

Managerial Implementation of Private Private Communication to Improve Teacher Performance through Clinical Supervision at Santa Lusia Private Elementary School, Sei Rotan

Ester Justina Sinaga¹, Rosnelli², Wildansyah Lubis³, Nathanael Sitanggang⁴

^{1,2,3,4}Universitas Negeri Medan, Medan, Indonesia

esterjustinasinaga@gmail.com

Abstract

The three main elements in teaching and learning activities are teachers, students and schools. If a school principal has good communication skills with teachers, it is not impossible that it will improve teacher performance. Supervision activities are carried out in an effort to improve and control all activities so that they are carried out optimally. The purpose of this study was to determine the effect of the principal's managerial competence on improving teacher performance through clinical supervision at SDS Santa Lucia Sei Rotan. The research subjects for this school action research were teachers at the Santa Lucia Sei Rotan Private Elementary School who were active in learning activities with a total of 15 people who actively taught in semester II of the 2022/2023 school year. This research was conducted at Santa Lucia Private Elementary School located on Jl. Medan-Batang Quiz KM 14 No. 123 Sei Rattan, Kec. Percut Sei Tuan Kab. Deli Serdang Prov. North Sumatra 20371. and the time of this research is planned for 3 months in March-May 2023. The data collection technique used in this research is observation and documentation. The research instrument uses a sheet of teacher assessment criteria. The data analysis used in this study is a comparative descriptive analysis technique. The results showed 2. The data analysis used in this study is a comparative descriptive analysis technique. The results showed 2. The data analysis used in this study is a comparative descriptive analysis technique. The results showed 2. In cycle II of 15 teachers who attended clinical supervision through the Principal's communication, the teacher's performance score was 8 (53%) teachers got Very Good scores, 6 (40%) teachers got Good scores, 1 (7%) teachers got Fair scores , no teacher got Less and Failed grades.

Keywords

Communication management; teacher performance; clinical supervision.



I. Introduction

The teacher is an element that has a major role in the progress and success of the educational process. The teacher is the main and most important subject or actor in education. Teachers are the spearhead because they directly deal with students as subjects and objects of education (Lede, 2021: 3).

Supervision activities are carried out in an effort to improve and control all activities so that they are carried out optimally. Oversight/supervision is ensuring activities are effectively carried out by those responsible for carrying them out. Schools need to apply a supervision model, namely clinical supervision which is believed to have a very good impact on the overall educational process that takes place in schools.

The process of implementing clinical supervision in schools can work and it is believed that in its implementation it will have a very good impact if it is planned and

implemented properly based on existing regulations and demands. Teachers personally and schools as institutions are fully aware of what the weaknesses are so they are open to conducting evaluations in the form of clinical supervision.

Conceptually, academic supervision is a series of activities to help teachers develop their ability to manage the learning process for the achievement of learning objectives. Thus supervision activities are positive and noble activities, namely helping teachers (Bano, 2018). Supervision does not mean assessing teacher performance, so that it seems to look for or find teacher weaknesses/deficiencies in carrying out learning, such as the negative impression that has been embedded in the views of teachers.

This is in line with the opinion of Bertus, (2019) which states that the functions and objectives of academic supervision are the development of professionalism, growth of motivation and quality control.

Based on the observations of researchers at SDS Santa Lucia Sei Rotan, with 15 research subjects consisting of 11 class teachers, 1 Catholic Religion teacher, 1 English teacher, 1 PJOK teacher, 1 ICT teacher, it was revealed that there were many problems teachers outside of the administration and management of their professional development, teachers rarely make breakthroughs in accordance with educational developments. One of the efforts to overcome the problem at SDS Santa Lucia Sei Rotan is through supervision.

II. Review of Literature

Principal managerial skills are a skill of a school principal (personal characteristics) in carrying out high-performance management tasks by carrying out management functions. Karwati and Priansa (2013: 37) state that the principal is a functional teacher who is given additional tasks and responsibilities by the authorities to lead the management of the school in achieving its goals. The school principal holds the position of manager which Made Pidarta stated is the most complicated and tough job.

