

The Effect of Class-Visitation Supervision of the School Principal toward the Competence and Performance of Pangudi Luhur Ambarawa Elementary School Teachers

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Abstract

The success of a school is determined by the teaching-learning process in which the teacher becomes the most crucial component. As a key factor in the success of education, the teachers have to improve their professional capabilities. As the principals are having the main responsibility for improving the quality of education in schools, it is expected for them to provide guidance on teacher competencies so that the teacher will perform optimally. The founding on teacher's professional abilities can be done through supervision of classroom visitation so that it will have an impact on student learning achievement. The purpose of this research was to determine whether there were significant influences of the principal supervision toward the teachers' performance in PangudiLuhurAmbarawaElementary School. This research used a qualitative research approach with a qualitative descriptive method. The populations in this study were PangudiLuhurAmbarawaElementary School teachers. The sampling technique used in this study is a random sampling technique, taking 6 teachers or 38% of the total population. The data collection techniques were done by using questionnaires and interviews. Analysis of the data used in this research is a descriptive analysis technique. Based on the research findings, can be concluded that: (1) the implementation of the principal supervision was done by using a model of supervision approach either directly or indirectly with the class action supervision technique, (2) teachers' response toward the implementation of a variety of supervision were basically approves and supports the supervision in order to improve the professionalism of teachers, (3) the implementation of the supervision carried out based on the needs and potentials of the teacher, (4) the improvement of professionalism marked by the improvement of teachers' skills and the improvement of teaching performance. Based on the results of this research could be concluded that there is a significant positive effect of classroom-visitation supervision toward the competence and performance of PangudiLuhurAmbarawaElementary School teachers.

Keywords: classroom-visitation supervision, competence, teachers' performance.

Introduction

Education has a strategic role to improve the quality of human resources who have expected competence, performance, attitude and behavior in accordance with their duties and role of their job. In other words, the quality of human resources as the subject of development is characterized by the creativity and productivity that is realized in the performance of their work. This issue would be overcome if the human resources are able to produce a rational and productive work and have knowledge, skills, and abilities that generally can be obtained through education.

The Indonesian National Education which is based on Pancasila and the Constitution of the Republic of Indonesia 1945 has functions to develop the capability and to shape dignified character and civilization to educate the nation. It aims to develop students' potency to become people with faith, who fear of God, noble, healthy, knowledgeable, capable, creative, independent, and become democratic and accountable citizens. To carry out the functions, the Indonesian Government carried out a national education system as set forth in Law No. 20 of 2003 about National Education System.

To achieve the above objectives, the teachers' role as the spearhead of the success of education is critical. In developing excellent education, the need of professional education personnel is very crucial. They are expected to be able to share their knowledge, to develop students' skill and to shape students' character. There are some ways to be professional teachers. One of them is by developing teachers' competence and performance.

Competence is the ability to be possessed by the teachers in terms of planning and implementing the learning process. According to Glickman, professional teachers are teachers who are able to manage themselves in carrying out their duties. Teachers' competence can be defined as the determination of knowledge, skills and attitudes which are manifested in the form of intelligent action and full responsibility of a person to be a teacher as a profession (Depdiknas, 2006). Teachers' competence includes personal competence, pedagogical competence, professional competence, and social competence.

While performance is the ability to work or a work performance demonstrated by a teacher to obtain optimal results. The teacher's performance is a real teacher's behavior that can be observed in his duties as a teacher.

The behavior of teachers regarding to the implementation of the management tasks of teaching and professional development activities includes: (1) ability to make a teaching and learning program, (2) ability to present teaching and learning programs, (3) ability to

carry out the evaluation, (4) ability to carry out the analysis of evaluation result (5) ability to develop and implement students' improvement and enrichment program, (6) ability to make scientific writing in education, and (7) ability to develop the curriculum. These activities will be measured by a questionnaire done by the teacher or principal (Sahertian, 2000).

The implementation of increasing teachers' competence and performance needs support from those who have important role, in this case the school principal. The school principal is a person who has the main responsible for the whole school activities. He/she has full authority and responsibility for implementing all environmental education activities in the school.

