



## Teacher's Perception of the Supervision Process by the Principal at Public Elementary Schools

Wince Indriani Zai<sup>1</sup>, Lusi Susanti<sup>2</sup>, Anisah<sup>3</sup>, Nellitawati<sup>4</sup>  
<sup>1,2,3,4</sup> Educational Administration, Universitas Negeri Padang

Co-Author: [lusisusanti\\_mp@fip.unp.ac.id](mailto:lusisusanti_mp@fip.unp.ac.id)

### Abstract

This study aims to determine how the perception of teachers of the process of supervision by the head school in Public Elementary Schools in Ulugawo District is seen from the implementation, evaluation, and follow-up. This research is a descriptive study, the population of which is teachers who teach at public elementary schools in the Ulugawo district totaling 52 people. The sample used is total sampling. The instrument uses a questionnaire/questionnaire. The results of the study obtained overall perception teachers to the process supervision by the principal public Elementary Schools in Ulugawo District are on the average score 3.4 area in the pretty good category.

**Keywords:** Perception Teachers; Process; Supervision



This is an open-access article distributed under the Creative Commons 4.0 Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited. ©2022 by this journal.

## 1. Introduction

Education is a basic foundation for the progress of the nation and state. In law No. 20 Year 2003 (Law, national education system state that education is effort a aware and planned for realization atmosphere and process learning so that students by active develop potency herself for own spiritual power religion, control self, personality, intelligence, noble character, and Skills required himself, society nation and country. This shows that education is inherently on a selfish somebody deliberately designed to achieve a goal.

One of the responsibilities of school leaders can also be said to be a manager in the educational environment and the main key to managing education in schools. This responsibility certainly leads to the development of teacher performance in schools. Every teacher must have weaknesses and strengths in carrying out their duties. Facing this problem, the coaching role of the principal is very decisive in identifying the various weaknesses of the teacher, because the teacher is a human element that is an important subject to be considered by school leaders as coaches and leaders in schools. For example, in this case, we can see in terms of the attitude and behavior of the teacher on duty. So that it does not cause a negative influence on the development of education in the school. (Adilatussa'adah, Sufyarma, 2021)

The low quality of education is closely related to the quality of education personnel (owners, principals and teachers, and other education personnel). This will have an impact on the implementation of the teaching and learning process and student motivation in participating in the teaching and learning process which has not been fulfilled, therefore the ability of teachers and other education personnel needs to be improved. Teachers are seen as people who know best about the conditions of learning and learning problems faced by their students because they deal with them almost every day. Judges in (Yani Fk, Hadiyanto, 2020). This states that the teacher is one of the most important components in the education process.

In the world of education, the word supervision is not foreign to organizations and schools. Often the question arises of "is supervision important?". This is a fundamental question because the reality in educational life shows that supervision is very important. There are several reasons why supervision is important 1) because teachers as educators have limitations both in the mastery of the material, teaching methodologies, understanding of student characteristics, and how to communicate well. Meanwhile, for new teachers the problem of adjusting to the new environment is very disturbing in learning, 2) supervision allows teachers to get feedback in improving their activities and motivated to always Upgrade self and ability professional so a process executions learning to teach continuously Becomes better and 3) teacher as a power professionals must

continuously improve or develop themselves so that they can develop according to their profession. To be able to develop oneself as a teacher well depends on the encouragement and assistance provided by the principal.

So the process of activities to help solve the problems faced by the teacher is called supervision. This is in line with the basic concept of supervision in general that supervision is the activity of observing, supervising, guiding, fostering, and extending the activities carried out by the teacher to make improvements.

According to Rivai (Rivai, 1982) several things must be included in the supervision plan, namely 1) the purpose of supervision, 2) the reasons why the activity needs to be carried out, 3) how the methods/techniques achieve the goals that have been formulated, 4) who will be involved, 5) the time of implementation, and 6) what is needed in the implementation of supervision. From several parts of the planning, it is easier for the principal to know what he wants to do, so that the supervision objectives can be achieved properly.

