

Supervision Strategic Management of School Heads In Improving Teacher Performance (Case Study at Cinta Kasih Tzu Chi Middle School, and Vianney Jakarta Middle School)

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Abstract

The research entitled Strategic Management Principal Supervision in Improving Teacher Performance is motivated by the low performance of teachers in carrying out their duties and functions. Indications include: incomplete teacher administrative preparation, less interesting and challenging (traditional) learning activities, evaluation of the results of the daily value of the learning process is always measured by a knowledge test, and rarely conduct remedial follow-up programs to improve unfinished scores. The purpose of this study in general was to determine and analyze the strategic management of the head of SMP Cinta Kasih Tzu Chi and SMP Vianney in improving teacher performance. Specifically, the research objectives are to identify and analyze the internal and external environment, plan, implement, evaluate supervision, identify obstacles to the implementation of supervision and provide solutions in overcoming supervision barriers. This research is based on Hunger and Wheelen's (2003) strategic management theory, Peter F. Oliva's (1980) supervision theory, and Bernardin and Rusel's (2002) performance theory. This research uses a qualitative approach. Data collection techniques using interviews, observation, and documentation study. The results of this study generally indicate that the principal's strategic management in improving teacher performance is carried out through internal and external environmental analysis, planning, implementation, evaluation of supervision, identifying barriers to supervision and providing solutions in overcoming supervision barriers. Specifically, the results of this study are shown as follows: 1) Analysis of a strong school environment, especially Human Resources (HR), principals/teachers, and facilities and infrastructure; 2) Supervision planning (teacher administration completeness and time) is still not completing and lacking; 3) Implementation of supervision is not in accordance with procedures; 4) Evaluation of the results of monitoring the supervision of class visits has not been maximal; 5) Barriers to supervision (competence of school principals/teachers need to be improved); and 6) Solutions to overcome obstacles to supervision activities (principals delegate to competent deputy principals / teachers). With the before mentioned conditions, the results of this study are not in accordance with the expectations of the theory/concept of strategic management, supervision, and teacher performance so that strategic supervision of principals with a new innovation of Supervision Coaching Model is needed as the product of this research.

Keywords: *Strategic Management, Principal Supervision, and Teacher Performance.*

INTRODUCTION

The crucial problem currently facing the Indonesian government is education. In fact, education is very important in forming superior human resources (HR), with a population reaching more than 250 million people and a population growth of 1.49 percent per year. This condition becomes increasingly urgent when it is related to the growth of the workforce; population distribution between regions is not evenly distributed; incompatibility of HR competencies with the job market; imbalance between the need for public services and the number of public service officers; distribution of information on the labor market that is gradual or imbalanced; uneven demand for labor; Continuously high levels of unemployment and poverty which lead to low quality of education and health, and ultimately result in the low quality of Indonesian human resources.

The value of the Program for International Student Assessment (PISA) in Indonesia is still not moving from the lower ranks. Respectively, the scores for Reading, Mathematics, and Science from the test results in 2018 were 371, 379, and 396. These scores decreased compared to the test in 2015, where Reading, Mathematics, and Science scored 397, respectively. 386, 403. Of these scores, Reading had the lowest drop in score, and even below the 2012 score of 396.

According to the latest data from the Central Bureau of Statistics (2019), Indonesia's Human Development Index (HDI) stood at 71.39 throughout 2018. This figure increased by about 0.82 compared to 70.81 in 2017. Based on the standards of the United Nations Development Program Agency Development Program (UNDP), this index shows that Indonesia's HDI is at a high level because of 4 indicators (life expectancy for the average old age from 71.06 years increases to 71.2 years, the expectation for the length of schooling increases from 12.85 years to 12, 91 years, the average length of schooling increased by 8.1 years to 8.17 years, a decent standard of living / income per capita increased by 10.66 million per year to 11.06 million per year). However, this increase has only placed Indonesia's HDI in rank 6 in the ASEAN region and 111 in the world out of 189 countries.

Based on the Global League report published by Pearson Education Firm, the education system in Indonesia is still not optimal in supporting the improvement of the quality of education in Indonesia. The ranking is based on the results of international tests and various educational data, including data on graduation rates between 2006 and 2010. The results of the study show that Indonesia is in the lowest position along with Mexico and Brazil. The results of the study also state that the two countries with the best education systems in the world are Finland and South Korea. After that, three countries in Asia that have good education systems are Hong Kong, Japan and Singapore.