One effort that can be done by the principal in improving the competence and performance of the teachers is by supervision service. By supervision it is expected that the teachers will improve their quality. The supervision can promote and develop the teaching process so that teachers can teach well and it will cause a good impact on the students' outcomes.

Jones, as quoted by Pidarta (1992) explained that supervision is an integral part of the whole process of educational administration which is intended primarily to develop the effectiveness of the performance of school personnel related to the main tasks of education. In the above definition, supervision is viewed as a subsystem of the system of school administration. As a sub-system, supervision cannot be separated from the administrative system that also involves non-teacher personnel, including the principal and administration staff. But the focus of supervision is the improvement and development of teachers' competence who are directly addressing the students. Through the improvement and development of teachers' competence and performance, the teaching process is expected to grow, ultimately have an impact on the effectiveness of the learning process.

Class-visitation is a visit at any time made by the supervisor (principal or superintendent) to see or observe the implementation of the learning process in order to obtain data for further follow-up in coaching (Burhanuddin, 1994). The goals are to observe how the teachers teach and to help teachers to cope with the problems they face, while the functions of the visitations are to optimize the learning technique and to help them to improve the professionalism.

There are three steps of class-visitation supervision: the preparation phase, the implementation phase, and the evaluation and reflection phase. The preparation phase includes creation of a framework and assessment instruments prepared by the supervisor, in this case, the principal. In the implementation phase, the teachers do the teaching and

learning activities based on the lesson plan that have been made, and the supervisor will observe the teaching and learning process based on the given instruments. In the final phase, the principal evaluates the things that happened during the observation in the classroom.

This paper is aimed to give illustration and knowledge to the teachers and principals about the importance of class-visitation supervision as it happens in PangudiLuhurAmbarawaElementary School.

Research Methodology

This study used a qualitative descriptive method to describe a phenomenon that occurs. Sugiono (2009) said that population in a qualitative research is called by "social situation" which consists of three elements: place, actors, and activity that interact synergistically. The three elements are being the object of research to find out what event is happening to achieve the research objectives. In this research, the place being observed was PangudiLuhurAmbarawaElementary School. This school is one of 67 schools owned by Pangudi Luhur Foundation, where its central head office is located in Semarang. This foundation was established and under the auspices of the FIC Congregation. While the actors on the research were the school principal and the chosen teachers, and the activity was the classroom-visitation supervision.

The samples in this study were six out of sixteen teachers (38%) of Pangudi Luhur Ambarawa Elementary School which were taken at random (random sampling). According to Sugiyono (2009), the determination of random sampling technique is intended to provide equal opportunities to all respondents in conducting research.

The variable in this study was the competence and performance of the class-visitation supervision of the school principal toward the teachers in PangudiLuhurAmbarawaElementary School. The instruments and data collection research were using interview and questionnaires techniques. The data analysis was performed using qualitative analysis. This analysis included the matters conducted by the principal in improving the competence and performance of the teachers in PangudiLuhurAmbarawaElementary School.

Research Finding and Discussions

After conducting interviews and distribution of the questionnaire, the following are the result:

1. The implementation of the principal supervision was done by using a model of supervision approach either directly or indirectly with the class action supervision technique.

In the implementation of class-visitation supervision activities in PangudiLuhurAmbarawaElementary School, there were two approaches done by the principal. The first one was direct supervision. It meant that the supervision activities carried out based on the schedule and it had procedures to follow with. The second one was indirect supervision, where the supervision was conducted not based on the procedures and schedule.

The first type of supervision, the direct supervision, was carried out as one of some conditions for teachers' promotion, for example, from orientation to prospective employees, from prospective employees to jobholder, and for a raise in employees' level. Few weeks after a teacher submitted a letter of promotion, the foundation would send a supervision schedule, where they would be supervised by a foundation supervisor, while the supervision of the principal was held a week before that. So, a teacher who promoted for a level rising would be supervised twice.

For the second type of supervision, it was done to fulfill the duties of the principal in providing an annual report of teacher's performance to the foundation. In the practice, the principal monitored or observed the classroom activity from outside the classroom when passing each class. This kind supervision was done without the knowledge of the teacher.

