



Supervision Based On Performance In SD Harapan II Binjai

Winda Novianti

Dosen Sekolah Tinggi Agama Islam Tebingtinggi Deli, Sumatera Utara, Indonesia

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ABSTRACT

The performance or performance of personnel demonstrates dependable human resources. Personnel performance is a description of personnel work that is demonstrated in activities and behavior that refers to the desired process and product as well as the workplace situation. The principal's performance-based supervision is a supervisory activity carried out by superiors to increase the competence of educational staff based on their performance or to increase the effectiveness of the institution in achieving the goals set. Thus, educational human resources who perform at or above the standard set by the institution have the opportunity and the right to receive a response from the institution in accordance with the applicable provisions. This study employs qualitative research methods, with informants including principals, educators, and education staff. The study's findings suggest that an effective supervisory process can improve teacher performance while also achieving organizational goals or the success of school activities. A leader's success will be realized if he treats others or his subordinates well and provides motivation so that they perform well in carrying out their duties. Leadership is the ability to move, motivate, and influence people to take actions aimed at achieving goals by having the courage to make decisions about tasks that must be completed. The principal's supervision of the performance of educators and education staff will be successful if the principal pays attention to the results achieved and treats educators and educators well, allowing them to perform better.

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Corresponding Author:

Winda Novianti,

Sekolah Tinggi Agam Islam Tebingtinggi Deli, Sumatera Utara, Indonesia

Email: windaku20@gmail.com

1. INTRODUCTION

. As an organization, school becomes a place to teach and learn, as well as a place to receive and give lessons. Principals, groups of teachers and other functional staff, administrative/staff working groups, groups of students or students, and groups of parents are examples of cooperative relationships. Schools, as formal education, aim to form human personalities by developing students' intellectuals in the context of the nation's intellectual life. As an educational leader, the

principal plays a critical role in assisting teachers, education staff, and students. The head of the school must be able to understand, overcome, and improve the flaws that occur in the school environment.

A principal must be able to improve the performance of his teachers or subordinates in order to improve the quality of education. Many factors can influence a person's performance, and as a school leader, you must be able to provide influences that move teachers to carry out their duties effectively so that their performance improves. As a powerful leader, he seeks advice and suggestions, and his orders are obeyed by the teachers when necessary. As a result, he can alter his way of thinking, attitude, and behavior. Its benefits, namely an abundance of knowledge and experience, aid in the development of teachers into professional educators.

In carrying out his leadership role, the principal must manage and develop the school through administrative, management, and leadership activities that are heavily reliant on his abilities. In this regard, the principal's role as a supervisor is to supervise, build, correct, and seek initiatives for all educational activities carried out in the school setting. Furthermore, as an educational leader, the principal's role is to foster and develop harmonious human relationships in the context of fostering and developing interpersonal cooperation, so that they can simultaneously move towards achieving goals by being willing to carry out their respective duties efficiently and effectively.

As a result, all educational implementation will result in efforts to improve educational quality, which is heavily influenced by teachers in carrying out their operational duties. As a result, the principal must supervise the school to ensure that operational activities run smoothly. Given the significance of the principal's role as a supervisor in supervising teacher performance, efforts to improve higher performance are a difficult task for school principals. Because the activity occurs as a process that does not appear on its own. In fact, many school principals have made significant efforts to improve educational quality, with the goal of motivating teachers to perform better, but the results have fallen short of expectations.

2. RESEARCH METHODE

This is qualitative research, which is research in which the discovery procedure is not carried out using statistical or quantification procedures. In this case, qualitative research is study of a person's life, stories, and behavior, as well as the function of organizations, social movements, or reciprocal relationships. In this case, qualitative research is being used to determine how performance-based supervision is being implemented in SD Harapan II Binjai.

The use of participatory observation in this study to reveal the meaning of an event from a specific setting is an important concern in qualitative research. Participatory observation is used to observe the object of research, which could be a special place of an organization, a group of people, or some school activities. The observation method is used in this case to collect data about the research site, the implementation of performance-based supervision at SD Harapan II Binjai.

In addition to observation, interviews with informants were used as a source of data and information to extract information about the research's focus. The procedure for conducting interviews begins with an introductory conversation and the establishment of a harmonious relationship between the researcher and the subject, and then begins to discuss the anticipated issues by informing the subject of the purpose of the research and assuring the subject that what is discussed will be kept confidential. Interviews can be conducted with informants, such as the principal as a supervisor who oversees teacher performance, as well as interviews with teachers and staff employees at SD Harapan II Binjai, to obtain data on performance-based supervision in schools. the.