Sudradjad states that "quality education is education that is capable of producing complete human beings (complete human beings) or humans with integrated personalities, namely those who are able to integrate faith, knowledge, and charity" (Sudrajat, 2011).

In 2015, the Government carried out a Teacher Competency Test (UKG) to find out how far the performance results were achieved. The Competency Test which was attended by more than 2.9 million teachers in Indonesia is still below the Minimum Competency Standard (SKM) target set by the Ministry of Education and Culture, which is 55. The average UKG result across Indonesia is 53.02. Meanwhile, the SKM from the government that must be fulfilled by teachers is 55. Based on the national UKG results, for the professional field the average score achieved was 53.02, while for the pedagogic sector the average score was 48.94. There are seven provinces whose average score is above SKM, one of which is Yogyakarta with an average score of 65.01. Followed by Central Java with a mean value of 61.52, DKI Jakarta 60.78, East Java 58.94, Bali 58.22, Bangka Belitung 56.94, West Java with a mean value of 56.91, and Riau Islands with a mean value of 56. , 57 (Kemendikbud, 29/12/2015). Looking at the comparison of the results of the average score above the government can make new policies, regional autonomy, especially for local governments, in this case the District / City Education Office in improving the education of all schools which are its responsibility.

The Jakarta Education Office through Circular Number 15 of 2019 has carried out an independent Teacher Competency Test to determine the competence of principals / teachers with a Competency Standard of at least 72, which was followed by school principals and teachers totaling 109,180 (TK, SD, SMP, SMA, and SMK Negeri and Participants were held on 11-17 December 2019. The average result for independent UKG in 2019 was still low, only 54.00 compared to the 2015 UKG score of 56,69.

This fact is both heartbreaking and embarrassing for educators. Given that Jakarta is a parameter for human resource development and education in the country. The results of the World Bank's research several years ago on the certification allowance were only able to increase income and interest in becoming a teacher, but it has not increased teacher competence nationally. Teacher certification allowances are not linear with the quality of teacher performance. However, the teachers cannot be blamed alone. There is a systemic circle that affects, because there are educational policies, training patterns, teacher recruitment patterns, teacher redistribution patterns, forms of reward and punishment, bureaucratic culture, a fair climate for teachers, and whatever their administrative status is. All of these are products of local regulations.

From the results of the comparison of teacher competency test scores in 2015 and 2019 carried out by the Ministry of National Education and the Jakarta Education Office above, they have not shown an increase in teacher performance / performance, in fact there are some teachers who do not take the exam without clear reasons. Even though the minimum passing standard requirements set by the Ministry of National Education is 76 and the Jakarta Education Office is at least 72. Thus, the Teachers of Cinta Kasih Tzu Chi Middle School have not had a good performance.

Likewise, the performance value of Vianney Middle School teachers based on the provisions of the Foundation which is carried out at the end of each semester using a separate measuring instrument by the principal and the results used for promotion / salary goals and career development in schools also show results that are not optimal. The average teacher performance score is still far from the optimal performance value of teachers, which is 100. The results of the principal's assessment of the Foundation's policy which is carried out at the end of each semester using a separate measuring instrument by the principal of the teacher's performance at SMP Vianney are also not optimal.

From the results of national teacher competency tests in both schools in 2015 and independently conducted by the Jakarta Education Office in 2019, the average scores obtained by teachers have not met the standards set by the Ministry of National Education (76) and the DKI Jakarta Education Office (72). This shows that the performance of teachers in both schools is still low / not good.

Based on the observations of researchers, the teachers still lack seriousness in carrying out their duties and obligations. The fact is that in the process of carrying out assignments at school they are not carried out wholeheartedly. Still most teachers carry out assignments only to abort their obligations. Related to this, Fauza (2010) explains that "the factors that influence teacher performance are the level of teacher education, teaching supervision, upgrading programs, a conducive climate, facilities and infrastructure, the physical and mental condition of teachers, the leadership style of the principal, assurance. welfare, and managerial abilities of school principals". Of the many factors that can affect the teaching performance of teachers in schools, one that is crucial is supervision. According to Engkoswara and Komariah (2011: 229), "supervision can mean supervision carried out by people who are experts / professionals in their fields so that they can provide improvements and enhancements / coaching so that learning can be carried out properly and with quality.". The principal, as the direct leader in the school, is of course very aware of the actual situation and conditions of the school". In addition, the principal also knows the strengths and weaknesses of teachers. Therefore, the principal has an obligation to supervise teachers who are in his school without exception. Supervision of school principals is very important to improve and enhance teacher performance (Engkoswara & Komariah, 2011).