2. Teachers' response toward the implementation of supervision.

When the teachers were asked what supervision was, most of them said that the thing that comes to their mind was a kind of monitoring activity toward the teacher. For some teachers, supervision sometimes was a scourge, so they tend to be afraid of being supervised. Although they realized that the supervision would bring an improvement on their competence and performance, but that did not trigger the teachers' spirit to be supervised, they still looked tense instead.

The negative perception of teachers on supervision assumed that supervision was a model of monitoring that suppresses the freedom of teachers in teaching. The negative perception of the teacher could also be influenced by the attitude of the supervisor who is authoritarian, just looking at teachers' mistake and weaknesses, and consider his/herself to have a higher position.

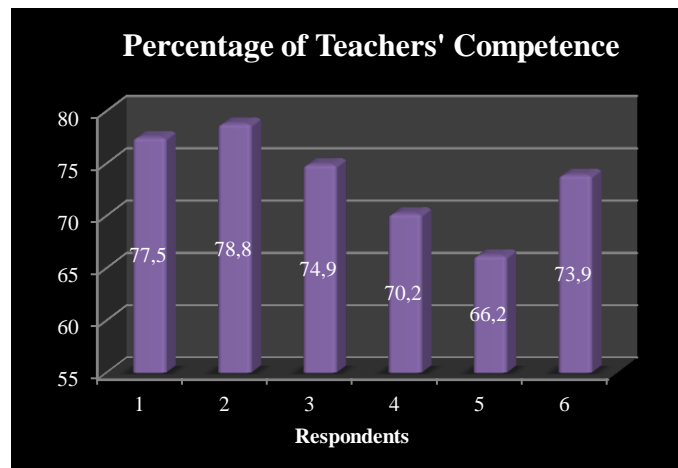
3. The implementation of the supervision carried out based on the needs and potentials of the teacher.

The implementation of class-visitation supervision by the principal was carried out when the teacher has special needs such as a promotion or competition in order to improve the teachers' professionalism and the quality of schools and the implementation also follows the procedures or stages in supervision activities. Beside because of the needs of promotion as mentioned in result number one above, the class-room supervision by the principal was done to fulfill the principal duties in reporting the teachers' performance and competence to the government educational office.

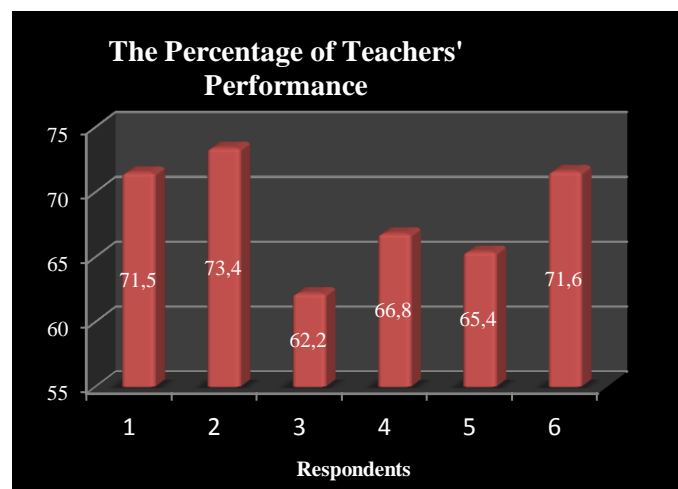
4. The improvement of teachers' professionalism and performance.

Based on the results of the research, here are the presentations of the data:

