors are the main person in charge of school/madrasah development activities in accordance with the types or educational and learning activities in educational institutions in their position and function. The supervisor's task must be to relate to and gather data collected by other supervisors, then summed up to determine the appropriate alternative actions. Etymologically, the word supervision is a term in English Supervision, consisting of two words, namely super and vision, which means looking carefully from top to bottom of the work as a whole. Meanwhile, the person who carries out the supervision activity is known as the supervisor(Supardi 2016).

Learning is a human process to achieve various kinds of competencies, skills, and attitudes. Learning begins from birth to death. The human ability to learn is an important characteristic that distinguishes humans from other living things. By learning, humans can know what they are doing and understand the purpose of all their actions. The quality of learning has several definitions including the quality of learning is the level or effectiveness of the learning process in achieving learning objectives. The quality of learning discusses how to make learning activities run well and release good graduates also states that the quality of learning is a measure that shows how high the quality of interaction between teachers and students that occurs in learning places to achieve learning goals. enabling the realization of better student learning capacity. Quality is a philosophical and methodological, about the size and good and bad level of an object, which helps institutions to plan changes and set the agenda for designing specifications for a product and service according to the function and use of the agenda in the face of excessive external pressures. Quality is the main agenda and improving quality is the most important task (Supardi, 2016).

3. Methodology

This study used a qualitative approach, due to it fulfills the characteristics of qualitative research, as follow: (1). The condition of natural research objects, (2). Research as the main instrument, (3) is kind of descriptive because the data collected is in the form of words not numbers, (4). More concerned with the process than the results, (5). The collected data is processed in depth (Arifin, 1991).

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3.1 Research Setting

The research is at SDN 1 Biau School. The choice of location was undertaken on the basis and consideration that the school was representative with the title to be studied. Whereas, the research object was school supervision and the performance of PAI teachers at SDN 1 Biau

3.2 Data source and data analysis

Sources of data using primary and secondary data, data collection used in-depth interviews and involved observation and documentation. Data analysis used a descriptive analysis method in which it describes the current state of the research object based on the facts that appear or as they are (Nasution, 1982; Sugiono, 2012; Sugiono, 2014)

4. Results and Discussion

This study was undertaken by means of observation and interviews at SDN 1 Biau school, while implementing school supervision on improving the performance of PAI teachers at SDN 1 Biau school. In this case, the researcher conducted interviews with school supervisors or school principals asserted that: What is carried out by school supervision or school principals carries out regular and scheduled supervision activities for teachers with the hope that teachers are able to improve the learning process carried out. First, supervision must remind teachers relating to the time. - Teachers, especially PAI teachers at SDN 1 Biau

The researcher also made observations with the school principal on how to supervise the school on improving the performance of Islamic education teachers at SDN 1 Biau argued that: The method is: a. The principal directly monitors when the teacher is teaching b. The principal observes the learning process carried out by the teacher c. When the supervision takes place the principal uses the observation sheet that has been carried out as an assessment tool related to the lesson plan.

Regarding to these observations, to be able to carry out supervision properly and successfully, principals are required to have various requirements both related to personal characteristics as a supervisor and leader as well as skills as a supervisor. good education that can improve the performance of PAI teachers at SDN 1 Biau

The role of supervision is very important in improving the performance of PAI teachers at SDN 1 Biau, because teacher performance is very influential on lesson planning, teachers and other education staff as implementers of the educational process in schools need to be assisted by supervision to be fostered and guided and fostered continuously so that they can improve and develop the performance of PAI teachers at SDN 1 Biau. The role of supervision in improving the performance of PAI Teachers Supervisors do not discriminate between PNS and non-PNS teachers, because supervision can assist teachers in assessing the results and learning processes and teachers must be based on the curriculum that is being developed (Supardi, 2016)

Increasing the ability of Islamic religious education teachers is one of the supporting factors to improve learning and improve Islamic religious education learning in particular, thus, Islamic religious education teachers must improve their performance because Islamic religious education greatly influences student morals and behavior. Supervision activities carried out by the principal are basically providing assistance or assistance in developing a better learning situation at school. The purpose of educational supervision carried out by the principal is to assist teachers in schools to be able to carry out their duties as teaching educators to the fullest in order to create a better learning situation. Other factors that affect teacher performance are work climate and non-physical factors.

Schools that have a comfortable, orderly, and comfortable work environment make the learning process take place comfortably, therefore, effective schools always create a safe, comfortable, orderly school climate through the pursuit of factors that can foster this climate (Supardi, 2016).

5. Conclusion

The implementation of supervision to improve the performance of PAI teachers at SDN 1 Biau, the school principal carried out routine and scheduled activities for teachers in the hope of being able to improve the learning process carried out and supervision provides PAI teachers to be more timely in the process before the learning process is carried out so that it can become examples for other teachers 2. How to supervise to improve the performance of PAI teachers in SDN 1 Biau School, the principal monitors directly when the teacher is teaching, the principal observes the learning process carried out by the teacher, when supervision activities take place the principal uses worksheets Observations that have been made such as assessment tools related to lesson plans and by supervising or supervising PAI teachers to improve their performance must make observations and come to school on time. 3. The role of supervision in improving the performance of PAI teachers at SDN 1 Biau supervision must carry out teacher inspections in various aspects both from their appearance and from the way they teach, supervision also provides carefully planned learning improvement services. Increasing the performance of PAI teachers is by holding school supervision at the beginning of each semester by giving firmness to educators or PAI teachers in particular to complete matters related to the implementation of learning Islamic education.

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