

Research Article

# The principal's supervision in evaluating teacher performance programs at MIS Al-Hikmah Namorambe

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## ABSTRACT

This study aims to describe the stages of principal supervision in evaluating teacher performance at MIS Al-Hikmah Namorambe and describe the obstacles to principal supervision in evaluating teacher performance at MIS Al-Hikmah Namorambe. The research method used is qualitative with a descriptive qualitative approach. The data collection techniques used are observation, interviews and documentation. While data analysis techniques in the form of data reduction, data presentation and data conclusion. The results showed that **First**, the planning carried out by the principal includes identifying problems based on the objectives of supervision, determining the supervision schedule, selecting supervision techniques that are in accordance with the needs of teachers, and preparing assessment instruments for observation. **Second**, implementation, which is the process of supervision activities, where principals check the completeness of learning tools, observe the learning process, and conduct assessments based on observation instruments. **Third**, analysis, where the principal identifies teacher weaknesses based on the observation results. **Fourth**, follow-up which includes providing solutions to teachers who do not meet the standards and giving awards to teachers who meet the standards. **Finally**, the preparation of a report by the principal as a guideline for the implementation of supervision in the future, as for the obstacles faced by principals and teachers in implementing this supervision is time management.

**Keywords:** Headmaster; Program Evaluation; Teacher Performance

## 1. INTRODUCTION

Education is a very important need in human life. Through education, individuals can develop fundamental skills both intellectually and emotionally. The educational process is not only limited to the transfer of knowledge, but also includes character building and a positive attitude towards nature and fellow humans. Education can be considered as a mentoring process, where educators help learners to reach their full potential, direct them in understanding the world around them, and build the skills necessary for a productive and meaningful life (Wiedarti, 2016, p. 15). People whose job is to guide children to the place of learning have a symbolic meaning. In this context, the act of guiding is the essence of education, where the main task of an educator is to guide children. Ultimately, however, educators must release them back into society (Nanang Fattah, 2011, p. 10).

In the practice of education, the community plays an active role in efforts to educate the nation, both in terms of material and moral values (Kurniawan, 2020, p. 25). Society makes an important contribution to the implementation of education. The education process must be adapted to the needs of the surrounding community to respond to existing challenges, prioritizing the improvement of the quality of human resources. In particular, attention should be paid to the group of human resources capable of bringing about change in society, namely teachers as educators. Therefore, the principal is fully responsible for the smooth running of the teaching and learning process. The principal is actually one of the most important components in the effort to improve the quality of education (Maunah, 2016, p. 35). Supardi stated that there is a close relationship between the quality of school principals and various aspects of school life, such as principal discipline, school cultural climate, and a decrease in students' delinquent behavior. Therefore, in the teaching-learning process, both teachers and students should not only depend on one handbook, such as a package book (Setyaningsih, S., & Suchyadi, 2021, p. 3).

Today's technological developments have led to more advanced science, so teachers and students need to read various books that are relevant to the material to be taught or studied at school. This is not unusual, as students need extensive knowledge and learning experiences (Rusman, 2022, p. 12). It would be very contradictory if there are still teachers who from year to year always use the same book to teach. If this does happen, the supervisor should give direction to these teachers so that they do not hesitate to broaden their horizons by using a variety of other relevant books besides the package book. Principals want support from teachers to make consistent improvements in the learning process at school. (Harahap & Armanila, 2023, p. 150)

