

The Role Of The School Principal As A Monitor Of Teacher Performance

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Abstract

This research discusses the role of the school principal as a "controlling" function in improving teacher performance in school. A school is an educational institution with various interconnected elements. The school principal, as the leader of the school, has the responsibility to ensure that educational plans and objectives are achieved. The focus of this research is on the function of the school principal in supervising and controlling teacher performance.

In the discussion, the author outlines the importance of academic supervision, monitoring, and oversight of teacher performance as efforts to enhance professionalism and the quality of education in the school. Academic supervision by the school principal, classroom visits, personal discussions, and teacher meetings are essential tools for identifying teachers' professional needs and providing the necessary assistance to improve their performance.

The research results indicate that the school principal plays a significant role in enhancing the quality of education by overseeing aspects such as teacher punctuality, teacher attendance, teaching materials, communication, as well as school facilities and infrastructure. Furthermore, the school principal is responsible for regularly evaluating teacher performance and providing constructive feedback for improvement.

Keywords : School principal; Teacher performance; Academic supervision; Oversight or monitoring

INTRODUCTION

"School as an educational institution is a system with interconnected components and elements. Schools are educational organizations that interact with stakeholders, allowing them to be aware of their strengths, weaknesses, opportunities, and threats. Therefore, the presence of a leader in policy formulation and decision-making within the organization is crucial to achieve the set goals.

Within the school organization, there is a management system led by the school principal and their staff. One of the management functions is controlling, which is a vital element of any organization. Controlling aims to ensure that established plans are effectively realized. It involves monitoring to ensure that activities align with expectations and, most importantly, to prevent deviations from the established plans.

Controlling or monitoring involves examining and overseeing the performance of education professionals. The purpose of supervision is to enhance motivation and performance within the educational institution, involving all members of the academic community in line with their job descriptions and regulations. This process occurs both vertically and horizontally, allowing superiors to control their subordinates, and subordinates to provide feedback to their superiors. Controlling is essential to ensure the smooth operation of educational organizations in line with established policies, plans, regulations, procedures, and guidelines.

Supervision serves as a preventive measure against various forms of deviations, leaks, and wastage of time, funds, resources, and facilities to achieve the effectiveness of activities and set targets. Supervision is an integral part of educational management, ensuring accountability in education management and improving the quality of human resources, facilities, and educational infrastructure.

Based on previous research, most studies have focused on educational planning, improving the quality of education through the role of school principals as supervisors and administrators. In

contrast, this study emphasizes the role of the school principal as a monitor. The school principal functions in controlling and evaluation as a strategy to assess teachers' performance in the teaching and learning process and to enhance the quality of education within the school. Performance can be defined as the execution of tasks and the results of one's work. Performance is the quality and quantity of work achieved by an employee in carrying out their responsibilities. It reflects what an employee has done or not done in performing their core duties. In other words, an employee's work can be evaluated based on their performance.

Based on the aforementioned background, it is necessary to monitor teachers' performance to determine whether changes have occurred in improving the school's quality. Therefore, this article comprehensively explains the role of the school principal as a controller to enhance teachers' performance. The purpose of this article is to elucidate the function of the school principal as a controller regarding teacher performance."

METHOD

The research method employed in this study is explanatory descriptive research. This research is based on a literature review and the analysis of relevant texts to elucidate the role of the school principal in controlling teacher performance. Data were obtained through a literature search from various sources, including books, journals, and related references.

Subsequently, the acquired data were analyzed, detailing the role of the school principal in supervising and controlling teacher performance. The results of the analysis were used to illustrate the significance of academic supervision, monitoring, and control in enhancing the professionalism of teachers and the quality of education in the school.

This research highlights the importance of the role of the school principal as a controller and supervisor in improving teacher performance and, ultimately, enhancing the quality of education in educational institutions. It is expected that the results of this research will provide a better understanding of how school principals can effectively play the "controlling" role to achieve desired educational objectives.

RESULT AND DISCUSSION

The quality of education is significantly determined by the learning process in educational institutions, such as schools. In addition, the school principal and teachers are the primary drivers that have a significant influence on the implementation of student learning processes during their time in the school environment. Without good teacher performance and the adequate role of the school principal in managing the school, it is very difficult to improve the quality of education or achieve national education standards.