The purpose of this research is to know and analyze the strategic management of principals in improving teacher performance (Case Studies at Cinta Kasih Tzu Chi Middle School, and Vianney Middle School, Jakarta).

The purpose of the research itself is to know and analyze the internal and external environment, planning, implementing, evaluating, obstacles, and solutions to solve problems / obstacles in the implementation of the principal's supervision activities.

Management assumptions themselves are built through strategic management using Management Analysis Techniques (TAM), starting from environmental mapping, strategic management formulation, strategy implementation, evaluation, and control by Hunger and Wheelen (2003). By using this technique, the specific research objectives can be achieved.

Thus the research question is focused on: How to analyze the environment (internal and external), planning, implementation, evaluation, obstacles, and solutions to overcome problems / obstacles in the implementation of principal supervision activities in improving the performance of teachers at SMP Cinta Kasih Tzu Chi, and SMP Vianney Jakarta?

METHOD

Using qualitative descriptive methods, with data collection techniques through interviews, observation, documentation study, triangulation, and member check (data validity).

RESULT AND DISCUSSION

1. Analysis of the Principal's Supervision Environment in Improving Teacher Performance

From the analysis of the strategic environment of the principal's supervision in improving teacher performance, it is identified that the strength of the school is that it has adequate quality of human resources (HR): S1 graduates, teaches according to fields, and is open to self-development. Schools also have adequate facilities and infrastructure that can support the implementation of teaching and learning activities, both inside and outside the classroom. In addition, the school is also under the auspices of a large enough foundation, having extracurricular activities compulsory writing scientific papers to familiarize students with reading, researching, and developing curiosity, having core values (love, gratitude, discipline, cooperation, resilience, innovation. and honesty) as a basis for the values of service to students and strengthening character education, as well as providing remedial learning outside school hours. However, in addition to these strengths, schools also have a number of weaknesses, including: schools are not yet widely known because they do not have a strong image; relatively expensive tuition fees because it is an expensive school in the surrounding environment; Many teachers' lesson plans are still copied and pasted, supervision time is insufficient and not according to schedule because of the many problems that have to be taken care of by the principal, and the deputy principal has not been maximal in carrying out their main tasks.

2. Planning for Principal Supervision in Improving Teacher Performance

Planning for the supervision of the principal in improving teacher performance begins with the activity of compiling a schedule of supervision activities with supervisors consisting of the principal, deputy principal, and senior teachers who are competent / considered capable; then prepare teacher learning tools, for example lesson plans, syllabus, attendance lists, and grades lists; prepare monitoring and evaluation (Monev) instruments. Supervision activities are programmed twice a year, namely in the odd and even semesters. This empirical fact indicates that the management planning supervision carried out by the principal is good enough. This means that the planning carried out by the principal has reached the important stages of supervision management, which includes a schedule of supervision activities, preparation of learning tools, and monitoring and evaluation.

3. Implementation of Principal Supervision in Improving Teacher Performance

The supervision of the principal begins with pre-observation, observation, and post-observation activities. At the observation stage, the principal observes the teacher in carrying out teaching activities. However, in its implementation, the supervision carried out by the principal is not maximal, because it is only done once a year. In fact, in planning, supervision activities are at least twice a year, or once a semester.

4. Evaluation of Principal Supervision in Improving Teacher Performance

Supervision evaluation is carried out through supervision of class visits by the head during teaching and learning activities. Evaluation involves several allied teachers. The results of the evaluation show that sometimes the implementation of supervision does not go according to schedule or planning, because there are school principal meetings with the Foundation and Teachers, there are MGMP activities at the District Level, teachers permit for reasons of family matters and are sick. In addition, teachers are also unprepared because they do not bring work equipment, or teachers feel that the supervision of the principal makes it uncomfortable in front of students. Evaluation conveys things that still need to be improved based on evaluation findings, especially those related to learning, especially the correct way teachers teach.

