

The Role of School's Principal and Peer Observation in Improving the Professional Quality of Teachers

Erikawati¹

¹SD Negeri 163 Palembang, South Sumatra, Indonesia

Corresponding author e-mail: watierika11@gmail.com

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Abstract: This research aims to investigate the role of observation by school principals and colleagues in improving the professional quality of teachers in the education environment. This research examines the role of principal and peer observations in improving the professional quality of teachers using the review article writing method. Research conducted by researchers at SD N 163 Palembang shows that observations by the principal and colleagues contribute to improving the professional quality of teachers. Observation is the same as supervision, only the name has changed in the Independent Curriculum. Observations or direct observations from other people to provide feedback can be carried out by the Principal and colleagues so that the professional quality of teachers can be improved. The principal acts as a leader and director in the teacher evaluation and self-development process, while colleagues provide social support and constructive feedback. This research makes a new contribution by exploring the role of observation by school principals and colleagues in an integrated manner in the context of increasing teacher professionalism. This approach highlights the importance of collaboration and support between school members in teacher professional development. Important implications for educational management practice, emphasizing the need to develop observation systems that are oriented towards continuous learning and holistically increasing teacher professionalism.

Keywords: Peer Observations, Principal Observations, Teacher's Professional Qualities

A. Introduction

Improving the professional quality of teachers is an important element in efforts to improve the quality of education. Principals and colleagues play a key role in the observation and evaluation process aimed at identifying teachers' strengths and areas for improvement. These observations made by the principal and colleagues provide constructive feedback and help teachers develop their professional competencies. This research aims to evaluate the role of principal and peer observation in improving the professional quality of teachers.

The school principal has a very important role in implementing all educational programs in the school. The role of the school principal's leadership is to try as hard as possible to mobilize all human resources so that all activity programs in the school can run well, smoothly and achieve the expected goals. The school principal is a reflection, spark and direction for teaching staff, educational staff, parents, students and people involved in school programs. The school principal is responsible for the success of the implementation of education by carrying out school administration with all its substance. The Ministry of Education and Technology issued a policy in developing the Independent Curriculum which is given to educational units as an additional option in order to restore learning during 2022-2024. The Ministry of Education and Technology's policy regarding the national curriculum will be reviewed in 2024 based on evaluations during the learning recovery period (Madyan et al., 2022).

Providing feedback from people around us in carrying out activities is a strategy for improving our quality to be even better. For this reason, observation is very necessary in activities to improve the professional quality of teachers in schools. The role of the Principal as a leader in the school and colleagues as work partners who observe our learning at school can be effective feedback for the teacher being observed because the teacher will be able to correct the strengths and weaknesses when the teacher carries out the learning process activities being observed. by the Principal and colleagues. In observation activities there are 3 stages in filling in the feedback which are outlined in the observation sheet in the form of pre-observation, observation and post-observation stages. These three stages are instruments in each observation stage (Parpucu & Al-Mabuk, 2023).

B. Methods

This is an article review which is carried out by collecting and comparing various kinds of data from related journal articles related to the role of observation by school principals and colleagues in improving the professional quality of teachers in the educational environment. I collect some data and information from various sources or references from books, and national and international journal articles.

C. Results and Discussion

This research examines the role of principal and peer observations in improving the professional quality of teachers using the review article writing method. Data collection techniques are carried out by collecting and comparing various data from related journal articles the role of principal and peer observation in improving the professional quality of teachers.

Educational supervision is an effort to provide services so that teachers become more professional in carrying out their duties serving students. Apart from that, educational supervision is supervision of the implementation of educational technical activities in schools, not just physical supervision of physical materials. Educational supervision is the supervision of academic activities in the form of teaching and learning processes, supervision of teachers in teaching, supervision of situations that cause conditions or teaching and learning situations to be better. In schools, the person who acts as supervisor is the principal, if the principal is unable to do so then it is handed over to the supervisor, from the education service for example (Nofitasari et al., 2024).

