



Educational Supervision in Improving the Performance Teacher of State Elementary School

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Abstract. This article discusses the role of educational supervision in improving teacher performance in public elementary schools. The research was conducted using qualitative methods in the form of interviews with school principals and literature reviews as data sources. The results of the interviews show that the supervision process at this school involves coordination with the vice principal for curriculum and student affairs, as well as making a schedule for class observations which are conducted every Wednesday. During observations, assessments and feedback are given to teachers to provide motivation and improve learning methods that are less effective. Teacher performance evaluation criteria do not use numbers, but letters (A, B, C, D) which provide more in-depth feedback. The principal helps teachers identify strengths and areas of development after going through an observation process by always coordinating with the vice principal. The development action plan is prepared together with the teacher after observation and is ensured that it is carried out on an ongoing basis. This article highlights the role of effective communication and collaboration with teachers in improving the quality of learning. Measuring the effectiveness of supervision is carried out using observation assessment signs from supervisors which are carried out twice a year. This study also notes that educational supervision empowers teachers to innovate and improve their teaching methods through training organized by schools.

Keywords: educational supervision, teacher performance, qualitative methods.

1 Introduction

Education is a key element in developing individual potential and creating a quality society. As an educational institution that plays an important role in shaping character and imparting knowledge to students, teachers play a crucial role in the learning process [1].

Therefore, effective teacher performance is the main key in ensuring the quality of education. In elementary schools, the quality of learning is the main focus of attention. The principal and all teaching staff realize that efforts to improve the quality of education are inseparable from the role of proper educational supervision [2].

Educational supervision is an important process in ensuring teacher performance increases on an ongoing basis. However, implementing effective educational supervision is not always easy. Many schools still face various challenges in carrying out educational supervision which can have a significant impact on teacher performance and learning [3]. Therefore, this study aims to understand more deeply about the practice educational supervision in elementary schools and the extent of their impact on improving teacher performance [4].

Through this research, it is hoped that valuable information and insights can be found regarding the implementation of educational supervision in elementary schools and the role of

school principals in improving teacher performance. The results of this study are expected to be a reference for other schools in optimizing the educational supervision process and improving the quality of education as a whole.

2 Method

This study uses a qualitative approach with interviews as the main instrument for collecting data. The resource persons interviewed were school principals [5]. In addition, the authors also conducted a literature review from reliable sources that are relevant to the topic of educational supervision and teacher performance.

3 Result and Discussion

Educational supervision is a process of supervision and guidance carried out by the school principal for teachers in order to improve the quality of learning in schools. Several theories that support the importance of educational supervision include task and function theory, leadership relationship theory, and behavioral theory

Educational supervision in elementary schools combines various theories in the process. The theory of tasks and functions became the basis for initial coordination with the vice principal to focus efforts on improving the quality of learning. The theory of leadership relations is implemented through assessment and feedback from supervisors, as well as continuous development of teacher quality. Meanwhile, behavioral theory is reflected in the use of a letter grading system as a way of providing more in-depth feedback and motivating teachers.

The theory of supervisory tasks and functions emphasizes the importance of coordination in carrying out supervision [6]. Principals in elementary schools coordinate with vice principals in curriculum and student affairs as a first step before carrying out supervision. This coordination aims to ensure focus on efforts to improve the quality of learning. Thus, the principal can determine the direction and priority of supervision according to the needs of the school.

The leadership relationship theory emphasizes the importance of a good relationship between the principal and the teacher in the supervision process. Assessment and feedback from supervisors is one of the differentiating forces in supervision in elementary schools. During class observations, the principal together with the supervisors evaluate the teacher's performance. The results of this assessment are used as a basis for providing feedback to teachers regarding their strengths and areas of improvement. With constructive feedback, teachers feel supported and motivated to continue to improve the quality of learning. Behavioral theory views that desired behavior can be increased through positive reinforcement. In elementary schools, positive reinforcement is carried out through the use of a letter grading system as a differentiator in supervision. Letter-based assessment (A, B, C, D) provides more in-depth feedback and gives appreciation to the teacher's efforts to improve the quality of learning. Teachers who get good ratings will be motivated by giving certificates or congratulations.

This contributes to establishing a positive culture in schools and increases teacher morale. Communication and collaboration are the common forces in the supervision process at Lubang Buaya Elementary School. Educational supervision does not only focus on short improvements, but also seeks to develop teacher quality in a sustainable manner. The principal regularly meets with all teachers every Wednesday. This meeting is a place to discuss the problems faced and find solutions together. With good communication, the teacher feels heard and can participate actively in the preparation of development action plans. Educational supervision in elementary schools does not only stop at observation and assessment, but also involves developing teacher quality. After the observation is complete, the principal works together with the teacher to develop a development action plan.

This plan contains concrete steps to be taken to improve teaching methods and teacher performance. Training from learning accounts and training according to the school budget is a means to ensure teachers continue to innovate in learning methods. By combining these aspects, educational supervision in this school can empower teachers to continue to innovate and improve their learning methods. Effective collaboration and communication play a key role in increasing the effectiveness of supervision and continuing to improve the quality of learning from time to time. Therefore, educational supervision is the main pillar in ensuring continuity and improving the quality of learning in elementary schools.

4 Conclusion

Educational supervision has an important role in improving teacher performance in elementary schools. Through good coordination with the vice principal, careful classroom observation, and appropriate assessment, principals can help teachers identify strengths and areas of improvement in their learning. Furthermore, with effective collaboration and communication, the principal and teacher develop an action plan for sustainable development to improve the quality of learning. By using a qualitative approach and interviews as research methods, this article has explored information about the practice of educational supervision in elementary schools.

Effective educational supervision is able to empower teachers to continue to innovate and improve their learning methods. Through continuous training and collaboration, schools can ensure continuity and improve the quality of learning year after year. Thus, educational supervision becomes the main pillar in improving the quality of education in this school.

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