a. Before the Supervision

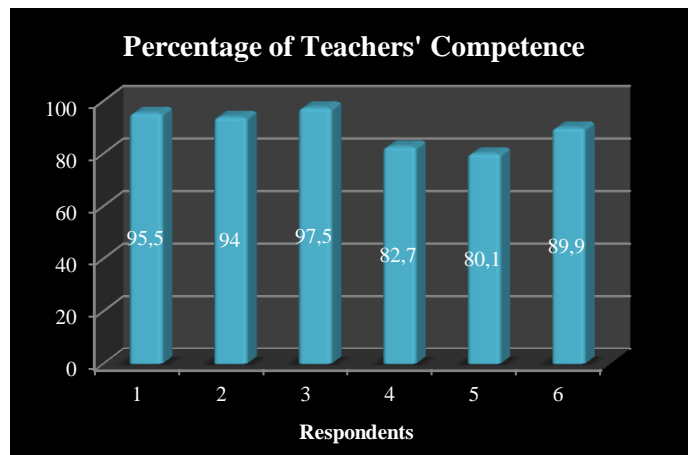


Graph 1. Percentage of Teachers' Competence

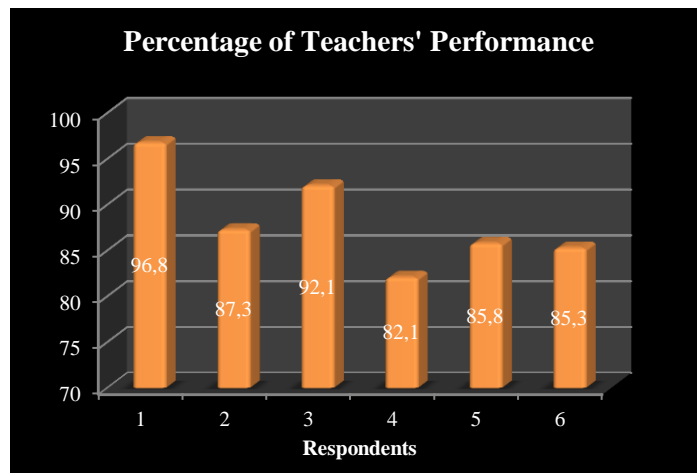


Graph 2. Percentage of Teachers' Performance

b. After the Supervision



Graph 3. Percentage of Teachers' Competence



Graph 4. Percentage of Teachers' Performance

This research activity was divided into two cycles. The first cycle was an assessment before the supervision conducted and the second cycle was carried out after the supervision. There were ten components to measure teachers' competence: the ability on mastering the teaching materials, the ability to manage teaching and learning program, the ability to manage the class, the ability to use media/learning resources, the ability to master the foundation of education, the ability to manage the interaction of teaching and learning, the ability to asses student achievement in learning, the ability to know the functions and programs of counseling services, the ability to recognize and organize the school administration, and the ability to understand the principles and interpret the results of educational research for teaching purposes. While the assessment indicators on the

performance consisted of five components: planning for teaching and learning program, the implementation of teaching and learning process, the evaluation of teaching and learning process, the implementation analysis process, and the implementation if improvement and enrichment toward the students.

The graph above shows that there was a significant improvement of teachers' competences and performance. It is undeniably though basically teachers have had professional capability in the implementation of teaching and learning activities, but still, they didn't improve their competence and performance maximally.

From the graph above it is clear that in the prior supervision (Cycle I), the average of teachers' ability was at the 'sufficient' level, although this was considered good, nonetheless as a spearhead in the renewal and improvement of the quality of education, teachers must keep improving their competence and performance. From the data it appears that after supervision (Cycle II) there was an encouraging significant improvement where the average ability of teachers' competence and performance are at a good qualification. This happened due to the teachers' preparation for the supervision both in terms of administration and method that will be used in the teaching and learning process. The material that would be presented was also being well-prepared. It didn't mean that when there was no supervision the teachers didn't prepare the program, but in their daily routines the preparation was not as extreme as when they were facing supervision.

Conclusion and Suggestions

After carrying out the research and discussion, here come several conclusions. First, the implementation of the principal supervision was done by using a model of supervision approach either directly or indirectly. Second, the teachers' response toward the implementation of supervision were basically approves and supports the supervision. Third, the implementation of the supervision carried out based on the needs and potentials of the teacher. Fourth, there was a significant improvement of professionalism marked by the improvement of teachers' performance and competence.

From the conclusion above suggests that the supervision is indeed an important way to maintain teachers' performance and competence. For that reason, the supervision should be done at school continuously. For the teachers come to suggestion that being supervised or not, the teachers should always keep maintaining their competence and performance in teaching their students. Additional suggestion is intended for the school principal, that he/she

should keep the objective of the supervision as a tool to help, stimulate, and support the teachers to improve their performance instead of giving fear and harsh judgments.

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