According to Ahmad Sabandi (Sbandi, 2013) along with the development of science and technology and social economy and culture the community indirectly demands educational supervision to follow its development. The supervisor and teacher jointly take the initiative and are responsible for improving the quality of learning with an approach; 1) clinical supervision, refers to face-to-face interactions between teachers and supervisors. 2) development supervision, treating teachers as individuals whose positions are in the stage of growth and development. 3) differential supervision, carried out by considering individual differences between supervisory teachers. In this approach, a choice of types of supervision and evaluation is available according to the needs of the teacher.

Ancol (Dina Maisisri, Ermita Rusdinal, 2021) explained that several teacher needs need to be considered by the principal, namely: 1) social needs are the fulfillment of the need to get along with fellow teachers, students, and the community. 2) psychological needs are needs related to the need for security, love and affection, establishment, and the need for self-actualization.

Based on observations at public elementary schools throughout the Ulugawo district, namely SDN 075042 Sisobahili Holi, SDN 071046 Holi, and SDN 071044 Hilibadalu. Where the three schools are the authors often carry out physical fitness exercises and socialization about Covid-19 and so far it has not been properly illustrated how school principals carry out supervision properly, these phenomena are as follows: 1) some teachers think that supervision is only a formality because there is no discussion of the observations made by the supervisor. 2) Several teachers also said that the interests and needs of supervision so far have not come from the teachers, but at the wishes of the supervisors themselves. Although the supervision comes from the principal himself, in principle, supervision must be carried out according to the provisions, not finding fault with the teacher. 3) Implementation of supervision is not carried out with the right approach so teachers are afraid to be supervised. 4) Supervisors themselves sometimes do not know what to observe and assess during the implementation of supervision. This is due to the lack of mastery of the proper supervisory process procedures. 5) Supervision techniques used by school principals are less varied so that teachers feel bored and try to cover up their weaknesses. 6) For some of these reasons the role of supervision in school organizations becomes weak, less efficient, and effective according to its objectives. 7) The principal does not re-evaluate the results of the implementation of supervision so he does not know the extent of its development and its impact on teachers. 8) Principals rarely involve teachers in following up on the results of supervision.

Some of these phenomena show that the implementation of supervision by the head school needs to be improved. If this problem is left unchecked, it will have an impact on the educational process. This encourages the author to research further about "Perception Teachers Top Supervision Process by the Head School hat State Elementary School".

## 2. Research methods

Types of research conducted include study descriptive. The population of this research is all teachers who teach at public elementary schools in Ulugawo District with a total of 52 people. Techniques Taking a deep sample study this is Total sampling. Instruments study used is questionnaire/questionnaire with a Likert scale, data analysis using the average formula (mean). The questionnaire was compiled based on theoretical studies and used a Likert scale model using five alternative answers, namely: Always (SL) was given a score of 5, Often (S) was given a score of 4, Sometimes (KD) was given a score of 3, Rarely (JR) was given a score of 2, and Never (TP) were given a score of 1. Respondents chose the answer by giving a sign (√) for each answer choice.

The questionnaire validity test is an item validity test with calculations using SPSS (Statistic Package and Social Science) version 20.0 with  $r$  table at a significant level of 5% with  $N = 10$  (0.632). After conducting a questionnaire test conducted on 10 teachers in 2 (two) State Elementary Schools in Idanogawo District, namely SDN 075043 and SDN 076087 Tetehosi, the results obtained for the 35 statement items given, namely 33 statement items  $> r$  table was declared valid and 2 statement items  $< r$  table are declared invalid, namely statements number 8 and 19, then the invalid statement items are deleted because the existing statements already represent statements from each indicator. So for data collection this research only uses 33 statement items.

Based on the results of processing the questionnaire test data using SPSS (Statistic Package and Social Science) version 20.0 using the Cronbach's alpha test, it was obtained that  $r_{count}$  was 0.983. Meanwhile,  $r_{table}$  with  $N=10$  at the 95% confidence level with  $N=10$  (0.632). So it can be concluded that  $r_{count} > r_{table}$  (0.983 > 0.632). Then the research instrument is declared reliable with very high criteria.