Managing school quality is an integrated cycle that focuses on the development of human resources themselves. Recognizing the importance of the most common working methods in human resource development (Agustini *et al.*, 2022, p. 4). Public authorities together with the private sector continue to try to improve the system through various efforts to improve the quality of schools, including by changing the curriculum and education programs, as well as the assessment framework. In addition, they are working to improve teaching facilities, develop and acquire learning materials, and design school arrangements and instructor training. However, public authorities' efforts to improve the quality of education are still not optimal. The low quality of education has often been attributed to the curriculum. This can be seen from the various attempts to change the curriculum, starting from the 1975 curriculum which was replaced by the 1984 curriculum, then the 1994 curriculum, and then the 1999 curriculum. The 1999 curriculum was revised into the 2004 edition, and then switched to a competency-based curriculum as a breakthrough from the conventional curriculum. The 2004 curriculum was then revised into the Education Unit Level Curriculum (KTSP). After that, it was replaced by the 2013 curriculum, which also underwent revisions, and now it has changed to the Merdeka Curriculum, which refers to the national standards of education to ensure the achievement of national education goals. The decline in education is not caused by the curriculum, but by the lack of professionalism of teachers and students' reluctance to learn. Professionalism that supports the smooth running of teachers' tasks is influenced by two main factors: internal factors, which include interest and talent, and external factors, which include the surrounding environment, infrastructure, and various trainings attended by teachers. (Mukhlison Effendi, 2021, p. 21)

The professionalism of teachers and education personnel at MIS Al-Hikmah Namorambe still does not meet expectations, especially in the scientific field and the placement of teaching fields. For example, there are Biology teachers who teach Chemistry or Physics, and Social Studies teachers who teach Indonesian. Although the number of teaching staff is quantitatively adequate, their quality and professionalism are still not as expected. Many of them lack quality and deliver inappropriate material. Based on the background of the problem above, the researcher is interested in examining the principal's supervision in evaluating the teacher performance program at MIS Al-Hikmah Namorambe. The formulation of the problem in this study is how the stages of principal supervision in evaluating teacher performance at MIS Al-Hikmah Namorambe, and how are the obstacles to principal supervision in evaluating teacher performance at MIS Al-Hikmah Namorambe? Therefore, the purpose of this study is to describe the stages of principal supervision in evaluating teacher performance at MIS Al-Hikmah Namorambe and describe the obstacles to principal supervision in evaluating teacher performance at MIS Al-Hikmah Namorambe. The results of this study are expected to provide theoretical benefits, namely to increase understanding in the field of education about the principal's evaluation supervision of teacher performance and its impact on teacher performance. In addition, this research can be a useful reference for similar studies in the future. While the practical benefit is to provide input to school principals regarding the implementation of principal supervision on teacher performance in the school, with the hope that it can help improve the quality of teaching and learning in schools.

## 2. RESEARCH METHOD

### Research Approach and Type

Subjective methodology is a research approach that emphasizes the use of words and verbal behavior to convey information. In this methodology, the data obtained tends to be descriptive and focuses more on the experiences and perceptions of individuals observed verbally. Subjective inquiry is conducted to understand social particularities from the point of view of individuals or members who are part of a review. It allows the capture of valuable information about the experiences, perceptions and viewpoints of individuals towards a particular situation or phenomenon within a social context (Sugiyono, 2021, p. 45). Conversation in this thesis uses subjective techniques that focus on strategies to visually and verifiably describe conditions, thoughts, or events that occur. This includes the deliberate creation of graphic images, which accurately correspond to the reality and relationships between the characteristics under study.

## Location and Time of Research

This exploration will be led at MIS Al-Hikmah Namorambe. The selection of the area is based on several considerations: first, MIS Al-Hikmah Namorambe has a large number of students. Secondly, this school actively involves students in various competitions. Third, MIS Al-Hikmah Namorambe has won various awards from Olympics and other competitions. This research will be conducted at the end of the learning semester of the 2024 school year.

## Research Subjects

In this research, the subject to be studied is the principal of MIS Al-Hikmah Namorambe as the person in charge of all school activities. In addition, the subjects also include the vice principal and two teachers. The selection of the vice principal as one of the research subjects is based on the authority and knowledge he has related to the programs to be carried out by the principal. Meanwhile, the selection of teachers from MIS Al-Hikmah Namorambe aims to examine teaching staff who have experience in managing learning programs. Therefore, the subjects of the principal, vice principal, and teachers of MIS Al-Hikmah Namorambe were selected because they will be involved in evaluating, appreciating, and experiencing the supervision program. They will be the main focus in data collection to lead this exploration.

