

International Journal of Educational Review

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Effect of Principal's Coaching and Supervision toward Teacher's Performance

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Abstract: This study determined the effect of the pattern of guidance and supervision of school's principals on teacher's performance in SD Negeri 1 Gardu Harapan, Lais, Musi Banyuasin both persially and jointly. The instrument used was a questionnaire. Data analysis techniques use statistics. The results of this study obtained that the pattern of guidance and supervision of the Principal significantly influence the performance of teachers of SD Negeri 1 Gardu Harapan. This research contributes that if you want to improve teacher performance, you have to improve the pattern of coaching and supervision.

Keywords: Principal's Coaching, Supervision, Teacher's Performance

1. Introduction

Quality education will produce quality human resources as well, this is regulated and can be seen in Law No. 20 of 2003 on the National Education System, Chapter II Article 3, states that, national education functions to develop abilities and shape character. with dignity and national civilization in the context of people's intellectual life. This implies that professionalism in the world of education is important, not only the value of formality and becomes the basic principle that underlies operational action.

With the condition of management factors, especially education management, according to Sahertian (2000), there are three main causes for the low quality of education, namely (1) the instrumental education system, (2) the education management system, (3) the substance of education management, including quality. educators who are less professional, inadequate quality. personnel in terms of assigning the right person according to the competencies needed for effective and efficient performance that is not yet right, and the level of teacher welfare is low.

The low quality of human resources, especially educators, is one of the main problems in the world of education. Quality

teaching staff is one of the most important components in determining success in achieving educational goals. Qualified educators must exist in one institution, namely elementary schools, because elementary schools are an educational system that aims to improve the quality of education, therefore it can be pursued with a number of coaching strategies carried out by school principals for educators. This is done with the aim of improving the quality of educators or teachers, especially in developing the learning process.

According to Kunandar (2007), teachers are professional educators with the main task of educating, teaching, guiding, directing, training, evaluating, and evaluating students in early childhood education through formal education, basic education and secondary education. Teachers as the spearhead of the educational process have many dimensions of roles that they must play in the context of achieving educational goals. This is not far from the role of the principal. The principal is in charge of conducting, supervising, coordinating, guiding, motivating, leading and correcting teachers to be able to find out the extent of teacher competence, especially in teaching and delivering material to students.

Based on this fact, there are several ways that can be done to improve teacher performance, including the existence of teacher guidance and supervision that is carried out regularly by the principal. Guidance and supervision carried out is coaching and supervision as an effort to continuously improve business activities, perfect and develop the ability to achieve the goals of educational success. With coaching gradually and continuously, these teachers will improve their performance so that the quality of the teaching and learning situation can be improved.

In terms of terminology, teacher development is often interpreted as a series of assistance efforts to teachers, especially assistance in the form of professional services carried out by school principals, school supervisors and other supervisors and trainers to improve learning processes and outcomes (Imron, 1995). Based on this opinion, schools and the parties responsible try to improve the ability of teachers both in activities, guidance and education and development.

Professional development itself has several legal bases including the Law of the Republic of Indonesia No. 20 of 2003 Article 39 concerning the National Education System, Law no. 14 of 2005 Article 34 concerning Teachers and Lecturers, and Government Regulation of the Republic of Indonesia No. 19 concerning National Education Standards. Referring to these laws and regulations, the implementation of professional teacher development includes pedagogical competence, personal competence, social competence and professional competence. In this study only discusses the guidance and supervision of school principals in improving teacher performance.

Teacher performance is heavily influenced by various factors such as improving the quality of teacher work, grading teacher positions, increasing salaries, the number and composition of teachers based on workload. This also happened to the teachers of SD Negeri 1 Gardu Harapan, Lais

Subdistrict, Musi Banyuasin Regency, for that SD Negeri 1 Gardu Harapan began to improve existing management in every part of the organization. In addition to the aspects of knowledge, skills and professional attitudes, there are other factors that play a major role in improving teacher performance, namely the pattern of guidance and supervision of school principals.

A good school depends on its leader, the leader must have several skills, including (1) skills in human relations, (2) skills in group processes, (3) skills in leadership, (4) skills in managing personnel administration, (5) skills in conducting coaching. The school principal has a duty to improve the quality of education at the school level. In this case, it is responsible for the smooth implementation of education and the process of teaching and learning activities in schools. As a developer of education and teaching in schools is a difficult task as mandated by Role of National Minister of Education Number 13 of 2007 concerning the standards of school principals, as school principals have an obligation to implement regulations, one of which is supervisory competence. In order to develop education improvement together, all personalities move towards achieving goals according to the implementation of their respective duties efficiently and effectively (Hamrin, 2011).