The collected data will be processed and analyzed according to the objectives and questions. The data analysis procedure is as follows: first, data verification, namely checking all questionnaires that have been filled out by respondents to return the completeness of the data. Second, data classification and tabulation, namely grouping verified data into tables. Third, calculate the average score of the answers to each question item in the research questionnaire using the average formula (Mean)

### 3. Results

The results of the study on teacher perceptions of the supervision process by school principals in State Elementary Schools throughout the Ulugawo District were seen from the implementation aspect. Table 4 shows that the highest average score is that the principal evaluates the learning program prepared by the teacher with a score of 4.71. Then the lowest average score is when the principal gives reading material to the teacher as a reference in improving teacher weaknesses related to mastery of the material with a score of 2.44. Overall, the average score of teachers' perceptions of the implementation carried out by school principals in the supervision process in Public Elementary Schools in Ulugawo District is 3.7. This average score is in a good category, this means that it shows that the teacher's perception of the process of supervision by the principal with implementation indicators is going well. For this reason, school principals need to maintain and improve supervision activities so that school principals are able to guide teachers who are more effective in carrying out their duties at school.

The results of the study on teacher perceptions of the supervision process by school principals in State Elementary Schools throughout the Ulugawo District were seen from the evaluation aspect. Table 5 shows that the highest average score is that the principal evaluates the ability of teachers before and after getting supervised with a score of 3.27. And the lowest average score is that the principal evaluates the teacher's achievement with a score of 2.75. Overall, the average score of teachers' perceptions of the evaluation carried out by school principals in the supervision process at Public Elementary Schools in Ulugawo District is 3.01. This average score is in the fairly good category, this means that it shows that the teacher's perception of the supervision process by the principal with the evaluation indicators going quite well.

The results of the research on teacher perceptions of the supervision process by school principals in State Elementary Schools throughout the Ulugawo District were seen from the follow-up aspect. Table 6 shows that the highest average score is that the principal gives awards to teachers who are successful with a score of 3.71. And the lowest average score is the principal together with the teacher analyzing the results of supervision with a score of 3.23. Overall the average score of teachers' perceptions of the follow-up carried out by school principals in the supervision process in Public Elementary Schools in Ulugawo District is 3.4. This average score is in the fairly good category, this means that it shows that the teacher's perception of the supervision process by the principal with the follow-up indicators is going well.

Overall, the results of data processing regarding teacher perceptions of the process of supervising school principals in public elementary schools throughout the sub-district can be seen in the following table:

Table 1

No.	Indicator	Average Score	Description
1.	Implementation	3,7	B
2.	Evaluation	3,01	CB
3.	Follow-up	3,4	CB
Average		3,3	CB

### 4. Discussion

Based on the results of the research above, it can be said in general that the teacher's perception of the supervision process by the principal in SD Negeri in Ulugawo District has been going well with an average score of 3.3. This means that the teacher's perception of the process of supervision by the principal in SD Negeri in Ulugawo District already describes a good process of implementation, evaluation and follow-up. Based on these problems and after research, each can be discussed as follows:

The results of the study indicate that the teacher's perception of the process of supervision by the principal regarding the implementation in SD Negeri in Ulugawo District is 3.7. This average score is in the good category, this means that it shows that the teacher's perception of the supervision process by the principal regarding the implementation in SD Negeri in Ulugawo District has been going well. The findings are in line

with the theory put forward by Daryanto and Tutik (2015) suggesting that implementation activities are real activities carried out to improve or increase the ability of teachers. Principals must apply their abilities in teaching, encourage teachers to apply their own abilities, and encourage teachers to have serious attention to their duties and responsibilities. From the results of the study, it can be seen that the teacher's perception of the supervision process by the principal in SD Negeri in Ulugawo District is already in a good category, when viewed from several item statements, item No. 14 is in the lower category of other items, namely the principal providing reading material to the teacher as a reference in improving teacher weaknesses related to mastery of the material with an average score of 2.44 in the good category.

