

## THE ROLES OF PRINCIPALS IN INCREASING EDUCATION QUALITY BY DEVELOPING TEACHER PROFESIONALISM

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### Abstract

*Education policy should be supported by educational actors (teachers) who are at the forefront. Efforts to improve the quality of education need to be done gradually based on the strategic plan. One of the efforts to improve teachers' professionalism is through the supervision of teaching. The principal in fostering teacher professionalism is by way of coaching, including (1) developing teachers' knowledge by supporting them to persue higher education, (2) developing teaching strategy by helping them make learning device, and (3) developing teacher code of ethics by providing role model.*

**Keywords:** *Supervision, Principal, Professionalism Teacher*

### ملخص

سياسة التربية لابد أن يؤيدها عامل التربية الذي يوجد في المقدمة وهو المدرس الذي يمارس عملية التعليم. ومحاولة ترقية جودة التربية لابد أن تنفذ تدريجيا معتمدا على الخطة الاستراتيجية. ومحاولة ترقية كفاءة المدرس تكون بوسيلة إشراف التعليم. ويمكن أن يقوم مدير المدرسة بتنمية كفاءة المدرس عن طريق الإشراف، ويشتمل على: (1) إشراف كفاءة المدرس العلمية، وذلك عن طريق

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تشجيعه في ترقية مستوى دراسته بمواصلة دراسته إلى المستوى الأعلى. (2) إشراف استراتيجية التعليم، وذلك عن طريق مساعدته في إيجاد الوسائل التعليمية. (3) إشراف في الناحية السلوكية للمدرس، وذلك أن يكون مدير المدرسة قدوة لغيره.

مفتاح الكلمات: إشراف، مدير المدرسة، كفاءة المدرس

## Abstrak

*Kebijakan pendidikan harus ditopang oleh pelaku pendidikan yang berada di front terdepan yakni guru melalui interaksinya dalam pendidikan. Upaya meningkatkan mutu pendidikan perlu dilakukan secara bertahap dengan mengacu pada rencana strategis. Salah satu upaya peningkatan profesional guru adalah melalui supervisi pengajaran. Kepala sekolah dalam membina profesionalisme guru adalah dengan cara pembinaan, meliputi; 1) Pembinaan keilmuan guru, yaitu salah satunya dengan cara mersupport/mendorong peningkatan kualifikasi guru untuk meningkatkan pendidikan ke jenjang yang lebih tinggi 2) Pembinaan strategi pengajaran, yaitu dengan cara membantu guru dalam pembuatan perangkat pembelajaran. Dan 3) Pembinaan kode etik guru, yaitu bahwa, kepala sekolah dapat di jadikan teladan.*

**Kata Kunci:** *Supervisi, Kepala Sekolah, Profesionalitas Guru*

## Introduction

Many efforts have been made to encourage teachers to do their duties well, not only through conferences, training, or studying at the higher level, but also through providing teachers

with appropriate supervision and motivation to work<sup>1</sup>. According to Hargreaves, “More than today, schools cannot shut their gates and leave the troubles of the outside world on the doorstep schools can no longer pretend that their walls will keep the outside world at bay”.<sup>2</sup> Therefore, changes in education should be conducted in all aspects, in put, process, product, as well as out come, such national education in Indonesia can grow and keep up with other countries, in line with the growth and the process of democratization in any facet of life system in Indonesia.

Nana Sudjana proposes that education as an effort to humanize human is basically “efforts to develop individuals’ competencies or potentials such that they can live properly, as either a person or a member of society, and have moral and social norms as their life guidelines<sup>3</sup>. Meanwhile, leadership in this case is also urgently needed, since leadership basically means ability to actuate, encourage and affect people to willingly do actions leading to the achieving of purposes through a bravery to make appropriate decisions on what to act. To meake appropriate decisions, someone should be rational, especially towards people whom they are leading.

In education, leadership refers to principals. Principals are those who play very important roles in school development. Thus, they should have good leadership to guide teachers, staff and

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<sup>1</sup> Ali Imron, *Supervisi Pembelajaran Tingkat Satuan Pendidikan* (Jakarta: Bumi Aksara, 2011), 1.

<sup>2</sup> Suyanto, *Tantangan Global Pendidikan Nasional* (Jakarta: Grasindo, 2002), 98.

<sup>3</sup> Nana Sudjana, *Pembinaan dan Pengembangan Kurikulum* (Bandung: Sinar Baru, 1989), 2.

officers working in the educational institutions under their leading.<sup>4</sup>

As educational institution leaders, principals have hard duties, since as leaders they are required to comprehend leadership theories and skillfully apply the theories in practical situations in their work place. In executing their activities, they will face many education problems, either administrative or academic affairs. As formal education commonly emphasize on teaching and learning situations, the problems related to teacher professionalism then appear, and headmasters is the main component in the leadership of education institution. Therefore, this article is dealing headmaster's efforts in nurturing teacher professionalism, in teaching as well as in managing their classes to be more dynamic.

