

Improving Teacher's Performance Through Academic Supervision and Principal's Interpersonal Competence

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Abstract

The goal of this study was to look at the use of academic supervision and how it relates to the principal's interpersonal competency in boosting teacher's performance. A qualitative analytical strategy was applied in this investigation. Sources of information for this study were gathered through the use of interview, observation, and documentation approaches. The gathered data were then aggregated, selected based on quality, and descriptively evaluated, with the results concluding to solve the existing difficulties. The findings of this study suggest that combining academic supervision from the principal with effective interpersonal communication might increase teacher's performance. And there is feedback via excellent communication in overcoming challenges experienced by instructors compassionately by partnering to integrate perspectives and mental processes with the goal of enhancing education through the interpersonal method.

Keywords: Academic Supervision; Principal's Interpersonal; Teacher's Performance

A. Introduction

Administrative supervision and academic supervision are two types of education supervision. Academic supervision is carried out by supervisors or principals, and the goal is to enhance the quality of learning; hence, the evaluation is more qualitative in character, with the goal of enhancing learning quality. Academic supervision may be communicated by the principal by planting, giving, or sharing ideas, knowledge, and information by voice, writing, or signs, and has a favorable influence on teacher's performance (Cogan, 2017; Daresh, 2019; Isherwood, 1983; Tambrin et al., 2021).

Academic supervision is used not only to evaluate instructors' effectiveness in controlling learning, but also to assist teachers in developing their professional skills. So, the purpose of supervision or supervision in education involves more than just control or ensuring that all actions are carried out in accordance with the plans or programs that have been set; it also includes a comprehensive knowledge. The activities of supervision involve assessing the personal and material circumstances

or needs required to produce an effective teaching and learning environment (Kristiawan et al., 2019).

The execution of principal supervision is dependent on the principal's professionalism, because the principal is the highest authority in the school, and his policies and actions will influence the success of the school's ultimate goals (Julianto, 2019; Santi, 2019). Principals are instructors who are given extra responsibilities to oversee and lead the entire process and content of education management in schools, as specified in the Regulation of the Minister of National Education Number 13 of 2007 concerning Academic Qualification Standards and Principals. Personality competence, management competence, entrepreneurial competence, supervisory competence, and social competence are all examples of competencies.

Interpersonal communication is the process of conveying specific information, thoughts, and attitudes between two or more people in which there is a message change, either as communicators or communicators, with the goal of achieving mutual understanding of the issues to be discussed, which eventually results in behavioral changes. The important role of a principal who leads the organization, including the communication process activities that occur between the principal and other school members through the delivery of messages or information by one person and receiving messages by another person or a small group of people, can certainly support good school organizing management. with multiple consequences and opportunity for feedback (Ulfa et al., 2021).

Teacher's performance is defined as a teacher's accomplishment as measured by established and mutually agreed-upon criteria or other options in a standardized learning plan delivered via a syllabus based on standardized provisions (Melianah et al., 2020; Prihidayanti et al., 2019). There is a contradiction between the ideal conditions that teachers must live according to the expectations of the Law on the National Education System No. 20 of 2003 and the reality that occurs in the field, which is something that is necessary and deserves to be examined in depth about the factors that cause the emergence of this dilemma, because only by understanding the factors that affect teacher's performance can changes be made. However, teacher's performance may be improved and encouraged in a positive way since performance as an attitude and conduct can rise from time to time.

Based on the foregoing, we will investigate the context of the relationship and link between academic supervision, interpersonal communication of the principal, and teacher's performance in the hope that it will become a new source of knowledge in order to achieve the goal of quality education with competitive graduate quality, namely graduates who are able to compete both academically and non-academically in facing the professional world in the future.

B. Methods

The qualitative methodology was applied in this study. The research will take undertaken at SMA Tri Dharma Palembang in March and April 2022. The principals and teachers of SMA Tri Dharma Palembang, totaling 30 persons, are the focus of the study. The following data gathering methods were used in this study: observation, interviews, documentation, and questionnaires. The data analysis approach was carried out in various steps, namely (1) reducing data, namely summarizing, focusing on significant aspects of academic supervision, interpersonal communication of principals, and teacher's performance; (2) presenting data by systematically structuring information to make it simpler to mix and create data links in reports on the academic supervision process, principal interpersonal contact, and teacher's performance; and (3) drawing conclusions (Crowther & Lauesen, 2017; Stern, 2019).

C. Results and Discussion

Academic supervision is a set of normal tasks carried out in a school organization with the goal of determining the school's faults and strengths, particularly in the learning process. Academic supervision will be carried out in five steps, including the planning stage, the execution stage, the data analysis stage, the feedback and follow-up stage, and the reporting stage. The "supervision cycle" refers to the five stages of supervision. The regular activities of the principal are in accordance with his competence, one of which is academic supervision (Permendiknas number 13 of 2007, competition number 3), which is supplemented by Permendikbud number 6 of 2018 addressing school principals. According to the Permendikbud, the principal's responsibilities include management, overseeing instructors and education and entrepreneurial employees (Nurcholiq, 2018; Rauh et al., 2013).