The implementation of supervision carried out by the principal has been carried out well but there is the lowest item, namely the principal giving reading material to the teacher as a reference in improving teacher weaknesses related to material mastery, in which case the principal should give more attention to the teacher in the process of implementing supervision. According to Sanjaya (2008: 45) a measure of the success of school principals in the implementation of supervision is the extent to which changes have been achieved, due to the effect of the implementation of supervision on teacher performance. This success is certainly supported by the knowledge and skills possessed by the principal regarding the functions, principles, and implementation of the technical supervision itself. The implementation of teaching supervision is not carried out by the principal alone but is also assisted by vice-principals and senior teachers. The principal can give authority to other senior teachers who are really capable and experienced in supervision (Wahyudi, 2009: 86). This authorization is intended so that all teachers can be supervised on time, therefore senior teachers can also be appointed as supervisors.

At the implementation stage, the principal observes the teacher, in the teaching observation activity, the principal observes the teacher's appearance in the learning process, both regarding aspects of professionalism and the standards of the learning process in schools. The principal collects data conducts assessments and detects weaknesses in the teacher, not only that, the principal also provides guidance and development to teachers to further improve their ability of teachers in the learning process.

The results of the study indicate that the teacher's perception of the supervision process by the principal in SD Negeri in Ulugawo District seen from the evaluation indicator is 3.01. This average score is in the fairly good category, this means that it shows that the teacher's perception of the evaluation of the supervision process by the principal has taken place but is still in the fairly good category. This is in accordance with Maunah's opinion (2017: 276) evaluation is a stage in order to take an assessment based on the activities carried out from planning to implementation, so that the latest conditions are mapped from the results of academic supervision which can then be used for follow-up. Meanwhile, Ali Imron (2012: 196) suggests 3 things that must be evaluated, namely evaluation of learning supervision, evaluation of the implementation of learning supervision, and evaluation of supervised teachers. From the results of the study, it can be seen that the teacher's perception of the supervision process by the principal is already in a fairly good category, when viewed from several item statements, item No. 21 is in the lower category of other items, namely the principal evaluates the teacher's achievement with an average score of 2.75 is in the fairly good category. The evaluation carried out by the principal in the supervision process has been carried out quite well but there is the lowest item, namely the principal evaluates the. Make an explanation of the results of the research and discussion in the form of a unified paragraph and not separated using sub-headings. Teacher achievement, in this case, the principal should conduct an assessment of the teacher's ability to create the desired learning process.

This is in line with Setiono's opinion (2017) that the evaluation of educational supervision programs is the provision of estimates of the implementation of educational supervision to determine the effectiveness and progress in achieving the goals of educational supervision that have been set. In evaluating educational supervision programs for teaching improvement, it involves determining changes that occur in a certain period, changes expected from all personnel in supervision, and in program improvement involving the principal (supervisor), teachers, and students. Evaluation activities are carried out to see the extent to which the implementation of supervision has been successful. The target of the supervision evaluation is aimed at all people involved in the process of implementing the supervision. The results of the supervision evaluation will be used as a guideline for preparing the next planning program.

The results of the study indicate that the teacher's perception of the supervision process by the principal in SD Negeri in Ulugawo District seen from the follow-up indicator is 3.4. This average score is in the fairly good category, this means that it shows that the teacher's perception of the follow-up to the supervision process by the principal has been carried out but in a fairly good category. This fact is in accordance with the opinion of Sahertian (2008: 98) that school principals always monitor the progress of learning programs in schools. The supervision program in addition to requiring objective data or information must also be carried out in a planned and continuous manner.

Follow-up of supervision in the form of coaching activities can be in the form of direct and indirect coaching. Direct guidance is carried out on matters of a special nature, which need immediate improvement from the results of the supervision analysis. Indirect guidance is carried out on things that are general in nature

and need improvement and attention after obtaining the results of the supervision analysis (Gusseventini, 2017).

From the results of the study, it can be seen that the teacher's perception of the supervision process by the principal in SD Negeri in Ulugawo District is in the fairly good category, when viewed from several item statements, item No. 28 is in the low category of other items, namely the principal along with the teacher analyzes the results of supervision with an average score of 3.23 which is in the good enough category. The follow-up carried out by the principal in the supervision process has been carried out quite well, but there is the lowest item, namely the principal together with the teacher analyzing the results of supervision, in this case, the principal should follow up on the supervision process so that the learning process goes well.