As Piet A. Sahertian states, a supervisor is "someone who is able to lead and provide positive guidance and constructive advice for those whom he/she is leading."<sup>5</sup> In formal education institutions (in this case is schools), the advisor is the headmaster as the school leader. In his book "Pengantar Kepemimpinan Pendidikan", Dirawat defined leadership as:

A collection of a set of abilities and personal characteristics, including dignity, as the media to ensure those whom they are leading in order that they are willing and able to do their duties voluntarily motivatedly, and happily, without the feeling of being forced by others."<sup>6</sup>

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<sup>4</sup> Yusak Bahrudin, *Administrasi Pendidikan* (Bandung: Pustaka Setia, 1998), 199.

<sup>5</sup> Piet A. Sahertian dan Frans Mataheru, *Prinsip dan Supervisi Pendidikan* (Surabaya: Usaha Nasional, 1981), 306.

<sup>6</sup> Dirawat, *Pengantar Kepemimpinan Pendidikan* (Surabaya: Usaha Nasional, 1983), 25.

Education leadership is ability in the process of affecting, guiding, coordinating and actuating other people who have relations with the development of education field and teaching and learning, such that the realized activities can achieve the teaching and learning objectives more effectively and efficiently.

The duties and works of headmasters, besides managing the school, is that they should be able to work together and build partnership with the society. Headmasters have to encourage the staff, teachers and all school officers to work better, build and maintain family intimacy, togetherness, and unity amongs teachers, staff and students, develop school curriculum, know the school plans as well as how to realize the plans, concern and try to increase the prosperity of teachers and schools officers who are involved in teaching-learning process.<sup>7</sup>

The success of education programs, whether non-formal or formal, is mainly determined by the quality of teaching-learning activities, where the integration of teacher's and student's vision is reflected in two-way and communicative teaching-learning activities. One of the main duties of teachers is to create conducive learning atmosphere in order that students are motivated and always study well and enjoyably. The realization of this condition is inseparable form the role of headmasters as a school supervisor, who is to conduct evaluation and correction on teaching-learning programs that have been planned and conducted by terachers as educators.

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<sup>7</sup> Hendiyat Soetopo dan Wasty Soemanto, *Kepemimpinan dan Supervisi Pendidikan* (Jakarta: Bina Aksara, 1988), 4.

Based on the above illustration, I am interested in a research topic that has been developing during these years, i.e. supervision activities that have been conducted and divided into administrative supervision and incidental supervision. Administrative supervision here means supervision activities that have been previously planned, whether in written or in other forms, such as administrative supervision of documents that are saved in 1 month and supervised at the beginning of each month.

Meanwhile, incidental supervision is a supervision activity that is not planned in advance, conducted any time and according to the situation. For example, a principal directly visit the classrooms to see the teaching and learning in process done by teachers and students. The fact that there are many factors that affect the success of an education program in formal institutions, one of which is the role of headmasters in conducting education supervision to improve and to maintain education quality, the writer think that this situation needs to be examined before drawing certain conclusions about relations between supervision and the improvement of education quality.

Thus, the writer conducted a study entitled “The Roles of Headmasters in Increasing Education Quality by Improving Teacher’s Professionalism”. As students’ quality at an education institution is affected by the professionalism of their teachers, the development and improvement of teachers’ professionalism is influenced then by the existence and active roles of the leader or the headmaster.

This study applied qualitative approach, that a research procedure that yields descriptive data in forms of written or spoken words from people of observable attitudes.<sup>8</sup> The design applied was library research, i.e. an intensive, detailed and in-depth study on an organization, an institution, or certain phenomena. Viewed from the scope, a case study only includes a narrow area or subject, but viewed from the nature, a case study is deeper.<sup>9</sup>

### **Around Supervision**

Supervision in education field is a process of advisory by a competent party towards teachers or other school officers who directly treat the students to develop teaching and learning situations such that students can study actively with more improved learning achievement.<sup>10</sup> According to Neagley and Evans:

The supervisory role of the principals in the small district is very important. As the educational leader of the school, the individual building principal is directly responsible to the chief administrator in administration and supervision. At least half of the principal's time should be planned for teacher conferences, classroom visitations, action research, curriculum development and other supervisory activities.<sup>11</sup>

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<sup>8</sup> Lexy J. Moloeng, *Metodologi Penelitian Kualitatif* (Bandung: Remaja Rosda Karya, 2000), 3.

<sup>9</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 1998), 131.