Sahertian (2000) explains that educational supervision activities are an effort to provide services and guidance, especially to teachers individually or collectively in order to improve the quality and process of learning outcomes. According to Bahanuddin (2004), clarifying the essence of the substance of education supervision, namely all efforts to assist supervisors, especially teachers who have a goal of improvement and guidance in the learning aspects.

The process of providing assistance to teachers must be oriented in efforts to improve work quality and targeted learning outcomes. Besides that, careful observation and what is based on the guidelines also has

the aim of improving and developing the situation of teaching and learning activities. The implementation of effective supervision is the implementation by observing, assessing and fostering teachers to carry out their duties and functions optimally. The scope of supervision includes activities that aim to identify, monitor, assess and diagnose what is happening in the educational process starting from the school scope to the national scope (Siagian, 2009).

The existence and development of SD Negeri 1 Gardu Harapan, Lais District, Musi Banyuasin Regency which is important to note is how to improve the quality of education through improving the performance of its teachers. Implementation of academic supervision of teacher professionalism in teaching and learning activities. The implementation of academic supervision becomes a benchmark for the development and improvement of the quality of education at SD Negeri 1 Gardu Harapan, researchers make careful observations which show that in SD Negeri 1 Gardu Harapan as follow 1) the principal is a little bit guiding and fostering teachers to improve their ability to manage learning activities; 2) the principal has not carried out academic supervision activities according to the needs of the teacher to improve his competence; 3) there are still many teachers who do not understand the purpose of academic supervision; 4) some teachers perceive academic supervision activities by the principal as a burden and a waste of time; 5) academic supervision activities have not gone through the planning stages properly and optimally; 6) management of academic supervision is not systematic; 7) not all academic supervision programs have been implemented; 8) not all teachers have received follow-up on the results of academic supervision carried out by the principal.

Academic supervision is a series of activities to help teachers develop their ability to manage the learning process to achieve learning goals (Purwanto, 2010). So that

academic supervision is not assessing teacher performance but helping teachers to develop their professional abilities. However, academic supervision activities cannot be separated from the assessment of teacher performance in managing teaching and learning activities.

Some of the expert opinions and statements from the teacher above should be studied and analyzed in order to obtain information about the teacher's ability to manage teaching and learning activities. In this case, this is to see the advantages and disadvantages in the process of teaching and learning activities that occur in the classroom. If there is a deficiency in teaching and learning activities, a follow-up will be carried out in the form of making a good program.

In carrying out academic supervision activities, the principal only passes in front of the class or enters the class to measure the performance of the teacher who is teaching. Where these activities seem to have carried out academic supervision activities and assume the same as measuring teacher performance in the learning process. The implementation of such academic supervision activities is a poor example because it will not have much influence on the rules of academic supervision.

In order for academic coaching and supervision activities to function and have a good direction in helping teachers develop skills towards their professionalism, it is necessary to first assess the ability of teachers so that aspects of deficiencies that need to be developed can be determined. Several things that can result in increased teacher performance, the researcher tries to examine how the management of academic supervision is carried out by the principal of the supervisory function in carrying out teaching and learning activities. Conducive performance is a prerequisite for the implementation of an effective teaching and learning process, a safe and orderly school environment, optimism and high expectations from school residents and student-centered activities.

Informal interviews with two teacher friends, senior teachers and junior teachers. The results of interviews with senior teachers where the implementation of academic supervision carried out by the principal is normal because the teacher is often supervised by different school principals. Meanwhile, the results of interviews with junior teachers often found a mismatch between the schedule and the implementation of pre-determined academic supervision. Some teachers complained about this and this is a note for researchers to provide input to the principal so that in the next implementation between schedule and implementation must be really considered.

The fact that happened at SD Negeri 1 Gardu Harapan, Lais Subdistrict, Musi Banyuasi District, the teacher's performance was not so high. This can be seen, among others, that the willingness of teachers to make teaching completeness is still low. The teacher's inability to make a good teaching plan. Teachers are less skilled at using assistive devices, are less able to master the class, teachers often come late and come home not on time, how to dress that do not comply with the rules, are not able to activate students in learning, are not careful in choosing teaching methods and do not master the material.

2. Research Method

This research is a quantitative descriptive at SD Negeri 1 Gardu Harapan, Lais, Musi Banyuasin Regency. Where in its application it will use regression research designed to improve the relationship between different variables in a population (Sugiyono, 2011). Here the researchers evaluated the responses to the questionnaire.