The follow-up that needs to be done by the principal is to give reinforcement or appreciation to educators who have met the standards, educational warnings are given to educators who have not been able to meet the standards, and educators are given the opportunity to attend training so that educators can improve their competencies (Mintadji, 2015). Follow-up is the last part of the supervision process, there are three alternative follow-ups given to educators, namely: reinforcement and appreciation, reprimand, and teachers are given the opportunity to participate in further training. The follow-up that will be carried out by the principal in the supervision process is that the principal prepares a follow-up program for supervision and follows up on the results of the implementation of supervision.

The results showed that the overall results of data processing regarding teachers' perceptions of the process of supervision by school principals at State Elementary Schools throughout the Ulugawo District can be seen from each indicator, namely implementation, evaluation, follow-up with an average of 3.3 being in a good category. Perception is the experience of objects, events, or relationships obtained by inferring information and interpreting messages. Perception is giving meaning to sensory stimuli. Perception is the process of giving meaning to sensations so that humans acquire new knowledge. According to Sagala (2012) supervision is an effort to improve teaching and learning situations, namely as a teacher's assistance in teaching to help students learn better. Academic supervision activities carried out by school principals have a psychological effect on improving the quality of teacher teaching if the teacher accepts the supervision as input and motivation to improve the quality of his teaching so that he will work voluntarily which can ultimately increase teacher work productivity. But if the teacher does not accept academic supervision as something that can lead to an increase in the quality of teaching, and motivation or made a burden, he will work because he is forced and less enthusiastic which is shown by negative attitudes so that the teacher's work productivity decreases.

All assistance from school leaders, is aimed at developing the leadership of teachers and other school personnel in achieving educational goals. So, supervision is not just supervision but is more meaningful in the process of assisting the principal who functions as a supervisor in identifying his teachers in preparing to teach, implementing teaching, assisting and providing solutions for teachers who have difficulties up to the evaluation process in the teacher's duties and creating a community. learning that provides satisfaction for parents and the school itself. It is increasingly clear that in essence supervision is a process that has stages in carrying it out so that teachers feel a change for the better in achieving learning objectives (Purwanto, 2014: 77). From the description above, it can be concluded that the perception of the supervision process by the principal is a person's response and understanding of the behavior shown by the leader towards the organization he leads.

Based on the results of data processing along with the discussion above, the teacher's perception of the supervision process by the principal in SD Negeri in Ulugawo District as a whole is in the good category. The results of this study are different from the phenomena that the authors found previously in the field, which shows that the teacher's perception of the supervision process by the principal in SD Negeri in Ulugawo District is still not going well. However, the results showed that they were in the good category. This difference is thought to be due to the fact that at the time of the observation the writer did not use a measuring instrument, so the phenomenon that the writer described in the background was a phenomenon obtained from observations and interviews with several teachers and the results of observations without using measuring instruments.

In addition, when distributing research questionnaires, respondents sometimes fill out questionnaires that are not in accordance with the actual situation because some respondents are afraid of being responsible for filling out research questionnaires and some respondents think that filling out this questionnaire will have a bad effect on their school and work later. So that the questionnaire was filled not based on actual experience and circumstances.

#### 4. Conclusion

The results of the research and discussion on teacher perceptions of the supervision process by principals at public elementary schools in Ulugawo district can be concluded as follows: the implementation of supervision carried out by school principals to teachers in public elementary schools in Ulugawo district is in good category with an average score 3.7. This means that further improvements are needed in terms of the implementation of supervision so that the implementation of supervision becomes better/excellent. The

evaluation carried out by the principal in the process of supervising teachers at Public Elementary Schools throughout the Ulugawo District was in the fairly good category with an average score of 3.01. This means that further improvements are needed in terms of evaluation so that the implementation of supervision becomes better/excellent. The follow-up carried out by the principal in the process of supervising teachers at public elementary schools throughout the Ulugawo sub-district was in the fairly good category with an average score of 3.4. This means that further improvements are still needed in terms of follow-up so that the implementation of supervision becomes better/excellent. In general, the teacher's perception of the supervision process by the Principal of Public Elementary Schools in the Ulugawo District is on an average score of 4.3 with a fairly good category.