<sup>10</sup> Ahmad Azhari, *Supervisi; Rencana Program Pembelajaran* (Jakarta: Rian Putra, 2004), 1.

<sup>11</sup> Neagley, R.L, and Evans D.N., *Hand Book for Effective Supervision of Instruction*. Third Edition. Englewood Cliffs (New Jersey: Prentice-Hall, Inc. 1980), 82.

This means that controlling role is very important, especially in using the time for a supervisor when visiting classrooms, classroom action research, curriculum development and other supervision activities. As a school leader, a principal is an individual who is directly responsible to the government in terms of administration and control. At least half of the principal's time should be planned to conduct supervision activities.

In the field of education, the term "supervision" is connoted with "educational supervision". Ben N. Haris in his book *Supervisory Behavior in Education*, defines educational supervision semantically as " what a certain person does at school that has connections with adult people, goods or changes in school operating procedure, which has direct influence on the teaching process employed to increase the effectiveness of students' learning".<sup>12</sup>

This meaning of supervision as Haris has proposed is more related to the teaching aspect and not closely related to students. Supervision is one of the main functions of school, neither a specific duty or work nor a tool of teaching supervision techniques directed to maintain and improve teaching and learning processes. In their book entitled *Improving Instruction through Supervision* edited by N.A. Ametembun, Bring and Justman stated "supervision as a systematic and continuous effort

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<sup>12</sup> Burhanuddin, *Analisis Administrasi, Manajemen dan Kepemimpinan* (Jakarta: Bumi Aksara, 1994), 283.



to encourage and guide teachers' improvement for realizing the aims of education of the students they are responsible for." <sup>13</sup>

Hadari Nawawi then offered the meaning of *Educational Supervision* as "Services provided by a leader to assist teachers or persons to be more skillful in science in general and in educational sciences in particular in order to be able to increase the effectiveness of teaching and learning processes at school".<sup>14</sup>

Those who conduct supervision are called supervisor. The term advisory refers to efforts that are humane, democratic, and not authoritative, made by those who have competency in supervision.<sup>15</sup> In other words, educational supervision for teaching at schools constitutes advisory and services of the supervisors to those who are supervised (i.e. teachers) in order that the teachers improve their professionalism skills and become good teachers who will produce good students.

#### a. Techniques of Supervision

To improve school programs, a principal can employ some techniques and methods of educational supervision. Techniques of supervision are the ways the supervisors do to assist or improve their teaching staff.<sup>16</sup>

There are actually a lot of techniques to conduct educational supervision. The techniques that are applicable in educational and teaching advisory can be classified into two

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<sup>13</sup> N.A Ametembun, *Supervisi Pendidikan; Penuntun bagi Penilik, Pengawas Sekolah dan Guru* (Bandung Suri, 1981), 5.

<sup>14</sup> Hadari Nawawi, *Administrasi Pendidikan* (Jakarta: Gunung Agung, 1985), 104.

<sup>15</sup> Ahmad Azhari, *Supervisi*, 1.

<sup>16</sup> M. Moh. Rifa'i, *Administrasi dan Supervisi Pendidikan II*, 130.

main categories, those are group techniques and personal techniques

b. Group Technique

It is the techniques for conducting supervision that is addressed to two or more people.<sup>17</sup> In practice, teachers who are considered as having similar problems or needs are put at the same group to be given supervision services according to the problems they are facing. There are lots of group techniques, among others are teaching meeting, committee, discussions, conferences, workshops, demonstrations, training, group meeting, etc.

c. Personal techniques

It is the techniques of supervision provided for certain persons who have special problems that are personal.<sup>18</sup> In this case, a supervisor faces a teacher who is considered as having certain problems. Among the personal techniques are class visit, class observation, or self-assessment. Not all of these techniques are discussed here; instead, some of them that seems important and can be done by supervisors anywhere that will be elaborated. Without requiring any specific requirements or targets, the techniques are:

1) *Class Visit*

It is a visit conducted by a principal in any class where a teacher is teaching in order to help teachers solve the

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<sup>17</sup> Burhanuddin, *Analisis Administrasi*, 312.

<sup>18</sup> *Ibid.*, 328.

problems they are facing.<sup>19</sup> *Class Visit* is the most effective supervision technique to observe teachers working by employing certain teaching aids, methods and techniques to learn the whole class situation, by paying attention to all factors affecting students' improvement by making use of the observation results.

Certainly, in order that the visit is effective, it should be prepared well and carried out very carefully, accompanied with the use of polite language. Class visit is usually accompanied with personal conference between the principal and the teacher.

### 2) *Individual Conference*

Individual conference can be meetings, conferences, dialogues or idea sharing between a principal and a teacher, concerning efforts to improve teacher professionalism.<sup>20</sup> Individual conference is created for a principal to work individually with a teacher related to the teacher's personal professionalism.