Supervision is very influential in improving teacher teaching performance. When supervision is carried out well, the teacher's teaching performance will increase, but conversely, if supervision is not carried out well, the teacher's teaching performance will also decrease. Teacher performance will be good if the teacher has carried out the elements consisting of loyalty and high commitment to teaching tasks, mastering and developing learning materials, discipline in teaching and other tasks, creativity in implementing teaching, collaboration with all school members, leadership that is student role model, good personality, honest and objective in guiding students, as well as responsibility for their duties. This means that supervision carried out regularly and on a schedule will be able to improve teacher teaching performance. Supervision is an activity to provide assistance to teachers so that they can be able to develop oneself so that the learning process is achieved. Thus, it is clear that supervision is an activity carried out by someone who has a higher position than the person being supervised. In formal educational institutions such as schools, supervision is carried out by supervisors and school principals. Which means they have a higher position than teachers. Supervision is also an aid in improving the effectiveness of teaching and learning. The role of the supervisor is to encourage and help teachers to become more capable independently in carrying out learning tasks. Supervision needs to be carried out to obtain better teacher performance. The role of supervision is very important in helping to improve teacher performance. The assistance in question includes assistance and services to teachers to improve their performance.

Teachers as agents of change who are the spearhead of the implementation of learning in carrying out their duties, in carrying out their duties teachers need to have supervisors supervised by supervisors, namely the principal who supervises teachers. The role of the school principal also influences the smoothness and success of a teacher in improving his performance. The principal is also responsible for micro-management of education which is indirectly related to the learning process at school. Therefore, teachers must be able to develop and improve the process of teaching and learning activities for students to be even better, namely by coaching through supervision. Supervision is very influential in improving teacher teaching performance. When supervision is carried out well, the teacher's teaching

performance will increase, but conversely, if supervision is not carried out well, the teacher's teaching performance will also decrease. Teacher performance will be good if the teacher has carried out the elements consisting of loyalty and high commitment to teaching tasks, mastering and developing learning materials, discipline in teaching and other tasks, creativity in implementing teaching, collaboration with all school members, leadership that is role model for students, good personality, honest and objective in guiding students, as well as responsibility for their duties. This means that supervision carried out regularly and on a schedule will be able to improve teacher teaching performance (Rohmawati et al., 2023).

Supervision is carried out with the aim of improving the quality of learning and helping teachers understand educational goals and student needs. The principal's job is also to have an important role in educational supervision to guide, assist and direct teaching staff and educational staff to appreciate and implement educational procedures to support the realization of quality education. In carrying out educational supervision, it is necessary to carry out careful planning and increase the effectiveness of supervision through communication, developing teacher skills, and fair assessment (Muhajirah et al., 2023). In supervision there are various models such as: conventional supervision places more emphasis on finding mistakes rather than developing and enhancing the strengths of those being supervised, this will of course result in poor work conduciveness, the supervisee will feel pressured so that creative ideas and concepts do not emerge. Scientific supervision is supervision carried out by the supervisor or principal to assess the performance of the principal or teacher by providing a questionnaire to be filled out by the principal or teacher, then finding a solution is carried out in a planned, continuous, systematic manner, using the tools or instruments needed to obtain relevant data. necessary and as is (objective). Clinical supervision is the development of teacher performance in managing the learning process, where the implementation is designed practically and rationally. (Syukron et al., 2023).

In the educational context, supervision plays a vital role as a process that facilitates effective curriculum development and implementation. Through observation, guidance and assessment, supervision has a role in helping to ensure that the curriculum is carried out in accordance with established standards and can provide optimal learning outcomes for students. Supervision is defined as a form of coaching in the form of providing guidance and improving the implementation of the curriculum and setting educational goals in the educational unit. Curriculum supervision has the urgency of supervising the process of implementing and applying the curriculum in educational units as a process of coaching and improving teachers' abilities in leading the teaching and learning process. (Mardhiyah et al., 2024). Supervision of students makes an important contribution to improving the quality of school graduates, characterized by supervision activities carried out by the school principal, these activities are the basis for seeing the development of students,

one of which is from the academic aspect. The essence of academic supervision is to guide teachers in improving the quality of the learning process. So the target is the teacher in the learning process, which consists of the main material in the learning process, preparing the syllabus and lesson plans, selecting learning strategies/methods/techniques, using media and information technology in learning, assessing learning processes and outcomes and classroom action research. Apart from providing guidance and direction in improving teacher abilities, a supervisor must also provide motivation and control over teacher performance. This motivation aims to provide work enthusiasm to teachers, so that teachers will try to improve their performance. The implementation of the principal's academic supervision in improving the quality of graduates consists of planning academic supervision, implementing academic supervision, evaluating academic supervision and following up on academic supervision. At the end of this article, based on the discussion and results, it can be concluded that student supervision is considered to be able to improve the quality of school graduates based on activities ranging from planning to supervision (Ubogu, 2024).