5. Barriers to the Implementation of Strategic Management for Supervision of Principals in Improving Teacher Performance

There are a number of obstacles in the implementation of school principal supervision management in improving teacher performance, including: the principal's busyness, the principal's time management, the principal is concurrently the TU (one-stop service), the teacher is not ready to be supervised due to permission, illness, and so on, The deputy principal has not fully carried out his duties and duties, and the schedule of supervision is concentrated on certain days while there are still teachers who teach in other places.

6. Solutions in Overcoming Obstacles to Principal Supervision in Improving Teacher Performance

The solution in overcoming the obstacles to the supervision of the principal in improving teacher performance, among others, can be done by way of the principal delegating a part of the supervisory task to the deputy principal or senior teacher who is considered competent, proposing a replacement of the vice principal who is less professional, consistently supervises according to schedule, often give briefings to the teacher before the learning supervision activities begin.

Cinta Kasih Tzu Chi Middle School and Vianney Middle School in West Jakarta are schools managed by private educational institutions with national standards. The two schools, like other junior high schools, are trying to implement strategic management of the supervision of the principal to improve teacher performance, starting with environmental analysis, planning, implementing, evaluating, identifying obstacles, and finding alternative solutions for solving the following:

1. Analysis of the Principal's Supervision Environment in Improving Teacher Performance

The findings of this study indicate that schools have a number of strengths, including: having adequate quality of human resources (S1 graduates, teaching according to their field, and being open to self-development), having very adequate facilities and infrastructure that support the implementation of teaching and learning activities (Learning and Teaching Activities), having extracurricular activities compulsory writing scientific papers to familiarize students with reading, researching, and developing curiosity, having core values (love, gratitude, discipline, cooperation, toughness, innovation, and honesty) as a foundation values of service to students and strengthening

character education, as well as providing remedial learning outside school hours. However, schools also have a number of weaknesses, including: not yet widely known because they do not have a strong image; relatively expensive education costs; Many teachers still copy and paste RPP (lesson plans), lack of supervision time and are not according to schedule because of the many problems that are handled by school principals and vice principals who have not been maximal in carrying out their duties. In general, schools have more power in influencing the supervision of principals on teacher performance. This empirical fact indicates that schools have sufficient modalities to develop appropriate and reliable principal supervision strategies to improve teacher performance, both at the planning, implementation, evaluation and improvement levels. Strengths that are greater than weaknesses can also be used as a model for adapting to the external conditions of schools that are changing rapidly, so that schools can avoid the threats of competitors and can seize opportunities that arise from change. that happens in society. This potential can also be used to map the planning and implementation of better academic supervision on the basis of environmental analysis to determine efforts and steps for improvement in improving teacher performance (Cecep, 2017). This means that environmental analysis can be used as a strong basis for designing planning, implementing, and evaluating the supervision of school principals.

2. Planning for Principal Supervision in Improving Teacher Performance

Planning for the supervision of the principal begins with preparing a monitoring instrument for supervision and arranging a schedule for class visit supervision activities. The instrument is used to see the readiness of teacher administration, in the form of teacher learning tools (RPP, syllabus, attendance list, and list of values) and to observe teacher teaching and learning activities in class. Supervision activities are programmed twice a year, namely in the odd and even semesters. Planning for supervision activities is scheduled only once a semester. Planning has been made according to the important stages of supervision management, which includes a schedule of supervision activities, preparation of learning tools, and Monev (Monitor and Evaluation). Supervision planning is also compiled covering a number of things that are interrelated with one another, namely: (a) implementation of the curriculum; (b) preparation, implementation and assessment of learning by teachers; (c) achievement of graduation competency standards, process standards, content standards and implementing regulations; and (d) improving the quality of learning.

