

# Implementation of Principal Supervision as an Effort to Fulfill Teacher Administration at Islamic Elementary School

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**Abstract** The low teacher performance in the administrative field requires the principal to supervise the teacher. This study aims to describe the implementation of the principal's supervision as an effort to fulfill teacher administration at Islamic elementary school (MI) An-Nur Cirebon City, West Java, Indonesia. This study used qualitative research methods. The subjects of this study were principals and teachers of Islamic elementary School An-Nur Cirebon City, West Java, Indonesia. Data collection was done through observation, in-depth interviews, and document analysis. The results of the research data were then analyzed using qualitative descriptive analysis techniques. The results showed that teacher administrative supervision had been programmed, scheduled and run well. The completeness of teacher administration is also functional. The implementation of the principal's supervision was strongly influenced by the ability of the principal to regulate the time and busyness of the work and the readiness of the teacher to be supervised.

**Keywords** Supervision, Principal, Teacher Administration

syllabus, lesson plans, and so forth. But the facts on the ground show that some teachers have not fulfilled their administrative duties properly. For this reason, it is necessary to supervise teacher administration.

Purwanto in Hasan [1] states that supervision is a coaching activity planned to help teachers and other employees in carrying out their work effectively. The supervision is in the form of encouragement, guidance and opportunities for the growth of the skills of the teachers, such as guidance in business and implementation of reforms in education and teaching, selection of learning tools, better teaching methods, methods of assessment that systematically cover the whole teaching process and so on [2].

Meanwhile, Astuti [3] explained that supervision is the provision of services and assistance to improve the teaching quality of the teachers in the classroom, and to improve the quality of students' learning starting from planning, implementing learning activities, and evaluating learning to reflection. In addition, to improve teaching skills, supervision also aims to develop teachers' professional competencies [4], [5].

Supervision in education is essential to ensure the function of the education process [6]. Besides, supervision of education needs to be done because of curriculum changes that are indicators of educational success. The curriculum used also requires continuous adjustments. Teachers are also required to develop their creativity so that the curriculum is well implemented [7].

Hence, the role of the principal greatly determines the success of the teacher and students in achieving learning goals in school [7-9]. This means that the principal as a supervisor can guide and direct the teacher through supervision activities [11]. In carrying out its function as a supervisor, the principal must also be able to master his duties well, be responsible for all school activities, regulate the teaching and learning process, regulate matters relating to student affairs, personnel, facilities and infrastructure

## 1. Introduction

The completeness of teacher administration is one of the things that will support the success of the teacher in the learning instruction. Therefore, as administrators, teachers must have a complete administration. The completeness of teacher administrative documents shows that the teacher has carried out administrative functions with the standards of the learning process set by the government. Teacher administration documents are also physical evidence of planning and implementing teacher duties in the learning instruction. The teacher administration documents include annual programs (*prota*), semester programs (*prosem*),

needed in learning, administration, finance, and regulate relations with the community [11].

Not only the principal, but a teacher also plays a role in managing education in a school, both in the role of the classroom and in the implementation of school administration. It is because the task of the teacher is not only limited to providing knowledge for the student, but also includes all administrative activities in the school. In administrative actions, the teacher is obliged to carry out administrative activities that include planning, implementing, evaluating the learning process, and reporting learning outcomes. This is strengthened by government regulation No. 19 of 2005, namely the standard learning process includes learning planning, implementing the learning process, evaluating learning outcomes and monitoring the learning process to be able to implement an effective and efficient learning process.

For this reason, before implementing learning ideally, a teacher must first prepare or plan everything related to the implementation of the learning process that will be carried out. In this case, it certainly relates to the preparation of lesson planning, learning outcomes assessment, and the preparation of administrative documents supporting other learning processes. Some class teacher books or administrative documents that must be prepared to facilitate or support learning activities include academic calendar, student attendance list, grades book, learning result analysis book, test question grid, test results analysis, enrichment program book, lesson plan (*RPP*), annual programs (*prota*), semester programs (*prosem*), and Syllabus.