## Data Collection of Instruments

The sorting of information in subjective examination is done to obtain large, precise, and complete information or records, therefore, the selection of information must be completed in an organized, purposeful, and thorough manner. To conduct the exploration appropriately, analysts use information collection methodologies to obtain the data and information needed by scientists as follows:

### 1. Interview

Interview is an information gathering method in which the scientist meets the source directly or indirectly to conduct questions and obtain deliberate answers. It is a way to collect social data through questionare and answer interactions between researchers and respondents. Interviews are conducted using question guidelines that have been compiled in an exploratory instrument. In this study, the interview is directed to obtain answers related to the principal's supervision model in evaluating teacher performance at MIS Al-Hikmah Namorambe. The respondents will be asked to explain the stages carried out by the principal in evaluating teacher performance, as well as identify the obstacles faced in the supervision process. Interview subjects include the principal, vice principal, and teachers of MIS Al-Hikmah Namorambe. The information collected by the researcher in the field will be examined in depth to obtain sufficient clarification and a final outline.

### 2. Documentation

Documentation is a way to collect information by recording data that is already available in the form of notes, books, letters, and the like. Documentation was completed to collect information related to the principal's supervision model in evaluating teacher performance at MIS Al-Hikmah Namorambe, including the stages carried out by the principal in the evaluation process, as well as the obstacles faced in supervising teacher performance at MIS Al-Hikmah Namorambe.

### 3. Observation

Perception is a specialized approach to information gathering that differs from meetings and documentation. Unlike those two methods, perception involves not only individuals, but also objects or other items. It involves focusing attention directly on an object using the senses, mainly through vision. Perception is used to examine changes in characteristics and their progress which is then evaluated for the development. Observations were conducted to understand the principal's supervision model in evaluating teacher performance at MIS Al-Hikmah Namorambe, as well as to find out the stages carried out by the principal and the obstacles faced in the evaluation process. Observations were made of the principal, vice principal, and teachers of MIS Al-Hikmah Namorambe. The information collected will be analyzed illustratively and subjectively to gain a deeper understanding.

## Data Analysis Technique

Information examination is one of the stages in exploration that is led after data and information have been collected. At this stage, the information that has been collected will be analyzed to describe what is happening and then presented by illustrating the events that occur in the field. In accordance with the approach described by Miles and Huberman, information examination involves three movement strategies, namely reducing information, presenting information, and evaluating or closing information.

- 1) Information reduction involves summarizing, selecting significant aspects, centralizing data, finding examples, and relevant subjects. Experts will reduce information or focus more on the principal's practice in carrying out his duties at MIS Al-Hikmah Namorambe.
- 2) Data presentation is done after the information has been reduced. This stage involves introducing the reduced information, which is presented in the form of a short narrative to facilitate the researchers' understanding of the situation that actually occurred. By presenting the information more explicitly and clearly, experts can understand the response or impact of the field situation.
- 3) Verification and Inference is the stage where information that has been collected from the field is approved and analyzed to make conclusions from the results of the exploration. Thus, the research objectives can be achieved by answering the questions that have been planned by the researcher.

### 1. Data validity test

Checking the validity of data is basically an integral element in qualitative research. Apart from being used to respond to criticism of the scientificity of the research, this check also aims to ensure that the research meets scientific standards. The process of testing data validity in qualitative research involves several factors, including credibility, transferability, dependability, and confirmability. It aims to prove whether the data obtained is reliable and relevant, as well as ensuring that the research is reliable and can be confirmed by others.

### 2. Credibility

Credibility refers to trust in the research data so that the results are not doubted as scientific work.