According to Permendiknas RI Number 13 of 2007 concerning Principal Competency Standards, the principal's academic supervision includes: (a) The development of each field of development of creative, innovative learning, problem solving, critical thinking and entrepreneurial instincts; (b) guide teachers in compiling a syllabus for each field of development in schools or subjects in schools based on content, competency standards and basic competencies, and the principles of curriculum development; (c) teacher guidance in selecting and using strategies / methods / learning techniques / guidance that can develop various potentials of students; (d) guiding teachers in carrying out learning / guidance activities (in the classroom, laboratory, and / or in the field) to develop the potential of students; (e) guide teachers in managing, caring for, developing and using educational media and learning facilities; (f) motivating teachers to use information technology for learning. In principle, the evaluation of academic supervision aims to increase efforts to implement educational programs as a whole, both in personnel, materials, and operations. However, the planning for the supervision of the principal will be carried out is still very minimal / very little, only done twice a year. Planning for the supervision of the principal must be made at least once a month because the principal is no longer teaching but his job is only as a manager at the school (Permendikbud No.6 of 2018).

With the issuance of a regulation with this mandate, the principal's supervision plan for teachers must have been prepared at the *keraja* meeting (Raker) at the beginning of the school year. If the planning is adequate, then supervision is not only easy to implement and evaluate, but also has the potential to improve teacher performance. This is in line with the results of research conducted by Aldaihani (2017), Lubis (2018), Adanu, Kajo and Odeh (2019,) Budiyo, Lian and Fitria (2020)

which prove that the supervision of school principals affects teacher performance.

3. Implementation of Principal Supervision in Improving Teacher Performance

The implementation of supervision is the most crucial stage in the strategic management of supervision. Without proper implementation of supervision, the other stages of supervision will not be of much benefit. Therefore, it is very fatal if the implementation of supervision is not according to the plan. The fact in schools is that the implementation of supervision has not been properly implemented, only the implementation has not followed the expectations of the supervision procedure that has been scheduled due to the school principal's busyness (too many meetings). This shows that the principal is less concerned about the application of his role and competence. According to Permendikbud Number 6 of 2018, the main duties of supervising school principals are (a) a manager (managing 8 national education standards); (b) Entrepreneurship development; and carry out supervision of teachers and education personnel; and. In addition, according to the Ministry of Education and Culture (Mulyasa, 2004: 97-98), the duties and roles of school principals include duties as supervisors, namely supervising the work carried out by educators, by guiding, guiding, directing, assisting teachers in overcoming problems that occur. faced in the learning process (Mulyasa, 2011). According to Mulyasa, the principal as a supervisor is manifested in the ability to compile, and implement educational supervision programs, and take advantage of the results (Mulyasa, 2011). In the Principal's Workbook it is emphasized that the principal's duty as a supervisor is to compile a supervision program, carry out a supervision program, take advantage of the results of supervision which includes the use of the results of supervision to improve / foster teacher / staff performance and use the results of supervision. for school development. In carrying out its role as supervisor, the principal can carry out group discussion activities, class visits, individual talks, and learning simulations.

The success of the principal as a supervisor can be demonstrated by the increased awareness of teachers to improve their performance and improve teacher skills in carrying out their duties. This means that when the principal is unable to carry out supervision, the opportunities for teachers to get guidance, direction, and how to deal with problems in the learning process disappear. It also means that the opportunities for teachers to improve their performance are also dashed. Therefore, the implementation of supervision which is only once a semester in schools is not only not in accordance with various theoretical references for the implementation of good and professional supervision, but also clearly does not support teacher teaching activities carried out every working day so that it can affect teacher performance (Lubis, 2007). 2018; Cecep, 2017; Aldaihani, 2017; Budiyo, Lian & Fitria, 2020). Supervision should ideally be carried out continuously following the implementation of teaching activities. When there is a lack of teaching effectiveness, or moreover a lack of success in the teaching process, for example with an indication that the output (student achievement) is less than the maximum, supervision should be carried out according to the expected schedule of planning by the principal..

4. Evaluation of Principal Supervision in Improving Teacher Performance

The findings of this study also show that based on the results of the recapitulation of the implementation of monitoring and evaluation of supervision carried out by the principal during the teaching and learning activities, involving several teachers of a family who are considered competent / able to supervise their friends, the results of the teacher's performance are not yet visible. The results of the evaluation show that sometimes the implementation of the supervision evaluation is not according to schedule or planning, the teacher permits by reason of family matters and is sick, and the teacher is unprepared. The evaluation conveys things that still need to be improved based on the evaluation findings, especially those related to the learning process, especially the correct way of teaching. However, the evaluation of supervision that is not on schedule can reduce the opportunities for improving the learning system. This is of course less or even not conducive to