Furthermore Siagian in (Syamsudin, 2017) mentions several skills that must be possessed in carrying out management functions, including: First, the ability to plan with indicators, namely first the ability to develop and implement strategies, and be able to activate planning. Second, the ability to organize with indicators of being able to carry out the division of responsibilities and being able to manage personnel. Third, the ability to carry out their duties with indicators, namely being able to make decisions and being able to establish communication. Fourth, the ability to carry out supervision with indicators of being able to manage and be able to control operations and be able to carry out its role as a manager so that the goals that have been set together can be achieved.

Principal communication is an important part of work life. Poor communication can have a broad impact on organizational life, for example conflicts between teachers and vice versa good communication can increase mutual understanding, cooperation and also job satisfaction. S Umami, B Lian, M. Missriani (2020) through his research makes it clear that school principal management has a significant impact on teacher work discipline.

Based on the Regulation of the Minister of Education No. 13 of 2007 regarding the managerial competence of school principals, it states that if the school principal is required to:

- a) Planning programs;
- b) Empower schools based on needs;
- c) Leading schools to make the most of school resources;
- d) Manage changes and develop schools into effective learning;

- e) Creating a conducive culture and climate;
- f) Management of educators and staff to make the most of human resources;
- g) Management of relations between schools and the community in order to seek support for ideas, learning resources and school funding;
- h) Management of students regarding the acceptance of new students, as well as placing or developing the number of students/students;
- i) Develop curricula and teaching and learning activities based on national education goals;
- j) School budget management is based on the principles of accountability, transparency and efficiency;
- k) Administrative management to support the acquisition of learning objectives and student activities at school;
- l) Management of school information systems to develop programs; utilization of information technology developments to improve teaching and learning activities and school governance;
- m) Supervise, evaluate, and report on the implementation of educational programs according to regulations.

2.1 Clinical Supervision

The term supervision which comes from English consists of two words, namely: Super which means "above" and vision, which means "to see" so overall supervision is defined as "looking from above", in this sense that supervision is defined as an activity that carried out by supervisors, in this case supervisors and school principals as officials who are above or higher than the teacher to see or supervise the teacher's work.

Clinical words in the field of supervision are expected that teachers who have problems or deficiencies and need improvement will come to the supervisor to ask for help. The meaning of clinical supervision according to Pidarta (2009: 111) that clinical supervision as a model of clinical supervision is a guidance process that aims to increase teacher professionalism by optimizing teacher performance in teaching, designing learning in a systematic and directed manner, from preparation to learning evaluation.

Clinical supervision was developed by Robert Hammer and Morris Kogan in 1973 and their colleagues at Harvard University. The aim is to find a more effective approach in teaching supervision (Wahyudi, 2009: 107). Clinical supervision is part of teaching supervision. It is said that clinical supervision because the implementation procedure is more emphasized on looking for causes or weaknesses that occur in the teaching and learning process, and then directly trying how to fix these weaknesses or deficiencies (Ary H. Gunawan, 2002; 206).

Clinical supervision is supervision that is focused on improving learning through a systematic cycle starting from the stages of planning, observation and intensive analysis of the performance of learning with the aim of improving the learning process (Mukhtar and Iskandar, 2009: 60). Clinical supervision is often also classified as direct supervision, because the activities are directly related to the teaching and learning process in the classroom. Clinical supervision aims to directly make improvements to the teaching and learning process. In addition, clinical supervision functions to complement classroom supervision. (Daryanto, 2011: 177).

According to Snyder and Anderson, clinical supervision can be interpreted as a technology for improving teaching, achieving goals, and integrating school needs and personal growth. Clinical supervision is a supervision model to solve certain known problems. Clinical supervision is a classroom support system designed to provide direct

assistance to teachers. With clinical supervision it is hoped that the sharp gap between "real behavior" and "ideal behavior" of teachers can be minimized. Especially in order to improve the quality and ability of teachers to solve various problems, because teachers often face educational innovations.

Clinical supervision is a guidance process aimed at assisting the professional development of teachers/prospective teachers, in teaching performance based on careful and objective observation and analysis of data as a guide for changing that behavior. (Syaiful Sagala, 2012: 246).

Clinical supervision has several components, namely: (1) supervision is carried out between parties, namely supervisors and teachers face to face, (2) supervision is carried out directly during the learning process, supervision can determine the quality of the teacher, his personality, character and talents, (3) there is communication between the teacher and the supervisor in planning, regarding the results of supervision and before conducting supervision so that the two discussions are teacher feedback to improve their performance and are sustainable to optimal targets.