In connection with the principal's obligations as a supervisor, numerous things become the interaction between the principal and the teacher in carrying out the academic supervision program, particularly the principal's interpersonal capacity to identify common ground for the underlying difficulties faced by teachers. Given the principal's job as an educator in charge of cultivating instructors, staff, and students, the principal is expected to have social competency, which is defined as the ability to build interpersonal interactions between the principal and his subordinates. Schools must work together in groups and communicate well.

Interpersonal interactions are employed as a situational technique to inspire and motivate teachers to do their tasks professionally and effectively. If interpersonal relationships are not effectively managed, the principal will find it difficult to carry out his obligations. For instance, if the instructor, as a subordinate, does not trust the leader, communication will be ineffective. The principal's leadership role may be

developed by instilling a sense of brotherhood, independence, and collaboration by giving motivation in the form of stimulation and aid in responsibly developing objectives and work procedures to build and improve teacher professionalism. Grant specifically said that interpersonal communication in businesses has three functions: the liaison role, the mentation function, and the regulatory function. This is consistent with the findings of the study (Susilo & Sutoyo, 2019).

Interpersonal communication is evident through the liaison function, which includes interactions between teachers, principals, school supervisors/academics, students, parents, and others. It may also be observed in the interpersonal communication mentation function, which is connected with the design, implementation, and assessment of teacher tasks. Meanwhile, it refers to managing behavior and duties completed in order to reduce mistakes from the regulatory function.

Based on the findings of interviews with principals and teachers, as well as communication made by supervisors, the following principals are involved in adopting academic supervision as a means of improving teacher's performance: 1) Organizational communication is the transmission and receiving of communications stated in a formal state inside an organization (Elliott & Clifford, 2014; Sidauruk, 2013). This is evident from the principal's comment that academic monitoring must be implemented in accordance with the schedule agreed upon at the teacher meeting. Beginning with a normal meeting at the start of the curriculum field, the execution of academic supervision activities is determined once a semester or twice a year. Furthermore, the stages of supervision were socialized, including planning, implementation, evaluation, and follow-up activities that corresponded with random interviews conducted on teachers and carried out at other times in a non-formal manner to eliminate and reduce the psychological tension of informants, in this case the teacher. Based on the facts presented above, it is possible to conclude that interpersonal communication in the implementation of academic supervisory activities began with a teacher meeting to schedule supervision. The purpose is for instructors to thoroughly prepare everything that needs to be prepared, including all learning equipment, and to prepare for performance when the timetable is overseen. According to one instructor, "I listened to the headmaster's lecture, then it was established that I would have a monitoring schedule." To be able to precisely plan the administration of learning to performance when monitored."

Furthermore, during the stage of adopting academic supervision, the teacher indicated that the implementation of supervision went well without situational rigidity and anxiety, and the teacher was also able to present and carry out the learning process in class successfully when supervised. The instructor supervised the following step, evaluation supervision, by looking at the completeness of the overall assessment in line with the features exhibited in that stage. The final stage is a follow-up in which the principal executes his position by being able to communicate effectively using a humanism and personality approach and working

with the teacher to address difficulties and enhance teacher's performance, which has an impact on school quality (Hasanah & Kristiawan, 2019; Julianto, 2019).

According to the findings of observations and interviews on the implementation of academic supervision, important information was formulated, namely that there was good communication in schools with the principles of (1) open, no coercion of will, and the principal acts as a facilitator who encourages a democratic and familial system; (2) improving teacher's performance, namely encouraging teachers to be willing and able to express their opinions in solving a problem, a democratic and familial system; (3) the principal is capable of developing the habit of dialogue and interactive discussion with the principal of openness and educating teachers to objectively listen to other people's opinions; (4) encouraging teachers and parties involved in schools to make the best and most beneficial decisions; and (5) the principal acts as a director, conversation regulator, intermediary, and conclusion.

In relation to the interpersonal communication abilities of teachers and principals on academic supervision implementation vertically, horizontally, laterally, and diagonally. In terms of vertical communication, the principal has the capacity to structure a job in terms of school organization rules and procedures, including teacher and employee performance (DeVito, 2017; Mukhtar et al., 2020).

This research is also consistent with the findings of earlier studies, which show that principal communication, as mediated via academic supervision, has an impact on teacher's performance (Susilo & Sutoyo, 2019), (Sukayana et al., 2019), (Yuneti, 2019), (Prasetyo & Anwar, 2021). According to the description, there is a relationship and link between the principal's interpersonal approach through academic supervision where the situational method is based on the same view as an endeavor to attain educational goals in an effort to enhance teacher's performance.

D. Conclusion

According to the findings of the author's research on interpersonal communication performed by the instructor before and after being monitored. This implies that before the teacher is observed, the learning resources, particularly the lesson plans produced for class supervision, are reviewed by the principal (supervisor), and if they are suitable, class supervision is held as scheduled. During class supervision, the supervisor observes the teacher's performance in front of the class and compares it to the lesson plans. Interpersonal communication takes place after the teacher has completed performing in front of the class. At the time, the principal offered feedback to the teachers by offering assistance and applauding their achievement, therefore there was a link between the principal's interpersonal communication abilities and improved teacher's performance through academic supervision.

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