### 3) *Staff Meeting*

Staff meeting, or frequently mentioned school meeting or teacher meeting, is a collection of meetings among all staff or teachers and a principal, led by the principal or someone assigned, and discussing all problems of school conduct.<sup>21</sup>

In school meetings, various cases can be discussed in the meetings conducted for supervision activity, such as those

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<sup>19</sup> Hendiyat Soetopo, *Kepemimpinan dan Supervisi Pendidikan*, 46.

<sup>20</sup> Burhanuddin dkk, *Profesi Keguruan*, 134.

<sup>21</sup> M. Moh. Rifa'i, *Supervisi Pendidikan I* (Bandung: Jemmars, 1982), 142.

related to curriculum application and development, administration advisory and school financial management.<sup>22</sup>

The essential content of a definition of something basically depends on those who provide the definition. Wiles has briefly defined that supervision is assistance to develop teaching and learning situation to be better. Adam and Dickey has formulated supervision as services particularly related to the improvement of teaching and learning processes. In addition, the Ministry of National Education (*Depdiknas*) define supervision as the following: “ ... (pembinaan) provided for all school staff in order that they can improve their competence to develop teaching and learning situation to be better.” Thus, supervision is intended to creating or developing teaching and learning situation to be better.

Teachers are the determiner of the success of education through their performance at the institutional and experiential levels. Therefore, the effort to increase educational quality should be started from the aspect of “teacher” and other educational workers, related to both their professional quality and their needs in a professional educational management.

### **A Principal as a Supervisor**

In educational world. Supervisor is “those who create relevant teaching and learning situation and based on their

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<sup>22</sup> M. Ngalm Purwanto, *Administrasi dan Supervisi Pendidikan*, 122.

strength provide advisory and control in instructional situation.”<sup>23</sup>

From this meaning, it is known that principals can be categorized as supervisors, since they have strength in leadership. This is in line with the results of a research by Ali Rifaldi, that:

“... Every principal who is assigned has to fulfill the competence standard for a principal according to ...(peraturan) of the Minister of National Education (*Permendiknas*) No. 13/2007 about the standar of School/Madrasah Principal. This has shown that there are still some principals that do not reach the competence standard for a principal, including their supervisory competence.”<sup>24</sup>

Therefore, the principal conducts advisoty or control in interactional situations. The supervision is intended as efforts have to make in order to help teachers have better ability to do their administrative duties, that in turn can support instructional quality that constitutes teachers’ main duty.<sup>25</sup> According to Burhanuddin Harahap, generally, there are some advisory activities that should be done by a principal, among others are:<sup>26</sup>

- 1) Supervision of instruction)
- 2) Supervision of building, classroom, school yard and equipment
- 3) Supervision of academic administration
- 4) Supervision of financial management
- 5) Supervision of human resource administration

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<sup>23</sup> Burhanuddin Harahap, *Supervisi Pendidikan; yang dilakukan oleh guru, Kepala Sekolah, Penilik dan Pengawas Sekolah* (Jakarta: Damai Jaya, 1985), 29.

<sup>24</sup> Muhammad Ali Rifaldi, Pengaruh Supervisi Kepala Sekolah dan Motivasi Kerja Guru Terhadap Kepuasan Kerja Guru di SMK ADB Invest Se-Kota Surabaya, *Jurnal Inspirasi Manajemen Pendidikan*, Vol. 4 No. 4, April 2014, 123.

<sup>25</sup> Hadari Nawawi, dkk. *Administrasi Sekolah* (Jakarta: Ghalia Indonesia, 1986), 197.

<sup>26</sup> Harahap, *Supervisi Pendidikan*, 29.

- 6) Supervision of library and teaching aid administration
- 7) Supervision of students' needs.

More specifically, in the field of curriculum advisory, the principal's duty as a supervisor is very crucial, since curriculum is the most strategic factor that determines the school's success.

Suryo Sobroto then proposes some steps that principal should do as a supervisor, those are:

- 1) Assisting teachers to select more appropriate methods of teaching
- 2) Advising and guiding teachers in selecting instructional materials that are more appropriate with the students' needs and social life demands.
- 3) Visiting classes regularly to make observation when teachers are teaching and then discuss the observation results with the teachers.
- 4) At the beginning of an academic year, guiding the development of the existing curriculum syllabus
- 5) Conducting regular meetings to discuss the realization of school curriculum
- 6) At the end of every lesson, together with other school elements, doing assessment of school programs.<sup>27</sup>

The above steps that principals should do if they want the schools they are leading develop better, not only physically but also the educators' quality. The realization of supervision is the principals' duty to control their teachers and school staff. These