The completeness of teacher administration is essentially a matter that will support success of the learning process. Therefore, as administrators, teachers must have a complete administration. The completeness of teacher administration documents, which include learning administration, appraisal administration, and other supporting administrations, show that the teacher has carried out administrative functions by the standards of the learning process set by the government, because of the existence of administrative documents as physical evidence of the planning and implementation of the duties of teachers in teaching.

To get administration fulfilled properly, it is necessary to have supervision from people who were functionally appointed as supervisors where one of the supervisory tasks is in the field of teacher administration. The supervision process in the field of teacher administration is very necessary because through administrative supervision, the teacher is expected to be more motivated in fulfilling all the administration.

Based on observations made by researchers, the principal of Madrasah Ibtidaiyah (Islamic Elementary School) An-Nur Cirebon City has met the standards of school principals by Minister of National Education Regulation No. 13 of 2007 (Regarding the Standards of

Principals). Meanwhile, researchers found several problems that exist in the school environment, especially regarding the teacher administration. The teacher administration at Madrasah Ibtidaiyah (Islamic Elementary School) An-Nur Cirebon City is still incomplete, even though teacher administration supervision activities have been carried out by the principal.

Therefore, the implementation of supervision by the principal is essential to do as an effort to improve teachers' performance while fulfilling the teacher administration. This is supported by the results of research conducted by Amanda, Salam & Saggaf[12], Suhayati[13], Supardi[14], Nurfatah & Rahmad[15], Ramadhan[16] which states that supervision of principal has a significant influence on teachers' performance, so that through the supervision of madrasah principals, the learning process will be more maximum and get quality learning. Besides, the results of the research conducted by Rifaldi & Roesminingsih [17] also revealed that the supervision of principals also had a positive and significant effect on teachers' job satisfaction. This means that supervision activities carried out by the head of the madrasa can increase teachers' job satisfaction. This study aims to describe the process of supervision carried out by the principal towards the teacher, describe the administrative completeness of the teacher, and describe the factors that influence the implementation of the supervision of Principal of Madrasah Ibtidaiyah (Islamic Elementary School) An-Nur, Cirebon City.

## 2. Methods

This study uses a qualitative approach. According to Sugiyono [18], qualitative research is a research that is used to examine natural objects where the researcher is the key and the result is a description of words that describe an object or event. The subjects of this study were the principal, and the teacher of Madrasah Ibtidaiyah (Islamic Elementary School) An-Nur, Cirebon City. Meanwhile, the data collection techniques used include observation techniques, in-depth interviews (in-depth interviews), and document analysis.

Observation techniques are used to portait the implementation of administrative supervision carried out by the principal. Besides, in-depth interview techniques are used to explore data about the fulfillment of teacher administration while at the same time the researcher dig data on the factors that influence the implementation of teacher administrative supervision. Meanwhile, document analysis are used to obtain data on teachers, principals and profiles of MI An Nur Cirebon City.

After the data has been obtained, the data is tested for its validity using data triangulation examination techniques. Data triangulation is a technique of checking data from various sources, from various ways, and from various times [18]. But in this study, data triangulation was carried out

using source and technique triangulation techniques. The triangulation activity was carried out by the researchers by comparing the data obtained through different time and instrument settings by comparing observational data through interview data, comparing the results of interviews with the contents of a document.

Furthermore, data analysis in this study was conducted at the time of data collection taking place and after data collection. Miles et al [19] explain that activities in qualitative data analysis are carried out continuously until completion so that the data is saturated. The data analysis in this study starts from the field by using descriptive analytical methods, namely compiling by describing, interpreting data, and all things that are the focus of the research.