The goals of clinical supervision (Syaiful Sagala, 2012: 249) are as follows:

- a. Providing teachers with an objective feedback from their activities that they have just carried out, this is a mirror so that teachers can see what they are actually doing while teaching, because what they are doing may very well be very different from their expectations.
- b. Diagnose, assist and solve teaching problems.
- c. Help teachers develop skills in using teaching strategies.
- d. As a basis for assessing teachers in their educational progress, promotions, positions or jobs.
- e. Help teachers develop a positive attitude towards continuous self-development in their independent careers and professions.
- f. The main attention to the needs of teachers.

III. Research Method

The type of research used in this research is school action research. The purpose of this study was to determine the managerial communication of the principal in improving the performance of SD Santa Lucia Sei Rotan private elementary school teachers in the learning process through clinical supervision.

3.1 Research subject

The research subjects for this school action research were teachers at the Santa Lucia Sei Rotan Private Elementary School who were active in learning activities with a total of 15 people who actively taught in semester II of the 2022/2023 school year.

3.2 Location and Time of Research

This research was conducted at Santa Lucia Private Elementary School located on Jl. Medan-Batang Quiz KM 14 No. 123 Sei Rattan, Kec. Percut Sei Tuan Kab. Deli Serdang Prov. North Sumatra 20371. and the time of this research is planned for 3 months in March-May 2023.

3.3 Data collection technique

The data collection technique used in this research is observation and documentation.

Observation is a method of collecting data by systematically observing and recording the phenomenon under study. Observations were made to extract data from data sources in the form of events, places, objects, recordings and pictures. This is done by means of researchers involving themselves directly in the activities carried out by research subjects in their environment, while also collecting data systematically in the form of field notes.

In this study, the researcher conducted the first stage of participant observation, which started with broad descriptive observations by describing in general the situation of the school that was the research location. The next stage is carried out with focused observation to see things related to the research focus. The final stage is to make selective observations regarding the things being studied based on the focus of the researcher.

Furthermore, in planning clinical supervision, the parties concerned need to understand the activities to be carried out. After observing the teacher's ability and the learning process, the principal told the teacher to hold clinical supervision. In connection with the information above, the Head of School stated about the need to obtain data and notify the teacher about the supervision plan, that specifically for clinical supervision must be notified in advance because prior to implementation there must be open deliberation between the Principal and the Teacher. So the notification of this plan can be said to have the goal of good cooperation between supervisors and those being supervised.

In writing research results, a number of documents are needed as data sources to support research. Therefore, documentation studies are needed in research. Documentation study, namely finding sources of written data in the field related to the problem under study. Documentation studies can be used to test, interpret and even predict.

Documentation is the collection of evidence and information (such as pictures, quotes, newspaper clippings, and other reference materials. According to Sugiyono (2018: 329) documents are records of events that have passed. Documents can be in the form of writing, drawings, or monumental works of a person. Documents in the form of images, for example photographs, live images, sketches, etc. Moleong (2017: 160) says that photos produce quite valuable descriptive data and the results are often used to examine subjective aspects and the results are often analyzed inductively. used in this study in the form of questionnaire documents that have been filled in by respondents.

According to Riyanto (2010: 82) the documentation method is a way of collecting data by recording existing data with justifiable reasons, that is, documents are stable sources, useful as evidence for testing, suitable for qualitative research because of their natural nature, not reactive, so it is not difficult to find with content study techniques, and the results of content assessment will open up opportunities to further expand knowledge of something being investigated.

3.4 Data analysis technique

According to Sugiyono (2018: 244) suggests: "Data analysis is the process of systematically searching for and compiling data obtained from interviews, field notes and documentation, by organizing data into categories, describing them into units, synthesizing them, compiling them into patterns, selecting which ones are important and what will be studied, and make conclusions so that it is easily understood by oneself and others.

The data analysis used in this study is a comparative descriptive analysis technique. Quantitative data obtained is described in the form of words or explanations. Furthermore, data comparisons are carried out to ensure whether there is an increase in the ability of teachers in preparing lesson plans, increasing the ability of teachers in implementation.

IV. Result and Discussion

In the implementation of the first cycle of the first meeting the teacher was briefed on the importance of carrying out the correct learning process according to Permendikbud number 22 of 2016 regarding process standards. In this briefing the researcher used lecture, question and answer, and discussion methods. At the end of the meeting each teacher was given the task of making an RPP (Learning Implementation Plan) the results of which were to be presented at the next meeting.