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<sup>27</sup> B. Suryo Subroto, *Dimensi-dimensi Administrasi Sekolah* (Jakarta: Bina Aksara, 1988), 145.

activities include examining and making any necessary policies, providing ways out of any problems that all teachers and school staff are facing.<sup>28</sup> According to Better, as quoted by Makawimbang;

*“A supervisor is any person who is given authority and responsibility for planning and controlling the work of the grup by close contact”.*<sup>29</sup>

This idea means that a supervisor is any person who has authority and responsibility in planning and directly controlling the works of a group of people. The function of control and supervision is not only to see whether the realized programs are in line with the planning, but more than that. Supervision in education have ver broad meanings. Supervision activities include the setting of conditions or requirement of people or things that are required to achieve effective instructional situation, as well as all efforts to fulfill such conditions.<sup>30</sup> Principals should skilfully examine, search, and determine which requirements that are needed for their school advances such that the educaitional objectives at the schools can be attained as well as possible.<sup>31</sup>

Superfision also functions as coordinating, encouraging and guiding teachers' improvement, coordinating all school efforts, completing school leadership, widening teachers' experiences, encouraging creative efforts, continuously providing facilities and assessment, analyzing instructional situations. It is

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<sup>28</sup> Yusak Burhanuddin, *Administrasi Pendidikan.*, 125.

<sup>29</sup> Makawimbang, Jerry H., *Supervisi dan Peningkatan Mutu Pendidikan* (Bandung: Alfabeta, 2011), 89.

<sup>30</sup> M. Ngalim Purwanto, *Administrasi dan Supervisi Pendidikan.*, 76.

<sup>31</sup> *Ibid*, 115.

real that the function of supervision is to develop the atmosphere of improvement process and learning outcomes through a set of supervision of teachers in the form of professional services.<sup>32</sup> As a supervisor, a principal has duties and responsibility to improve teaching through continuous teacher professionalism development.<sup>33</sup> It means that, if the supervision activities are conducted by a principal, teachers' work satisfaction will increase, and vice versa. This is in line with a theory proposed by Wiles & Bondi:

“Supervision is complex role in professional education. with an all-important mission of improving the learning experience for students, that role remains constant despite changes in schools”.<sup>34</sup>

As a supervisor, a principal should also provide guidance, assistance, control and assessment on the problems connected with the techniques of conducting and developing instructional education in the forms of instructional educational activities in order to create better teaching and learning atmosphere. This task is related to planning improvement and development, curriculum realization and evaluation or instructional improvement.<sup>35</sup>

A principal, as a supervisor, can help teachers develop instructional materials by searching sources other than textbooks

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<sup>32</sup> Burhanuddin dkk, *Profesi Keguruan* (Malang: IKIP Malang, 1995), 115.

<sup>33</sup> Hendiyat Soetopo, *Kepemimpinan dan Supervisi Pendidikan.*, 55.

<sup>34</sup> Wiles, J. dan Bondi, J., *Supervision: A Guide to Practice*. Second Edition (Columbus: Charles E. Merrill Publishing Company, 1986). 23.

<sup>35</sup> Dirawat, *Pengantar Kepemimpinan Pendidikan.*, 84.



and teacher's books, e.g. by making use of natural environment, magazines, newspapers, etc. By considering the following aspects:

- 1) The sources selected should be appropriate with the existing educational programs;
- 2) The sources should be in line with the school curriculum;
- 3) The sources should be appropriate with the class level;
- 4) The sources should be appropriate with the needs of the society (students' parents);
- 5) The sources should be appropriate with students' interest and ability.<sup>36</sup>

A principal should also be responsible for the roles played by a supervisor (school leader), since a leader who is not responsible will get punishment and curse from Allah SWT, as stated in Allah's saying in Al-Ahzab: 67-68:

وَقَالُوا رَبَّنَا إِنَّا أَطَعْنَا سَادَتَنَا وَكُبَرَاءَنَا فَأَضَلُّونَا السَّبِيلًا  
(67) رَبَّنَا آتِهِمْ ضِعْفَيْنِ مِنَ الْعَذَابِ وَالْعَنْهُمْ لَعْنًا كَبِيرًا (68)  
{الأحزاب: 67-68}

Meaning: *And they will say, "Our Lord, indeed we obeyed our masters and our dignitaries, and they led us astray from the [right] way (67). Our Lord, give them double the punishment and curse them with a great curse" (68).*

## **Principals' Supervision that Builds Teacher Professionalism Manifestation of Principal's Supervision**

Basically, the role of principal in building teacher professionalism has been proved by Rifaldi. Quoted from the research he has done, it is stated that:

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<sup>36</sup> Piet A.Sahertian, *Supervisi Pendidikan.*, 86.