School principals must have strategies to improve teacher performance with strategic ideas so that they will have an effective impact on teachers in a conducive situation. The principal's behavior which is shown to be considerate, friendly and close to teachers both as individuals and as a group can encourage teachers' performance. Teacher performance can be seen and measured based on specifications or competency criteria that each teacher must have. The competencies possessed by teachers consist of pedagogical, professional, social and personality competencies. (Faturrohmah, 2023) Professional teachers who work to carry out school functions and goals must have the required competencies so that teachers are able to carry out their duties as well as possible. Competence is the knowledge, skills and abilities mastered by someone who have become part of themselves so that they can carry out cognitive, affective and psychomotor behaviors as well as possible (Hadinata et al., 2024).

1. The aim of supervision stated by (Yusak Burhanudin, 2005) is that: the aim of educational supervision is to develop better teaching and learning situations through coaching and improving the teaching profession in detail as follows:
Increasing the effectiveness and efficiency of teaching and learning
2. Controlling the implementation of educational technical fields in schools in accordance with established provisions and policies
3. Ensure that school activities take place in accordance with applicable regulations, so that they run smoothly and obtain optimal results.
4. Assessing the success of the school in carrying out its duties
5. Providing direct guidance to correct errors, deficiencies and mistakes and help solve problems faced by the school, so that further errors can be prevented (Azmi, 2022).

It can be said that a leader's influence is underpinned by his strengths, which relate to his personality and the respect his followers view his skills and experience. In principle, it sees itself as an organic system, free to take on the role of leader rather than manager. As a school principal, he must also be able to motivate students to carry out intensive, systematic, conscious and oriented learning. It refers to the teaching and learning process or the relationship between teachers and students. The principal is responsible for the implementation of lessons. Of course, the methods and methods used by school leaders have different characteristics depending on the problems and conditions of the subject. However, every school principal has the same goal in relation to teaching staff, namely technical competence to achieve the right results (Rifki Solana & Mustika, 2023). The Role of the Principal (Rifki Solana & Mustika, 2023):

1. Guiding school residents, based on researchers' observations, leading and guiding school residents through structured outreach activities starting from planning, implementation to evaluation and monitoring. Coaching is the process of providing continuous support to individuals or groups so that those involved, such as teachers, immediately understand the principal's guidance. The principal fulfills his duty to guide teachers by providing practical training to increase understanding of teacher character, to assist teachers and staff in difficulties, and to enable teachers and students to effectively implement learning programs.
2. Providing encouragement to the school community, explaining the role of the principal in encouraging, being a good role model and bringing enthusiasm or ideas, as well as encouraging and developing the potential of all school residents. The principal motivates teachers by creating a harmonious situation and scope of cooperation with teachers, and strives to provide teachers with the necessary equipment to fulfill their duties, reward them and control consequences in accordance with school regulations. In terms of motivation, school principals really need motivation strategies given to teachers in carrying out the duties and functions they carry out at school, so as to create quality schools that optimally realize school and educational goals.
3. Developing the school community, to find out the function of the principal's role in developing the school community through developing the natural process of potential and developing certain abilities of the school community. In the field of education, school principals can involve teachers in training to improve teachers' views, guide teachers in carrying out learning tasks, avoid coercive actions against teachers, ensure that teachers evaluate student results, make good decisions that are correct and appropriate, and solve problems that arise. are at school adequately. In his role as an educator, the principal strives to instill at least four types of values, namely coaching, for example coaching to shape the mental, moral, physical and social of teachers in his leadership environment. The principal empowers the school by holding meetings with useful teachers. One of them is to find out the performance of teachers at school.

4. Protecting the school community, explains the principal's leadership in protecting the school community by determining the parts and functions of educational management. The aim is to protect against several inappropriate organizational arrangements, including the creation of religious ones, such as obstacles to the effective functioning of school activities, lack of various resources and fundamental problems that arise in schools. The principal must have the ability to think more broadly and professionally than the school community in order to be successful in maintaining the school as an effective and safe school for many school members.

One of the duties of a manager or school principal towards teachers is to assess their performance. As professionals, teachers have the task of being educators, guiding, teaching, and evaluating students. This assessment is absolutely carried out to determine the performance achieved by the teacher, whether good, average or poor (Fitria & Sutiah, 2024). Human resources have a crucial role in every activity, being the main key that must be managed well to increase the effectiveness and efficiency of an organization or company. Human resource management is a program of activities that involves recruiting, developing, maintaining and utilizing human resources to support the achievement of organizational goals. Performance assessment is an important aspect in creating a healthy organizational climate, especially for service-oriented organizations. Although performance appraisals can increase work morale, several obstacles may arise, such as the involvement of individual emotions which can result in less objective appraisals. Therefore, performance appraisals must be objective, measuring employee performance or evaluating behavior that reflects the successful implementation of work. To maintain the success and continuity of the company, leaders need to continue to maintain and improve human resources, including increasing worker potential (Karo & Simare-Mare, 2023).