### 3. Results

#### 3.1. Implementation of Principal Supervision on Teacher Administration

Based on the results of in-depth interviews conducted by researchers with the principal of Madrasah Ibtidaiyah (Islamic Elementary School) An-Nur of Cirebon City, information was obtained that in the effort to fulfill teacher administration the principal of Madrasah Ibtidaiyah (Islamic Elementary School) An-Nur had carried out his role as administrative supervisor. The principal has programmed and scheduled supervision of teacher administration. The first step taken by the principal is to arrange a teacher administrative supervision program that includes the teacher supervision schedule, the supervision activity plan and conducts evaluations as a follow-up to the results of supervision of teacher administration. There were done so that the supervision of teacher administration can be directed properly. In line with this, Anissyahmai (2016) stated in his research that supervision needs to be prepared by the principal and socialized to the teacher through school meetings, so that the teachers know and understand the intent and purpose of the supervision program. In preparing an academic supervision program, the principal can also involve teachers, especially in determining the supervision schedule. As such, they participate in the activity and take responsibility for its implementation.

The implementation of teacher administrative supervision is carried out through individual techniques, namely by calling teachers one by one to prepare all class administrations to be supervised. The principal provides direction, guidance, and advice to teachers who have not completed the administration and do not follow up with administrative training. Besides, the principal also uses dialogue techniques in supervising teachers. This aims to provide an opportunity for the teacher to convey the obstacles/problems he faces in fulfilling the administrative requirements of the teacher. This is in line with the results

of his research Denawan, Suhandana, & Dantes [21] which states that dialogue techniques can assist teachers in solving problems related to teacher administration completeness.

#### 3.2. The Completeness of Teacher Administration at MI An-Nur Cirebon City

Teachers are one component that determines the implementation of the education process where the main task of the teacher is to prepare lesson plan, carry out learning, and evaluate student learning outcomes so that every teacher is required to have a good learning process planning. To support the achievement of learning in the classroom, the teacher must prepare various administrative documents. The completeness of administrative documents that must be possessed by the teacher includes learning administration documents and student administration documents. These documents constitute physical evidence that the teacher has carried out his function and role as an educator and also as an administrator.

Based on the results of in-depth interviews and document analysis, it was founded that the completeness of the teacher administration documents in MI An-Nur, Cirebon City was quite good in general with an average score of 76.12% where six teachers have shown excellent criteria, two teachers show good criteria, four teachers show quite good criteria and two teachers show unfavorable criteria. From these data, it can be concluded that some teachers have not carried out their duties properly. The incompleteness of the teacher's administrative documents also shows that the teacher has not carried out his participation correctly in carrying out his duties as the school administration executor.

#### 3.3. The Factors Affecting the Implementation of Teacher Administrative Supervision at MI An Nur of Cirebon City

The implementation of supervision of teacher administration in the Madrasah Ibtidaiyah (Islamic Elementary School) An-Nur of Cirebon City is expected to be carried out by the supervision planning program that has been prepared by the principal but its implementation encountered various obstacles. Among the obstacles faced by principals in carrying out administrative supervision of teachers are time and busy work. Sometimes some jobs are of a sudden nature that must be done, so that supervision activities are carried out not in accordance with the program planned previously. This is in line with the results of research conducted by Nugraha [22], Karsiyem & Wangid [23] that in general the inhibiting factors for the implementation of academic supervision of principal of teachers include the presence of teachers who are less prepared to be supervised, busy school principals, lack of supervisory competence possessed by the principal, feeling

not good if you supervise friends especially senior teachers or former principal. Besides, the results of his research Suryani [24] state that another factor that can hinder the implementation of supervising the principal is the limited operational funds.

Although there are some obstacles in the implementation of administrative supervision activities, there are several things that support the implementation of administrative supervision by principal, among them are teachers who are always ready to be supervised because they realize that supervision activities carried out by the principals are to offer valuable input to improve teacher's performance to be better. This is in line with the results of research conducted by Nugraha[22] that the supporting factors for the implementation of academic supervision of principals towards teachers include the existence of a prepared supervision program, teacher motivation/desire to be supervised[24], mutual openness and cooperation in managing education in school.