3. RESULT AND ANALYSIS

RESULT

Performance Assessment of Teachers (educators)

As a supervisor, the principal plays a role in efforts to help develop the professionalism of teachers and other education personnel. An effective monitoring system serves as a strategic support and focuses on what needs to be done, not just measurement efforts. The focus is on activities that are important for achieving organizational goals. The monitoring system supports efforts to solve problems by making decisions, not just pointing out deviations. The system must be able to show why deviations occur and what must be done to correct them. The monitoring system must be able to quickly or early detect deviations so that corrective actions can also be taken immediately in order to avoid things that are not expected.

An effective monitoring system provides sufficient information for decision makers, meaning that information is easy to understand, dense. Monitoring systems accommodate unique or changing situations. The monitoring system can also accommodate a person's capacity to monitor himself and what is important there is mutual trust, communication and participation of interested parties. Self-control is created when the work design is clear and the selection of capable people for the work is carried out properly. The monitoring system should focus on development, change and improvement. The sanctions imposed are used as a benchmark or limit, and essentially supervision is functioned as an increase in teacher performance. The researcher asked about the implementation of performance monitoring at SD Harapan II Binjai. As the results of the interview:

“...our school principal applies discipline to us teachers to come on time at least at 07.15 at the latest. because this school is at 08.30, there are no teachers who are late. Because that would certainly be an example for the students here...”

This data is supported by the results of interviews which state that:

“... the principal applies a rule not to come to school late and teachers who are late will of course receive a warning from the principal. If it is often and more and more late, the foundation will also impose sanctions in the form of not issuing our teaching decree. Actually it's a good thing to implement, so we can be more disciplined...”

The Principal of SD Harapan II Binjai also assessed the teacher's performance as seen from the implementation of the implementation of the RPP collection a week before the lesson took place, so that learning was really planned. There is direct supervision in the classroom and outside the classroom.

Then the researcher asked about what activities were the focus of the principal's supervision regarding teacher performance. He explained:

“... I apply rules to the teachers here to make and collect lesson plans a week before the lesson takes place. In addition, I also carry out direct supervision of my teacher's performance in the classroom in order to direct or evaluate my teacher's work...”

This data is supported by the results of interviews which state that:

“...The lesson plans are collected a week before we start the lesson, if you still haven't collected it, your mother usually reprimands you too. So I quickly finished it. It's not good if you have to be reprimanded, embarrassed. You have a track record of our performance, and the plan is for the best performing teacher to be rewarded...”
 “...my class is close to the principal's office, so you must have heard what happened in my class. Mother often encourages us, mother is a good dreamer and even our

mother thinks like her own mother. Mother said, don't be rude to students, bring out all your abilities and teaching expressions, don't be shy, let alone hide...”

Furthermore, the researcher asked about other than being a supervisor of performance in activities at school, in what other ways the principal held supervision.

“...in addition to being a performance supervisor, mother is also a place to settle matters of reconciling teachers who are arguing or having a cold war. For example, here there is a husband and wife who both teach here, so if they have a problem, the mother will mediate them. Because if the teacher has a problem, especially if it drags on for a long time, it's not good, it affects the performance of the teacher which will have an impact on not smooth learning here. We really respect and love the headmaster here...”

Apart from being a performance supervisor, the principal also has social and interpersonal communication skills with his members by approaching in this case by providing advice and efforts to improve relations between teachers. In addition to getting closer, it also familiarizes and strengthens the relationship between superiors and members, but still does not leave an impression of authority.

The researcher also asked about what things were done to support the performance of teachers in schools.

“...if anyone wants to discuss performance, a teacher council meeting is usually held. That's where we discuss the results of teacher performance and new work plans that will be held and divide work assignments according to the abilities of the teachers in their respective fields...”

“...to support the performance of teachers, the head mother also handles finances well. For example, BOS funds do not decrease every month. The fastest is every 2 months, the maximum is every 3 months. Imagine if the paycheck waits every 3 months, you can imagine. So, my mother has her own policy. We receive a salary every month and right at the beginning of the month, and it uses my mother's own personal money. If the BOS funds have gone down, the school will replace them...”

The researcher also asked the principal about why he supervised teacher performance. He said:

“...as a school principal, of course, I have many duties and responsibilities, including monitoring the performance of my teachers. Supervision is used as a monitor to revise and evaluate the performance results that have been carried out so far. I hope this school can compete with other schools in Binjai. For that I hope the performance of my teachers goes well according to the plan that has been set. There are only 5 classes filled in Rombel since it was only opened a few years ago. So, there are no school graduates yet, but I see that there are quite a lot of fans...”

The same thing is also supported by the results of other interviews:

“...my performance is monitored, I am motivated to be better every time. Having a reflection from the principal about what needs to be improved in terms of teaching and other things makes us and I personally become better. We always try to show good performance, give a good impression to the community, establish good relations with parents with the hope that each year the number of students increases. In 2016 the new school year will be the 6th year where our class will be complete with 6th grade. We are all also very respectful and love the head mother with all her kindness and all her policies...”