In this research, it is found the first hypothesis that principal's supervision positively and significantly affects work satisfaction of teachers at SMK ADB INVEST in all over Surabaya city. Based on the hypothesis testing, it has been known that the significant score (sig) of principal's supervision variable (X1) is  $0.000 < \text{than trust value } 0.05 (\alpha = 5\%)$ ). This significant value is smaller than alpha 0.05; thus,  $H_{01}$  is rejected and  $H_{a1}$  is accepted. And the calculated-t for the principal's supervision variable is 5.764 with the significant level 0%.<sup>37</sup>

So, it can be said that the activities of principal's supervision for the teachers bring positive and significant effects on the teachers' work satisfaction. Meanwhile, the role of principal as a motivator in motivating educators is played by giving the teachers and staff motivating words and also by providing rewards for the educators who have shown good quality of work.

As for the efforts the principals make to realize their function as education leaders in order to enhance education quality is by developing teachers' professionalism by assigning them to join educational trainings and conferences, and by conducting meetings and teachers' work groups so that teachers can learn from their colleagues' experience in teaching that in turn they can develop at the institution they are working.

### **Teachers' Professionalism**

There are two metaphors that illustrate the importance of teacher resources development. First, teacher position are

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<sup>37</sup> Muhammad Ali Rifaldi, *Pengaruh Supervisi Kepala Sekolah.*, 128.

symbolized as water resources. The water resources should continuously increase in order that rivers can make water continuously flow. Otherwise, the source will be dry. Similarly, if a teacher never reads new information and does not search knowledge related to the materials she/he teaches, she/he will not give the students knowledge and science with more enjoyable and fresher methods.

*Second*, teacher position is symbolized as a tree of fruit. The tree never produces much fruit if the root does not absorb nutritions that are meaningful for the tree growth. Similarly, a teacher position needs to grow and develop, not only personally but also professionally. Every teacher should be aware of the fact that professional improvement and development is a must for yielding quality education output. Therefore, teachers need to continuously study, read current information and develop creative ideas in instructions so that the instructional atmosphere is exciting and enjoyable for the teachers as well as for the learners.

Teachers are educators, who become leaders, models, and identity for their students and their environment. Thus, teachers should have certain standard of personality, including responsible, dignified, independent, and punctual.<sup>38</sup> So, a teacher should be able to take the position of the second parents, tasked with being trusted by their students' parents for certain period of time.

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<sup>38</sup> Mulyasa, *Menjadi Guru Profesional: Menciptakan Pembelajaran Kreatif dan Menyenangkan* (Bandung: Remaja Rosdakarya, 2008), 37.

Dealing with the definition of “teacher”, borrowing Syarif’s words, that:

Teacher is one of the ... (pillar) taht determines the success of educational activities that requires serious attention, since the success of instructional process will be scarcely attained if teachers’ roles are marginalized. As a component that support the success of instructional process, teachers’ performance should always be maintained and increased. Educational goals will be scarcely achieved when teachers’ performansi is weak..<sup>39</sup>

It is clear that teaching is an activity that needs quite big moral responsibility. The success of students’ education relies on the teachers’ responsibility in doing their tasks. In doing their tasks, teachers are required to be able to act as the organizers of students learning activities and to make use of the environment, inside or outside the classroom, to support the instructional processes. Abu Bakar opines that:

The rapid progress of science and technology encaourage educational supervisors do their strategic functions in controllng teachers’ performance as an effort to improve instructional quality. As for change is any efforts to increase teachers’ professional competence through any programs, including conferences, workshops, scientific discussions, instructional trainings, etc. With these strategies, it is expected that teachers’ professionalism will be improved day by day.<sup>40</sup>

In doing their tasks as professional educators, teachers should try hard to do their tasks according to teaching procedure

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<sup>39</sup> Maryadi Syarif, Pengaruh Komunikasi Interpersonal dan Supervisi Kepala Sekolah terhadap Kinerja Guru, *Jurnal Media Akademika*, Vol. 26, No. 1, Januari 2011; 126.

<sup>40</sup> Abu Bakar, Supervisi Pendidikan Agama Islam (Pembinaan Guru Agama Madrasah / Sekolah), *Jurnal Sosial Budaya*, Vol. 8 No. 01 Januari-Juni 2011; 15.

and follow all existing rules. Thus, they teach at an institution and do their tasks as professional teachers/ educators, although it is still possible that they have some weaknesses; however, they can be categorized as professional educators.<sup>41</sup> Even, clinical supervision is also aimed at developing teachers' professionalis. This has been proven by the results of a research conducted by Saiful Bahri, that:

The concept of clinical supervision as one of the approach techniques in developing teachers' instruction is a pattern that is based on a basic assumption that teachers' learning process to develop at their position cannot be separated from learning process done by the teachers. Learning is individual; so, socialisation process should be done by assisting teachers individually. As a technique, clinical supervision has some certain steps that require attention in order to develop teachers' professionalism.<sup>42</sup>

So, teachers' performance means the level of teachers' success in doing their tasks and in achieving the the established goals, that can be viewed from their competence in planning, organizing, managing instructional activities, doing tasks efficiently and effectively, as well as their attitude in the forms of manners of communication and giving encouragement.