Meanwhile, in the second meeting, all teachers took turns presenting the lesson plans they would make. Each teacher must answer questions or respond to input or suggestions from other teachers. The presentation was closed by concluding the discussion material that had been carried out. At the end of the meeting, the researcher assigned the teacher to carry out the lesson in accordance with the lesson plans made as a result of discussions with the teachers.

After coaching was held by the Principal in order to improve teacher performance in teacher professionalism in the learning process, the results of an evaluation of the learning process for SD Santa Lucia Sei Rotan Private Elementary School teachers were known: Of the 15 teachers who had been observed, 3 teachers received Very Good grades, 6 teachers got a Good score, 4 teachers got a Fair score, 2 teachers got a Less score and none of them failed. For convenience, it can be seen in the following table:

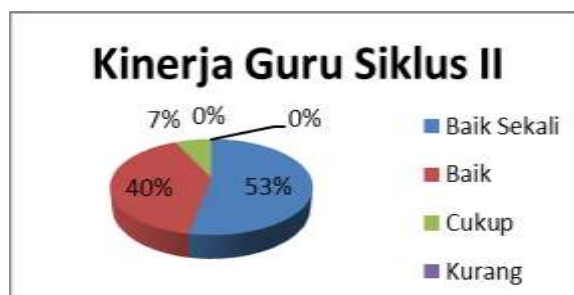
Table 1. Results of Initial Condition Teacher Performance Assessment

| Score | Category | Amount | Percent |
|--------|------------|--------|---------|
| 81-100 | Very well | 3 | 20% |
| 61-80 | Good | 6 | 40% |
| 41-60 | Enough | 4 | 27% |
| 21-40 | Not enough | 2 | 13% |
| 0-20 | Fail | 0 | 0% |

After the communication was held from the Principal regarding the implementation of clinical supervision in cycle II in the learning process, the results of the evaluation of the learning process of the teachers of SD Santa Lucia Sei Rotan Private Elementary School Of the 15 teachers who had participated in supervision, 8 teachers received Very Good scores, 6 teachers received Good, 1 teacher scored Fair, no teacher scored Less and Failed. This can be seen in the table below:

Table 2. Results of Cycle II Performance Assessment

| Score | Category | Amount | Percent |
|--------|------------|--------|---------|
| 81-100 | Very well | 8 | 53% |
| 61-80 | Good | 6 | 40% |
| 41-60 | Enough | 1 | 7% |
| 21-40 | Not enough | 0 | 0% |
| 0-20 | Fail | 0 | 0% |
| Total | | 15 | 100% |



From the data obtained above, it can be said that learning in cycle II shows that the success of a learning process depends on the preparation, implementation and evaluation carried out by the teacher. From the table above it can be described as follows:

1. Prior to the communication of the implementation of clinical supervision Of the 15 teachers who had been observed, 3 teachers received Very Good scores, 6 teachers received Good scores, 4 teachers received Fair scores, 2 teachers received Less scores and none failed.
2. In cycle II of 15 teachers who attended clinical supervision through the Principal's communication, the teacher's performance score was 8 (53%) teachers got Very Good scores, 6 (40%) teachers got Good scores, 1 (7%) teachers got Fair scores , no teacher got Less and Failed grades.

This shows that there was a significant increase from cycle I to cycle II, so that this research was stopped in cycle II and not continued in the next cycle. Based on the results of the research, it can be seen that the managerial implementation of school principal communication to improve teacher performance through clinical supervision is one of the right steps to help teachers. The implementation of communication management is able to bring changes in the teacher, namely an increase in the competence of the teacher's performance in carrying out learning in the classroom. From the results of this study, it can be concluded that managerial communication of principals can improve teacher performance competence through clinical supervision at Santa Lucia Sei Rotan Private Elementary School.

V. Conclusion

Based on the results of the research, it can be seen that the managerial implementation of school principal communication to improve teacher performance through clinical supervision is one of the right steps to help teachers. The implementation of communication management is able to bring about changes in teachers, namely an increase in teacher performance competence in implementing classroom learning. From the results of this study, it can be concluded that managerial communication of principals can improve teacher performance competence through clinical supervision at Santa Lucia Sei Rotan Private Elementary School.

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