#### a. Extension of Observation

Extended observation increases data credibility. This involves researchers returning to the field to conduct observations and re-interviews with existing or new data sources. This strengthens the relationship between the researcher and the data source, so that the data obtained becomes more-complete and accurate. After the data is verified again in the field and found to be correct, the extension of observation can be stopped.

#### b. Increase Accuracy in Research

Continuous accuracy helps record and record data and sequences of events systematically. Researchers can improve accuracy by reading references, books, previous research results, and related documents, which ultimately improve the quality of research reports.

### 3. Triangulation sugiyono (Sugiyono, 2021, p. 12)

Triangulation is checking data from various sources and time. There are three types of triangulation: 1) Source Triangulation, Verifying data obtained from several sources and requesting agreement from three data sources to ensure credibility. 2) Triangulation Techniques, Checking data from the same source using various techniques (interviews, observations, documentation) and discussing the differences in the data found. 3) Time Triangulation, Collecting data at different times and with different techniques to ensure data validity and credibility. 1). Transferability: Transferability is external validity in qualitative research that shows the extent to which research results can be applied to other populations. Transferability depends on users applying research results in different social contexts. 2) Dependability: Dependability shows that research can be trusted if the same research is carried out by other people with the same process will produce the same results. Dependability testing is done by auditing the entire research process by an independent auditor or supervisor. And Confirmability (Confirmation): Objectivity in qualitative research is called confirmability, which means that research results are agreed upon by many people. Confirmability tests whether the results of the research are in accordance with the process carried out. If the results are a function of the process carried out, the research meets the confirmation standard.

### 3. RESULTS AND DISCUSSION

#### 1. Stages of Principal Supervision in Evaluating Teacher Performance at MIS Al-Hikmah Namorambe

The results showed that the stages of principal supervision in evaluating teacher performance include: planning, implementation, analysis, feedback, follow-up, and preparing reports. The stages of supervision that must be taken by the principal are as follows:

- 1) **Planning:** This is an activity carried out by the principal in preparing for the implementation of supervision. Principals must identify the problems that occur, then make a supervision schedule for teachers, prepare assessment instruments, and techniques that will be used during observation.
- 2) **Implementation:** Is the principal's activities when supervising teachers, starting from checking the completeness of learning devices, observing teachers, and assessing teachers' teaching performance in the classroom.
- 3) **Analysis:** Principals analyze teachers' strengths and weaknesses and summarize the results of supervision. This can be seen from the results of the implementation of teacher supervision by using the observation instrument as a reference for assessment.
- 4) **Feedback:** The principal will call the teacher to review the results of the analysis that has been made and provide the results to the supervised teacher.
- 5) **Follow-up:** This is an action to be taken by the principal in response to teachers who have met the assessment standards and teachers who have not met the observation assessment standards. When conducting follow-up, the principal will reward teachers who meet the standards and provide opportunities for teachers who do not meet the standards.
- 6) **Preparing the Report:** The principal will compile a report on the results of supervision and use the report as a reference for future supervision.

The results of research conducted by researchers in the field show that the stage carried out by the principal of MIS Al-Hikmah Namorambe is planning. This is evidenced by several activities of the principal which include: the principal identifies problems based on the objectives of supervision, provides a supervision schedule to teachers, and chooses supervision techniques. Principals try to find solutions that are in accordance with the problems faced by teachers. Furthermore, the principal of MIS Al-Hikmah Namorambe makes a supervision schedule for teachers, and the schedule is given to each teacher at the beginning of the school year.

The next stage is implementation. The principal of MIS Al-Hikmah Namorambe also conducts supervision implementation which includes several indicators: observation instruments, checking the completeness of learning devices, and observing teachers. The supervisor's activity in implementing supervision is to check the learning tools for each teacher to be supervised before observing the teacher carrying out teaching activities in the classroom. Then, the principal uses the observation instrument when observing the teacher, sees the teacher's performance while teaching, and makes an assessment based on the instrument provided by the principal. Next, the principal will conduct the analysis stage. In the analysis stage, the principal said that in conducting the analysis, the main focus is on the teacher's weaknesses, because weaknesses are considered to hinder the teaching and learning process. These weaknesses will be followed up by providing solutions to the teacher. Then, the results of the analysis are summarized and given directly to the teacher concerned.