The population reached in this study were all 30 teachers at SD Negeri 1 Gardu Harapan. As the sample was taken from the elementary school cluster 10 in Lais, the sampling technique was carried out by using a sample, where 30 populations were used as the experimental sampling instrument.

3. Results and Discussion

Teacher's Performance

Based on the average value of performance indicators (Y), it can be said that the performance attitudes of teachers at SD Negeri 1 Gardu Harapan, Lais District, Musi Banyuasin Regency from all variable dimensions include: 1) the ability of teachers to create and implement work programs; 2) the required quality standard of work; 3) ability to work in groups; 5) interest in improving one's own abilities, showing an average value of 4.24 which means good category. From the analysis of the instrument variable performance items, all performance variable indicators are categorized as good but not optimal, namely at intervals of $4 < 5$ (good category), so that they still have the opportunity to be improved and developed again to be more optimal in order to achieve organizational goals.

Principal's Coaching

Based on the average value of the Guidance Pattern Variable (X1) indicator, it can be said that the performance attitudes of the teachers of SD Negeri 1 Gardu Harapan, Lais District, Musi Banyuasin Regency from all variable dimensions show an average value of 4.30 which means good category. From the analysis of the items of the Guidance Pattern instrument variable above, all indicators of performance variables are in the good category but not yet optimal, which is at intervals of $3 < 4$ meaning not optimal, so all indicators must receive attention from the management of SD Negeri 1 Gardu Harapan.

Principal's Supervision

Based on the average value of the Supervision Variable (X2) indicator, it can be said that the performance attitude of the SD Negeri 1 Gardu Harapan teacher, Lais District, Musi Banyuasin District from all variable dimensions shows an average value of 4.45 which means good category. The frequency distribution average score is 4.33 which

means good category. Because it can be seen from the discipline indicator, the leader is able to apply discipline so that it can encourage and motivate teachers to be more disciplined in their duties.

Hypothesis Answer

There is a significant influence between the principal's coaching towards teacher performance. There is a significant influence between principal's supervision towards teacher's performance. There is a significant influence between the principal's coaching and supervision together towards teacher performance. This is shown by the higher level of teacher performance due to the increasingly effective pattern of coaching and supervision of school principals which are jointly implemented by the leadership of SD Negeri 1 Gardu Harapan, Lais District, Musi Banyuasin Regency.

This research is supported by the results of research conducted by Haryani (2012) entitled Certified Teacher Work Culture in learning (Study at SMP Negeri 1 Limbangan Kendal Regency), which reveals that work culture is basically the values that become one's habits and determine one's quality. at work. Teacher administration is the whole structuring process that deals with teaching staff in schools effectively and efficiently so that the objectives of providing education in schools are achieved optimally. The field of administrative studies that teachers must have in order to achieve certain learning objectives is in the form of learning tools which include: syllabus development, development of learning implementation plans, development of indicators, and development of learning materials.

Research on the effect of work motivation, school leadership and work environment on the performance of State Middle School and Senior High School Teachers in Banjarnegara Regency by Pranawa (2010) which was conducted in SMP and SMA Negeri in Banjarnegara Regency,

with research results 1) transformational leadership has a significant effect on teacher performance ; 2) transactional leadership has a significant effect on teacher performance; 3) Laizze Faire's leadership has a significant influence on teacher performance.

Thus it can be said that there is a significant influence between the pattern of coaching principals on teacher performance and school operations. Wahyudi (2012) from the University of 17 August 1945 Semarang Administration Masters Program with a thesis entitled The Effect of Teacher Performance and Family Harmonization on learning discipline in grade VI students of SD Negeri in the Gajah Mada cluster, Singorojo District, Kendal Regency, argued that students are student subjects whose potential must be developed in order to become a human being that is useful for the family, society, nation and state. In achieving the expected graduation level, students must study hard. To be diligent in studying requires an attitude of discipline, and discipline can be formed from within oneself and from outside influences so that a student can achieve success.

Among the factors supporting this success are teachers and families. The teacher is a resource that determines the success of education in schools, because the teacher directly interacts with students who have four competencies.

In addition to the teacher factor, success in student discipline in learning is also influenced by the harmonization of families that respect, give and receive, remind each other of their responsibilities, be grateful for God's blessings based on compassion. Meanwhile, single parent can actually lead to poor learning success.

4. Conclusion

Based on the results of the study there is a significant influence between the principal's coaching towards teacher performance. There is a significant influence between principal's supervision towards

teacher's performance. There is a significant influence between the principal's coaching and supervision together towards teacher performance.

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