To find out the extent to which teachers are able to carry out learning, the principal periodically needs to carry out supervision activities, which can be done through class visits to observe the learning process directly, especially in the selection and use of methods, the media used and student involvement in the learning process. From the results of this supervision, we can identify the teacher's weaknesses and strengths in carrying out learning, the level of mastery of the teacher's competence, then certain solutions, coaching and follow-up efforts can be sought so that the teacher can correct existing deficiencies while maintaining his excellence in implementing learning (Kusmanto et al., 2023).

The advantage of peer supervision is that this model encourages a sense of mutual ownership of the learning process and professional development, and reduces dependence on direct supervision by the school principal. This can provide a solution to the problem of overlapping duties and roles of school principals who often have

many responsibilities. Apart from that, peer supervision can also increase teachers' motivation and involvement in self-development and improving the quality of teaching. By prioritizing cooperation, collaboration and mutual support, peer supervision makes a positive contribution in building a dynamic and continuously developing learning culture among educators. This model allows teachers to share experiences, understanding and knowledge in order to improve the quality of education (Sinatra, 2023).

The teacher is one of the most strategic factors because it determines the teaching and learning process. The role of the teacher is very important in terms of education, personality, vision and tasks. The ideals that are part of the life dreams of their students in the future, behind their students' success there are always professional teachers who provide them with great inspiration and motivation as a source of persistence and energy to always learn and progress, to teach later, to move forward. and achieve success (St. Maemunah, Ahmad Hakim, 2023). Individual supervision techniques involve individual supervision of teachers. There are five types of individual supervision techniques, namely Class Visits, Class Observations, Individual Meetings, Inter-Class Visits, and Self-Assessments. Individual meetings, in this technique, are carried out using conversation, dialogue, and exchange of ideas. In this case, the principal will call teachers who need more guidance and then provide solutions to their problems, and teachers who have strengths to be appreciated. The aim of this technique is to develop learning and correct teacher deficiencies. Then visit each class, namely one teacher visits another class in the same school, which is scheduled by the Principal and the student affairs department (Suciati & Inayati, 2024).

Supervision needs to be prepared by the school principal and socialized to teachers through school meetings, so that teachers know and understand the aims and objectives of the supervision program. In preparing an academic supervision program, the principal can also involve teachers, especially in determining the supervision schedule. In this way, they participate in the activity and are also responsible for its implementation. Then, on the other hand, they can know and understand the academic supervision carried out from an early age, so that they can prepare themselves to complete class administration and learning administration and other tools. By working together in preparing a program, all parties will feel appreciated and can eliminate misunderstandings between school principals and teachers. For this reason, it is very necessary to develop and socialize a supervision program as initial training for teachers, namely conveying or explaining the meaning, objectives and benefits of academic supervision. The visit schedule in the supervision program is prepared at the beginning of the school year, so it is not impossible that there will be other activities at the same time, especially things that are sudden. For this reason, there needs to be good understanding and cooperation between teachers and school principals, so that further or replacement activities can be discussed.

Because supervision is not only to check or see the completeness of administration, but more than that, namely the teacher's ability to manage learning in the classroom. However, the more detailed and operational a program that has been planned, the better it will be because it will help and make it easier for supervisors to carry out the activities they will carry out. Therefore, the supervision program functions as a guide for supervisors in carrying out their supervision activities (Mediation, 2023).

Principal and peer observations have a positive influence on teacher professional quality. Observations carried out with a realistic approach allow teachers to receive clear and targeted feedback. Observations carried out collaboratively between the principal and colleagues create a sense of comfort even though the teacher is being assessed because it is in line with the principles of realism which prioritize transparency and honesty in the evaluation process.

D. Conclusion

Observations carried out by school principals and colleagues, with a realistic and collaborative approach, have proven to be effective in improving the professional quality of teachers. Honest, evidence-based feedback can help teachers identify areas for improvement and develop strategies for improvement. Strong institutional support and a more supportive approach are needed to overcome the challenges that exist in implementing these observations. Observations made by people around us can be used as corrections for teachers in the future so that they can be even better at improving the professional quality of teachers. Therefore, teachers must be able to prepare learning materials, learning models, appropriate learning techniques that suit students' learning needs. So that professional teachers will produce maximum quality learning.

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