Performance Assessment of Education Personnel

The next question is, in what other way to assess the educators and education staff at the school that you lead.

“...assessed using the Teacher Performance Assessment book or better known as Teacher Performance Assessment. The definition of PKG or Teacher Performance Assessment is an assessment of each item of the teacher's main task activities in the context of career development, rank, and position. Evaluation and Assessment of Educators and Educational Personnel is a process of assessing or coaching an educator. Evaluation itself has a brief meaning, namely as a process of gathering information to determine the achievement of class or group learning. The results of the assessment or evaluation are expected to encourage teachers to teach better and encourage students to learn better. So, the assessment evaluation provides information for the class and teachers to improve the quality of the teaching and learning process. For educational staff, it is also done in the same way...”

The same thing was conveyed by TU at SD Harapan II Binjai

“...usually in addition to the head mother directly monitoring the results of my work, she also has a special book to assess my performance...”

“...as a janitor, my performance is also assessed by the headmaster, for example, she always monitors the cleanliness of the classroom, yard and garden.

Controlling or supervision, often also called control, is one of the management functions in the form of conducting an assessment, if necessary making corrections so that what subordinates do can be directed to the right path with the aims and objectives that have been previously outlined. Controlling is the process of observing rather than carrying out all organizational activities to ensure that all work being carried out goes according to the established plan. It can be concluded that the supervisory function is a process to oversee all activities aimed at the target, so that the predetermined goals can be achieved and is a corrective action in the implementation of all work program activities in accordance with the predetermined plan.

DISCUSSION

One of the functions of organizational management is supervision. Where does the meaning of a monitoring and evaluation process come from? Supervision is said to be important because without it, the organization's and its workers' goals will almost certainly be unsatisfactory. Absolute supervision is exercised within the organization in order to achieve the organization's goals. We can see and know whether a job can be done well or not through this supervision. According to Victor M. Situmorang and Jusuf Juhir, the purpose of supervision is as follows: a. Understanding the work flow, whether it is smooth or not. b. Correcting employee errors and taking precautions to avoid repeating the same errors or the emergence of new errors. c. Determining whether the budgeted amount is being spent on the intended purpose and in accordance with the plan. d. Knowing whether or not work is being carried out in accordance with the program (implementation level phase) as specified in the planning. e. Knowing the results of the work in comparison to what was planned, namely the standard.

Management includes the function of supervision. The manager needs information about the implementation of all parts of the management system he leads, so he holds supervision. The outcomes of supervision can help to improve and increase the effectiveness of an organization's management process, allowing it to achieve its objectives. Hadari Nawawi also stated that the supervisory function is as follows: a. Gathering data that, once processed, can be used to guide

efforts to improve future activities. b. Obtain the most effective and efficient method of working, or the most appropriate and successful method of achieving the goal. c. Gather information on the obstacles and difficulties encountered in order to reduce/avoid them. d. Gather information that can be used to improve organizational and personnel development efforts in a variety of fields. e. Understanding how far the goal has progressed. Using the supervisory function described above, we can determine the benefits or outcomes of an organization's supervision. To achieve good results, the supervisory function must be properly carried out.

Performance measurement is a necessary step in boosting organizational performance. The level of performance achievement can be determined using this measurement. Measurement is a comparison of the true condition of an object and measuring instrument. Performance measurement refers to what an organization has accomplished over a specific time period in terms of input, process, output, outcome, benefit, and impact. Young defines performance measurement as "an act of measurement carried out on various activities in the value chain that exist in the company." The measurement results are used as feedback to provide information about performance, plan implementation, and what adjustments and controls the company requires.

Muh. Ilham's performance measurement can provide an assessment of an apparatus's performance based on its indicators. In accordance with this viewpoint, Anwar Prabu Mangkunegara, namely: Performance indicators: 1. Excellence 2. Work quality refers to how well an employee does what needs to be done. 3. Amount 4. Work quantity is the amount of time an employee works in one day. This work quantity can be seen in each employee's work speed. 5. dependability 6. Work reliability refers to how well employees can complete their tasks accurately and without errors. 7. Personality 8. Work attitude refers to an individual's ability to complete the tasks at hand. It includes the following psychological aspects: 1) Work systematics refers to a person's ability to carry out activities or complete work in a systematic manner. 2) Work endurance is an individual's ability to maintain productivity while remaining motivated to carry out work activities. 3) Work accuracy refers to an individual's ability to complete a task quickly, carefully, and thoroughly. 4) Work speed, or an individual's ability to complete a task within a specific time frame. 5) Work constancy refers to the consistency of a work pattern or rhythm.