Based on the above illustration, the variables of teachers' performance consist of the dimensions of competence, their task results, and their attitude. The competemce dimension has some

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<sup>41</sup> Haris Munawar, Pengaruh Pelaksanaan Kebijakan Pengembangan Agama Islam terhadap Koordinasi Penyuluh dengan Pengawas Pendidikan Agama Islam untuk Mewujudkan Efektivitas Program Pendidikan Agama Islam, *Jurnal Pendidikan Universitas Garut*, Vol. 11, No. 01, 2017; 18-25.

<sup>42</sup> Saiful Arif, Implementasi Supervisi Klinis dalam Pendidikan Agama Islam, *Jurnal Tadrîs*. Volume 3. Nomor 2. 2008; 171.

indicators, i.e. competence in planning, in organizing materials, in managing instructional activities and in conducting instructional activities. The indicators of task results include work and work effectiveness. The indicators of attitude dimension are manners of communication and giving motivation.

### **Principal's Efforts in Developing Teachers' Professionalism**

The activities of instructional supervision are those that must be done in educational conduct. Supervision activities are performed by principals and school controllers in nurturing the teachers. This is because teaching and learning process that the teachers do is the core of the overall educational process with teachers play the most important role. Teaching and learning processes are those that contain a set of teachers' and students' action based on mutual interactions that happen in educational situations in order to achieve certain objectives. Therefore, supervision activities are important to improve teachers' performance in instructional processes.

Teacher is a human aspect that determine the success of education.<sup>43</sup> Thus, as one element in educationl field, teacher should play their roles actively, creatively and innovativel, and be able to position themselves as professional resources as the current developing society require. Pertaining to this illustration, a teacher is required to have competences related to teacher's knowledge. Among the nurturing forms performed by a principal

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<sup>43</sup> Ibrahim Bafadal, *Manajemen Peningkatan Mutu Sekolah Dasar* (Bandung: Remaja Rosda Karya, 2005), 31.

is providing guidances dealing with knowledge, strategies as well as good ethics/norms. Such nurture is done through monthly official meetings. In the meetings, the guidance is delivered generally, and such specific details as instructional materials, the strategies appropriate with such materials and teachers ethics, will be discussed in the activities of Teachers Work Group.

Furthermore, dealing with principals as the most important factor in the efforts to attain teachers' success and professionalism, Syarif stated:

A principal that is not able to build interpersonal communication between himself/ herself and the people he/she is leading will have difficulty in implementing the programs he has designed. It is because the the key of sucess in conducting an instructional program well will be attained when a principal is willing and able to build good relations with teachers. In this context, it can be guessed that there is a positive effect of interpersonal communication between a principal and teachers.<sup>44</sup>

Some efforts that a principal makes in developing teacher professionalism are among others:

a) Developing teachers' knowledge

One of the ways of knowing teachers' knowledge is by knowing their mastery on the instructional materials. We know that teachers' task to facilitate students' instructional activities to achieve the instructional objectives. Even teachers have to be sure that they have mastered and deeply understood what they have tried to share to their students. Besides, teachers

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<sup>44</sup> Maryadi Syarif, Pengaruh Komunikasi Interpersonal dan Supervisi Kepala Sekolah terhadap Kinerja Guru, *Jurnal Media Akademika*, Vol. 26, No. 1, Januari 2011; 134.

have to know some educational foundations, i.e. understand the educational purposes and school functions, be familiar with the principles of educational psychology and the principles of teaching and learning.

In this context, principals also send teachers to join the activities of Teacher Work Group, provide them opportunities to attend conferences, workshops, and other trainings that can support their better performance; also encourage teachers who have not finished their undergraduate education to continue their study, send them to join exemplary teacher competitions, and make travelling programs.

To know to what extent teachers teaching at the institution have done their duties well, principals make supervision or classroom visits when the teachers are working during instructional processes.

#### b) Nurture of instructional strategies

Before teaching, a teacher is required to make lesson plans so that the teaching and learning processes can be conducted well as expected. This also needs principal's nurture. Teachers play very important roles in determining the quantity and quality of instructions they are conducting. Therefore, teachers should think and make plans simultaneously in order to provide learning opportunities for the students and to improve their teaching quality.<sup>45</sup> Related to the improvement of teacher's performance, Syarif reported in his study that:

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<sup>45</sup> Uzer Usman, *Menjadi Guru Profesional*, brahim Bafadal, *Manajemen Peningkatan Mutu Sekolah Dasar*, (Bandung: Remaja Rosda Karya, 2004), 21.