The school principal, as the leader of the school, cannot be separated from various roles, including those as an administrator, manager of school resources, and instructional leader. A functional school principal must possess professional competence as a school leader. The school principal needs to have managerial and leadership skills to ensure that the school becomes an effective and efficient educational institution in implementing the learning process. In other words, the school as a center of learning should be of high quality. In enhancing the quality of the school, the leadership of the school principal is the most important component in decision-making related to the role of the school principal in improving teacher performance.

In the book "al-Idaroh al-Madrasiyah," the role of the school principal is described as follows:

1. Identifying the school curriculum, reviewing its guidelines, methods, activities, evaluation methods, and organizing seminars and meetings for teachers to study it and develop a general plan to achieve its goals.
2. Identifying the level of teachers and their educational and teaching abilities.
3. Distributing teaching materials to teachers according to their specialization and abilities.
4. Reviewing the instructional materials prepared by teachers and following up on their implementation.

5. Organizing exploratory visits to follow up on teachers' work and directing them to better utilize the available school resources.
6. Collaborating with educational supervisors and experts at the school to address weaknesses in the educational process and provide educational services that enable improvement.
7. Reviewing student evaluation records and following up on their analysis.
8. Developing the school's educational activity plan and ensuring its implementation.
9. Coordinating to organize meetings and seminars for teachers on the curriculum to make efforts to achieve it.
10. Identifying the professional needs of teachers and striving to meet them by providing training and personal development opportunities for teachers.

The discussion above highlights the significant role of the school principal as a controller by focusing on various activities in the school.

Many interpretations exist regarding teacher supervision, often referred to as academic supervision. Academic supervision involves a series of activities aimed at helping teachers develop their abilities in managing the learning process to enhance pedagogical and professional competence, ultimately leading to improved student outcomes. The school principal's skill in conducting academic supervision serves as a performance indicator in preparing, observing, documenting lesson delivery, providing feedback, and conducting follow-up activities based on the results of supervision.

Teacher performance is crucial in achieving successful educational outcomes. Teacher performance can be observed in planning, executing, and evaluating the teaching process with an emphasis on professional work ethics and discipline. It includes the planning of lessons, managing the delivery of lessons, evaluating the process and outcomes, diagnosing learning difficulties, and revising the teaching program. Thus, a teacher's performance can be assessed based on the quality of their lesson planning, implementation, and evaluation. Unfortunately, observations indicate that there are many teachers who do not meet the criteria for good performance. For instance, many teachers tend to copy lesson plans from others instead of creating their own based on the characteristics and needs of the students. Furthermore, some teachers lack discipline in their work, such as arriving late to class and ending teaching activities earlier than scheduled.

In conclusion, to support the success of education, teachers are required to exhibit good performance. Good performance implies not only a command of subject matter but also adherence to professional teaching standards, commitment to student success, and disciplined and ethical teaching practices. The findings indicate that there are still areas in which teacher performance can be improved and refined. For this purpose, the role of the school principal in controlling and supervising teacher performance is of paramount importance. Monitoring and control are essential tools in maintaining and enhancing educational standards and quality.

By focusing on these issues and ensuring that teachers exhibit the desired performance, the school principal can play a pivotal role in the continuous improvement of the educational environment. The school principal's actions and decisions contribute significantly to the overall success of the school, the quality of education, and the development of individual students. Properly executed control and supervision by the school principal can serve as an effective means of advancing these objectives.

CONCLUSION

The results of this writing indicate that the controlling function of the school principal involves overseeing various aspects. The school principal is responsible for monitoring and ensuring discipline regarding punctuality, supervising teachers' attendance, checking instructional materials, observing how teachers establish communication within the school environment, both among colleagues and with students, and evaluating the school's facilities and infrastructure. Adequate resources can significantly contribute to the success of the teaching and learning process.

In order to support the success of education, it is imperative for teachers to exhibit good performance. This is because teachers are recognized for their professionalism. Therefore, the school principal has the responsibility to assess the performance, whether good or poor, of their subordinates. The school principal plays a vital role in improving the school's quality through regular evaluations.

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