The development of performance-based educators and education means efforts to increase the competence of education personnel based on the performance they show within a certain period of time and based on certain standards through a performance appraisal process. To get a valid assessment result, an appropriate assessment method is needed. There are several methods of performance appraisal as follows:

1. **Brief Description Method.** This method is done by asking/ordering the assessed worker to briefly describe everything that has been done during a certain period of time. This method is very good or effective for obtaining information as feedback for workers to correct deficiencies or weaknesses at work.
2. **Method of Ranking / Value Scale and Comparing.** This method is done by determining the aspects to be assessed, accompanied by a value in the form of numbers from 0.1 to d. 7.0, which means that the higher the number indicates the symptoms (aspects) that are considered better or more effective. This method is not effectively used in performance appraisal to obtain feedback.
3. **Behavioral Check List Method.** Checklist is a list that contains a number of behaviors that must be carried out in work according to their respective fields. This list is used to observe behavior at work by marking the list if the behavior is performed. The weakness of this method can occur in raters due to different interpretations of a response.

4. **Ability Distribution Method.** This method is intended to find out all aspects of the ability of individual workers by placing them on a graph to find out their position in the distribution of a normal curve, a right-sloping curve (positive), or a left-sloping curve (negative). This method is effective for comparing the abilities of individual workers.
5. **The Scale Graph Method.** This method combines the Value Scale Method with the Ability Distribution Method at Work.
6. **Method of Recording Important Events.** This method is carried out by providing blank sheets of paper to record at any time about the implementation of work that shows weaknesses or strengths in the period between one job and another.
7. **Results Oriented Management (Management by Objective).** This method is carried out by comparing the results achieved in the implementation and the objectives in the form of targets or targets that must be achieved during a certain period. This comparison is not only in terms of quantity but also quality.
8. **Methods of Preparation and Review of Work Planning.** This method actually focuses on the process, not on the results, and tends to apply the management of Integrated Quality Control (Total Quality Management). This method requires a number of repeated reviews, takes a lot of time and requires intensive cooperation between supervisors and workers. This method requires relevant data collection techniques.

The development of performance-based educators and education can improve a conducive work environment, allowing the following human resource development objectives to be met: (1) increasing work productivity; (2) achieving efficiency; (3) minimizing deficiencies/weaknesses; (4) improving services; (5) maintaining employee morale; (6) increasing career opportunities; (7) improving conceptual ability; (8) improving leadership; and (9) increased remuneration. The achievement of these HR development goals has an impact on the institution's, in this case, the school's, superior quality. Because these benefits are multidimensional and holistic, they can be seen in all aspects and cover all components completely.

In essence, teacher performance is the behavior produced by a teacher in carrying out his duties as an educator and teacher when teaching in front of a class, based on specific criteria. The performance of a teacher will be evident in everyday work situations and conditions. Performance can be seen in the aspect of activities in carrying out tasks and the manner/quality in which these activities/tasks are carried out. There are two approaches to determining whether a teacher is professional or not. First, it can be seen from the minimum educational background level for the school level where he is a teacher. Second, the teacher's command of teaching materials, management of the learning process, supervision of students, and other responsibilities. Both perspectives can produce teachers who are classified as professionals.

One paradigm for advancing education popularization is (1) adapting the education and training model to people's needs while improving quality, (2) increasing participation of families and communities in education administration, investment, and evaluation, and (3) increasing investment in education through the education sector. government. This paradigm is being implemented through programs that (1) develop and realize quality education, (2) provide quality teacher education and education personnel, (3) create professional educational human resources with reasonable awards, and (4) overcome school dropouts caused by the crisis. through improved aid distribution organization, and (5) improving the welfare of teachers and other education personnel in order to motivate optimal performance improvement.

Along with increased competition as a result of technological and environmental advancements in all aspects of human life, every organization, including those in the field of education, requires competent human resources in order to provide excellent and valuable services. To put it another

way, the organization is not only capable of providing satisfactory service (customer satisfaction), but it is also value-oriented (customer value). So that the organization focuses not only on high work productivity but also on performance in its achievement. Because performance is the result of people and other resources in the organization working together to bring the final result based on the level of quality and standards that have been set, the performance of each activity and individual is the key to achieving productivity.

Based on the foregoing, it is possible to conclude that an effective supervision process can improve teacher performance while also achieving organizational goals or the success of school activities.

4. CONCLUSION

A leader's success will be realized if he treats others or his subordinates well and provides motivation so that they perform well in carrying out their duties. Leadership is the ability to move, motivate, and influence people to take actions aimed at achieving goals by having the courage to make decisions about tasks that must be completed. According to the description above, school leadership as a supervisor in supervising the performance of teachers and staff will be successful if the principal pays attention to the results achieved and treats teachers well, allowing them to perform better.

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