Based on the conclusions above, the following suggestions can be made. For school principals, to pay more attention to supervision activities carried out on teachers so that supervision activities make a significant contribution to improving teacher abilities in the implementation of learning activities. In this case, there are several things that principals can do in improving supervision activities, namely in terms of implementation the principal must further increase the activities of providing reading materials to teachers as a reference in improving teacher weaknesses related to material mastery. In terms of evaluation, the principal has reached a fairly good category, but it would be nice to carry out the evaluation so that the supervision process goes well. In terms of follow-up, in this case the principal also needs to improve and analyze the results of supervision so that it is better. For teachers, to be more able to work together to help principals in the implementation of supervision openly so that the implementation of supervision is right on target.

## References

- A . J, H. (1989). *Supervisi Pendidikan*. Jakarta: Departemen Pendidikan Dan Kebudayaan.
- Ali, I. (2011). *Supervisi Pembelajaran Tingkat Satuan Pendidikan*. Jakarta: Bumi Aksara.
- Daryanto, R. tutik. (2015). *Supervisi Pendidikan*. Yogyakarta: Penerbit Gava Media.
- Gusria, H. (2013). Persepsi Guru Terhadap Pelaksanaan Supervisi Oleh Kepala Sekolah Menengah Atas Negeri Di Kecamatan Sinjunjung. *Jurnal Administrasi Pendidikan*, I(1), 357–461.
- Ibrahim, B. (1992). *Supervisi Pengajaran:Teori Dan Aplikasinya Dalam Membina Profesional Guru*. Jakarta: Bumi Aksara.
- Mukhtar, I. (2009). *Orientasi Supervisi Pendidikan*. Jakarta: Gaung Persada (GP).
- Permendiknas. (2007). *Tentang Standar Kompetensi Kepala Sekolah*.
- Rifma. (2013). Problematika Kompetensi Pedagogik Guru Sekolah Dasar. *Jurnal Ilmiah Ilmu Pendidikan*, XIII(1), 10–17.
- Rivai. (1982). *Administrasi dan Supervisi Pendidikan*. Bandung: Jemmars.
- Sabandi, A. (2013). Supervisi Pendidikan Untuk Pengembangan Profesionalitas Guru Berkelanjutan. *Jurnal Ilmiah Ilmu Pendidikan*, XIII(2), 1–9.
- Sagala. (2012). *Administrasi Pendidikan Kontemporer*. Bandung: Alfabeta.
- Sahertian, P. A. (1981). *Prinsip Dan Tehnik Supervisi Pendidikan*. Surabaya: Usaha Nasional.
- Sahertian, P. A. (2008). *Konsep dasar & Teknik Supervisi Pendidikan dalam rangka pengembangan sumber daya manusia*. Jakarta: Rineka Cipta.
- Sugiyono. (2012). *Metode Penelitian Pendidikan*. Bandung: Alfabeta.
- Suharsimi, A. (2006). *Dasar-Dasar Supervisi*. Jakarta: PT. Rineka Cipta.
- Suharsimi, A. (2010). *Supervisi Pendidikan Praktik*. Jakarta: Rineka Cipta.
- Thoha. (2008). *Perilaku Organisasi*. Jakarta: PT Raja Grafindo Persada.
- Tjipto Djuhartono , Ulfiah , Hanafiah, D. R. (2021). Supervisi Akademik Kepala Sekolah Dalam Meningkatkan Kinerja Guru Kejuruan. *Research and Development Journal Of Education*, VII(1), 101–115.  
<https://doi.org/http://dx.doi.org/10.30998/rdje.v7i1.9147>
- Undang-Undang. (2003). *Tentang Sistem Pendidikan*. Jakarta: Depdiknas.

Undang-Undang. (2005). *Tentang Kompetensi Guru*. (1), 14.

Wibowo. (2015). *Perilaku dalam Organisasi*. Jakarta: Rajawali Pers.

Wibowo. (2018). *Metodologi Penelitian Populer & Praktis*. Jakarta: Rajawali Pers.

Widyastuti, Y. (2014). *Psikologi Sosial*. Yogyakarta: Fisip Unitirta Pers.

Yahya. (2011). *Supervisi Pendidikan Metamorfosis Kepemimpinan*. Padang: UNP Press.