improving teacher performance. In a strategic management perspective, evaluation is very important, because evaluation can provide feedback for the next action planning cycle (Boyle, 1981). Evaluation is the final stage in strategic management management. The three basic activities of strategic management evaluation are (a) reviewing the external and internal factors that form the basis of current strategic management; (b) measuring performance; and (c) take corrective action. Evaluation is needed because today's success does not guarantee tomorrow's success. Success always brings new different problems, and certainly requires new strategic management to solve them (Gibson, 2015). In the context of educational supervision, Burhanudin (1998) said that the observation tool often used by supervisors is a check list, which includes: (1) Evaluative check list, which is an observation sheet composed of items in the form of standardized statements or questions that have scoring scale. The aspects observed in this evaluation include: (a) how to formulate the objectives of the field of study in an operational manner; (b) student learning activities; (c) students' creativity in solving problems; (d) how to organize teaching and learning activities; (e) use of test kits, namely test descriptions and objective tests; (f) implementation of assistance to students in overcoming student learning difficulties; and (2) Activity check list, which is a list of questions or statements related to activities carried out by teachers or students. The observed aspects include: (a) making teaching preparations for teaching preparation referred to here as the Learning Implementation Plan (RPP). the supervisor sees whether the teacher has made the lesson plan according to the standard or not; (b) using teaching aids in teaching. using props here means the teacher when using the media, whether it is in accordance with the subject being taught or not, what are the considerations that make the teacher choose the media used. Then also look at the skills of the teacher in using the media, whether the teacher can use the media properly or not; (c) prepare evaluation tools. in classroom observation, the supervisor also sees how the teacher evaluates whether it is in accordance with the standard or not; (d) using a variety of teaching methods. The supervisor looks at what methods the teacher uses in teaching (Burhanuddin, 1998).

Through evaluation, various obstacles and problems that arise in the implementation of supervision can be identified so that it is possible to fix them so that the objectives of supervision are achieved, especially improving teacher performance. The results of the research by Adanu, Kajo and Odeh (2019) in Nigeria also show that the supervision strategy has an effect on teacher performance. Class visits and conferences have a significant effect on teacher performance. Thus the findings of this study are consistent with the results of research by Adanu, Kajo, and Odeh (2019). However, because the evaluation of school principals is only carried out after supervision activities which are inadequate in quantity and quality, the evaluation is unlikely to find cases of teaching that are not in accordance with the curriculum, lesson plans and teaching principles and methods, so it is unlikely to make a maximum contribution. on improving teacher performance (Fanani et al., 2014).

5. Barriers to the Implementation of Strategic Management for Supervision of Principals in Improving Teacher Performance

The findings of this study also show a number of obstacles in the implementation of school principal supervision, including: the principal's busyness, the principal's time management, the principal is concurrent with administrative duties (Administration), the teacher is not ready to be supervised, the deputy principal has not maximally carried out his duties, and the supervision schedule is concentrated on certain days while there are teachers who teach in other places. As a consequence, teacher performance does not comply with school standards, regulations, strategic plans, policies, vision, mission, and goals. This contrasts with the results of research by Aldaihani (2017), Lubis (2018), Adanu, Kajo and Odeh (2019), Kholid and Rohmatika (2019), as well as Budiyo, Lian and Fitria (2020) which prove that the supervision of the principal has an effect on teacher performance. This empirical fact shows that there are still many obstacles and factual conditions that interfere with the implementation of the management of school principals' supervision of teachers. These obstacles, to some extent, indicate that the evaluation of supervision has been relatively ongoing even though there are still deficiencies. These problems, if not immediately anticipated and solutions

sought, can interfere with the implementation of the supervisory management of the principal which in turn can reduce the chances of an increase in teacher performance.