The feedback stage is conducted in conjunction with follow-up from the principal of MIS Al-Hikmah Namorambe. The principal will provide solutions to each teacher's problems and give awards to teachers who meet the assessment standards. Awards given to teachers can be in the form of materials or certificates of appreciation. The principal also conducts the report preparation stage, which is evidenced by the existence of a supervision report which is used as a guideline or reference for the implementation of supervision in the future, even as a lesson so that the implementation of future supervision is much better. Based on the results of research conducted by researchers at MIS Al-Hikmah Namorambe, the stages carried out by school principals include planning, implementation, analysis, follow-up, and report preparation.

#### 2. 3.2 Constraints of Principal Supervision in Evaluating Teacher Performance at MIS Al-Hikmah Namorambe

Carrying out duties as a supervisor does not always go according to the agreed plan. Not all activities can be in accordance with general expectations. Sometimes, in completing an action, there are obstacles that prevent a supervisor from completing his/her obligations, so that the desired goals are not achieved as planned. The obstacles faced by the principal

can come from within himself/herself or from outside. Supervision is a program that aims to improve teacher performance. It is undeniable that in implementing the program, a supervisor has several obstacles both in implementing supervision and the teaching and learning process carried out by teachers and students. Based on the results of research at MIS Al-Hikmah Namorambe, it shows that the obstacle faced by the principal in implementing supervision of teacher performance evaluation is time.

Time is one of the obstacles that often occurs. The many activities of the principal cause the implementation of supervision that has been well planned to sometimes be postponed. Not only the principal who has urgent needs, such as having to hold a meeting or a call from the office and so on, teachers also have urgent needs that require supervision activities to be postponed. In addition to time, teacher readiness is also an obstacle to supervision. Teachers who have received a supervision schedule from the principal will certainly prepare learning optimally. When the principal postpones the implementation of supervision of the teacher, the teacher's readiness will automatically decrease, because the supervision schedule will be replaced at another time. To minimize these obstacles, the principal continues to supervise teachers at other times. As for teacher readiness, the principal will ensure the teacher's enthusiasm and check the completeness of the teacher's learning tools when supervision will be carried out. The principal will act as an assessor in the room and try not to disrupt the teaching and learning situation in the classroom. Based on the results of the study, the obstacles faced in implementing teacher performance evaluation supervision are time management and the readiness of the teachers who will be supervised.

#### 4. CONCLUSION

Based on the results of the research conducted, several conclusions can be drawn as follows: 1) The stages carried out by the principal of MIS Al-Hikmah Namorambe are as follows: First, the planning carried out by the principal includes identifying problems based on the objectives of supervision, determining the supervision schedule, selecting supervision techniques that are appropriate to the teacher's needs, and preparing assessment instruments for observation. Second, the implementation which is the process of supervision activities, where the principal checks the completeness of the learning devices, observes the learning process, and makes assessments based on observation instruments. Third, analysis, where the principal identifies teacher weaknesses based on the results of observations. Fourth, follow-up which includes providing solutions to teachers who do not meet standards and giving awards to teachers who meet standards. Finally, the preparation of reports carried out by the principal as a guideline for the implementation of supervision in the future. 2) The obstacles faced by the principal and teachers in implementing this supervision are time management. The principal's busy schedule, which includes various activities such as meetings, calls from the office, and other sudden agendas, often requires supervision activities to be postponed. In addition, teacher readiness is also an obstacle because the predetermined supervision schedule must be replaced with another time, which can disrupt teacher preparation for the supervision.

#### RECOMMENDATIONS

The practical benefit is to provide input to the principal regarding the implementation of the principal's supervision of teacher performance at the school, with the hope that it can help improve the quality of teaching and learning at the school.

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