## 4. Discussion

To implement the administrative supervision of teachers, the principal of Madrasah Ibtidaiyah (Islamic Elementary School) An-Nur of Cirebon City has supervised the administration of teachers in a programmed and scheduled manner. The first step taken by the principal is to arrange a teacher administrative supervision program that includes the teacher supervision schedule, the supervision activity plan and conduct evaluations as a follow-up to the results of supervision of teacher administration. This is in line with the results of his research Lenawati & Arafat [25] which states that the implementation of academic supervision at SMAN 1 Sembawa through 3 stages, namely planning, implementation, and evaluation. They were done so that the supervision of teacher administration can be directed properly. In addition, Anissyahmai[20] in his research stated that supervision needs to be prepared by the principal and socialized to the teacher through school meeting, so that the teachers know and understand the intent and purpose of the supervision program. The implementation of teacher administrative supervision is carried out by individual techniques, namely by calling teachers one by one to prepare all class administration to be supervised. The principal provides direction, guidance and advice for teachers who have not completed the administration and do not follow up with administrative training. Besides, the principal also uses dialogue techniques in supervising teachers. This aims to provide an opportunity for the teacher to directly convey the obstacles/problems he faces related to the professionalism of the teacher in the learning process and in the process of fulfilling teacher administration. In addition, Abdullah et al[26] in their research also revealed that dialogue activities in the supervision process could promote improved learning and learning activities.

Meanwhile, related to the completeness of teacher administration documents at MI An-Nur, Cirebon City has been quite good in general with an average score of 76.12% where six teachers have shown excellent criteria, two teachers show good criteria, four teachers show quite good criteria and two teachers show unfavorable criteria. From these data, it can be said that some teachers have not carried out their duties properly. The incompleteness of the teacher's administrative documents also shows that the teacher has not carried out his participation properly in carrying out his duties as the school administration executor.

Furthermore, in the implementation of supervising teachers at MI An-Nur, Cirebon City experienced several obstacles, including the difficulty of managing the time and busy schedule of the principal. Sometimes, some jobs are of a sudden nature that must be done, so that supervision activities are carried out not in accordance with the program planned previously. This is in line with the results of a study conducted by Ashlan [27], Nugraha [22], Karsiyem & Wangid [23] that in general the inhibiting factors for the implementation of academic supervision of principal towards teachers include the presence of teachers who are less prepared to be supervised, busy with principals, less supervisory competence possessed principal, there is an unpleasant feeling when supervising friends, especially senior teachers or former principal. Besides, the results of his research Suryani[24] state that another factor that can hinder the implementation of supervising the principal is the limited operational funds.

Although there are some obstacles in the implementation of administrative supervision activities, there are several things that support the implementation of administrative supervision by principal; among them are teachers who are always ready to be supervised because they realize that supervision activities carried out by the madrasa head are to offer valuable input to improve teacher's performance. This is in line with the results of research conducted by Nugraha[22] that the supporting factors for the implementation of academic supervision of principals towards teachers include the existence of a prepared supervision program, teacher motivation/desire to be supervised[24], mutual openness and cooperation in managing education in school.

In principle, supervision of school principals that implemented in MI An-Nur Cirebon City can also be applied in other schools Lenawati ols. This can be seen from the results of his research & Arafat [25]that implementing the supervision of the principal is done through three stages, namely planning, implementation, and evaluation. The technique used in supervision activities is dialogue techniques[21].

## 5. Conclusions

Based on the description of the results of the study, it can

be concluded that the principal of MI An-Nur, Cirebon City has supervised the administration of teachers in a programmed and scheduled manner. The first step taken by the head of the madrasa is to arrange a teacher administrative supervision program that includes the teacher supervision schedule, the supervision activity plan, and conduct evaluations as a follow-up to the results of supervision of teacher administration. The completeness of teacher administration documents at MI An-Nur, Cirebon City is also quite good in general. This shows that the teachers have carried out their duties as educators well. However, there are few obstacles in the implementation of teacher administration supervision, namely the difficulty in managing the time and busyness of the principal.

## Acknowledgements

We are very grateful to experts for their appropriate and constructive suggestions to improve this article.

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