6. Solutions in Overcoming Obstacles to Principal Supervision in Improving Teacher Performance

The findings of this study also make solutions that can solve problems and obstacles to implementing the supervision of the principal, including making a commitment (collective agreement) of the teacher to succeed in supervising activities that feel comfortable and pleasant for the teacher in the process of learning activities in class, the principal can delegate part of it. supervising deputy principals or senior teachers who are deemed competent, making changes to unprofessional vice principals, consistently supervising according to schedule, and first providing briefings to teachers before supervision activities begin. In addition, using the Academic Supervision Instrument "Model Coaching" by implementing strategies / ways that are fun for the coachee (teacher), which begins with Pre / Before Observation (Coaching), Observation, and Post / After Observation (Coaching) strategies.) in the supervision activity the goal is to build familiarity and determine the agenda and goals to be achieved between the teacher and the principal. This has been revealed from the point of view of the International Coaching Organization, namely the International Couch Federation) (ICF) by Thomas Leonard (1994) with the discovery of coaching, which is making partnership relationships with individuals through a creative process aimed at maximizing one's personal and professional potential. Likewise, by conducting a SWOT analysis (Strength, Weakness, Opportunity, Threat), and recommending suggestions for improvement in supervision management by making commitments / agreements on how to make the process of supervision activities run effectively and pleasantly, briefings beforehand provide direction and pre-guidance. / before classroom supervision observations are carried out, improving remedial learning with feedback from the results of supervision, delegating supervision to vice principals and senior teachers, using information technology in the supervision of school principals, consistently conducting supervision on schedule. In line with the opinion of Hunger and Wheelen (1996), the strategic management process which includes four basic elements, namely: environmental observation, strategic management formulation, strategy implementation, and evaluation and control that can be operationalized through SWOT analysis can be used to map problems to find alternative solutions. Of the various alternative solutions, the relevant priorities in the context of strategic management of the supervision of the principal are: delegation of supervisory activities to deputy principals and senior teachers, only by using "Model Coaching" supervision, carried out according to schedule so the principal will certainly be able to increase teacher competence, and teacher performance.

CONCLUSION

In general, the conclusions of the results of this study indicate that the principal's strategic management in improving teacher performance is carried out through internal and external environmental analysis, planning, implementation, evaluation of supervision, identifying obstacles to supervision, and providing solutions in overcoming supervision barriers.

In particular, some of the conclusions of this study are as follows:

1. Both schools have a number of strengths, including: having the quality of human resources, facilities and infrastructure, adequate extracurricular activities, core values and remedial learning, but they also have a number of weaknesses, including: do not have a strong image, the cost of education is relatively expensive Many teachers still copy and paste the RPP (lesson plan), the supervision time is insufficient and not according to schedule, and the deputy principal has not maximally carried out his duties. In general, schools have more power in influencing the supervision of principals on teacher performance. This empirical fact indicates that schools have sufficient modalities to develop appropriate and reliable principal supervision strategies to improve teacher performance, both at the planning, implementation, evaluation and

improvement levels.

2. Planning for the supervision of principals in both schools begins with compiling a schedule of supervision activities, preparing teacher learning tools (RPP, syllabus, attendance lists, and grade lists), and preparing monitoring and evaluation instruments. Supervision activities are programmed twice a year, namely in the odd and even semesters. This indicates that the management planning supervision carried out by the two school principals is not good. This means that planning is not yet in accordance with the important stages of supervision management, which includes a schedule of supervision activities, preparation of learning tools, and monitoring activities in the classroom.
3. The supervision of the principal in both schools begins with pre-observation, then observation, and post-observation. At the observation stage, the principal observes the teacher in carrying out teaching activities. However, in its implementation, the supervision carried out by the principal is not maximal, because it is only done once a year.
4. Evaluation by supervising classroom monitoring is carried out by the two principals during teaching and learning activities. Evaluation involves several allied teachers. The results of the evaluation show that the implementation of the supervision evaluation is still not according to the schedule according to the planning, the teacher permits by reason of family matters and illness, and the unpreparedness of the supervised teacher. The evaluation conveyed things that still needed to be improved based on the evaluation findings, especially the teacher's work tools and those related to the process of learning activities, in particular the correct teaching strategy.
5. Obstacles in the implementation of supervisory management for the two school principals, among others: the principal's busyness (meeting activities), the principal's time management, sometimes the principal is concurrent with administrative duties (Administration), the vice principal has not maximally carried out his duties, and the supervision schedule concentrated on certain days while there are teachers who also teach in other places.
6. Solutions for solving problems and overcoming obstacles to the implementation of supervision to the two principals, among others: it is seen that only the delegation of supervision to deputy principals and senior teachers is considered competent / able to carry out supervision, but the principal is only just suggesting that input is still normative in nature. Teachers.

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