To improve teacher's performance, it requires knowledge dealing with factors that influence the teacher's performance improvement. There are basically two main factor that can influence teacher's performance improvement, internal factor that emerges from the teachers themselves and external factor that comes from outside the teachers.<sup>46</sup>

Besides making lesson plans and mastering the materials to teach, a teacher is also required to know well how to select methods that are appropriate to deliver certain materials as well as strategies that are suitable for the students to receive and understand well the lessons they are teaching. The selection of appropriate methods will determine the instructional effectiveness and efficiency. The instructions should be conducted with a little bit lecture and teacher-centered methods, and should emphasize on student-student interactions to achieve the learning outcomes.<sup>47</sup> To support the realization of effective teaching and learning situations, it needs teaching media. The selected teaching media should be appropriate, sufficient, and easy to use.<sup>48</sup> Besides employing school facilities, teachers should also be able to make use of school environment as teaching media.

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<sup>46</sup> Maryadi Syarif, Pengaruh Komunikasi Interpersonal dan Supervisi Kepala Sekolah terhadap Kinerja Guru, *Jurnal Media Akademika*, Vol. 26, No. 1, Januari 2011; 126-127.

<sup>47</sup> Mulyasa, *Menjadi Guru Profesional*, 107.

<sup>48</sup> Uzer, *Menjadi Guru Profesional*, 32.

## c) Ethical Codes Nurture

Teacher ethical codes means norms of teaching (dealing with teacher profession) viewed from ethical aspect. In this case, ethic can mean politeness or norms.

Teacher is professional resource that has duties of teaching, educating and guiding students in order to be persons with good personality. So, as a professional resource, a teacher needs guidelines or teacher ethical codes to prevent them of doing inappropriate conducts. Therefore, ethical codes are guidelines for teachers to keep professional (according to the professional demands and requirements).<sup>49</sup> Based on this illustration, a teacher is required to perform his/her duties according to his/her professional responsibility.

Meanwhile, actions performed by a principal in conducting teachers' ethical codes should be specifically accounted. The action can be known from the observation results showing that teachers at the institution are aware of the situations they are facing as teachers and know their students' needs so that their behaviours at school are not only for the sake of their own needs. For instance, when some of them have something conflicting, this can be solved informally; or when there are problems related to students' parents, the principal immediately tries to find solution how to deal with the problems informally.

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<sup>49</sup> Sardiman, *Interaksi dan Motivasi Belajar Megajar* (Jakarta: Raja Grafindo Persada, 2005), 151.

Teachers at a school will have more opportunities to develop their professionalism. Many teachers, certainly, do not rely on the school as the site to develop themselves. For instances, many teachers continue their study at the undergraduate or graduate levels, actively joined conferences, courses, trainings, or workshops without any financial support from either the school or the government. Supervision is neither mistakes finding nor efforts to improve the mistakes, but is guiding the teachers constructively. A good start for teacher supervision is by reviewing all problems they are facing, as no teacher makes no mistakes. It is from the mistakes they can improve themselves and get skills and responsibilities. In the context of teacher performance, effort to improve performance heavily rely on efforts of all school elements, especially the principal, to provide information, maintain relationships, and offer appropriate solutions. This context can lead to the hypothesis that there are positive effects of principal's supervision on the teacher performance.

The above discussion shows that efforts performed by a principal constitute the government policy and partly the principal's own initiatives to develop teacher professionalism as well as the school. Besides to broaden scientific horizons, this is also to improve their performance. Thus, principals occasionally make classroom visits to increase their teacher performance.

## **Conclusion**

From the above discussion on the supervision roles of principals in developing teachers' professionalism to achieve better quality of education, it can be concluded that supervisory roles the principals have to act in developing teachers' professionalism are as the following:

- a. Developing teachers' knowledge, by sending them to join teacher professional activities, encouraging them to continue their study, giving them opportunities to join conferences, workshops, trainings, study tours, visiting classes when the teachers are teaching for their better performance.
- b. Improving teachers' teaching strategies, i.e by assisting them in creating teaching aids, selecting and applying instructional strategies that are appropriate with the instructional materials, and
- c. Nurture of instructional strategies, i.e. by facilitating teachers in developing teaching media, helping teachers select and apply teaching strategies that are appropriate with the teaching materials, as well as how to make use of teaching resources and media, either inside or outside the classrooms (i.e. at the school environment)..
- d. Nurture of teacher ethical codes, i.e. a principal should become a model for those he/she is leading, by arriving more early, performing politely and neatly, and having high responsibility for his/her profession.

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