



## THE INFLUENCE OF SUPERVISION OF LEARNING AND COMMUNICATION ON THE PERFORMANCE OF EDUCATORS IN MADRASAH ALIYAH YMPI RAPPANG, SIDENRENG RAPPANG DISTRICT

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**Abstract:** Implementation of educational programs requires supervision. Supervision is responsible for the effectiveness of the planned program. Educational supervision in schools is more directed at increasing the ability of teachers in order to improve the teaching and learning process with the principal as the supervisor. The results of research conducted at Madrasah Aliyah YMPI Rappang showed that the level of supervision of the principal was in the sufficient category, based on the established assessment criteria, namely: class visits, encouraging teacher work, providing curriculum understanding, developing learning methods, meetings and coaching as well as activities. Routine outside of teaching hours. Meanwhile, the performance of teaching staff (teachers) at Madrasah Aliyah YMPI Rappang shows that the quality and quantity of work is good, because most of the respondents are in the good category (55.56%). Assessment of the quality and quantity of the teaching force is based on the quantity of work, cooperation, support, and positive feelings. In this study, the results of hypothesis testing were also obtained which indicated that there was a positive influence between the supervision of the principal on the performance of the Madrasah Aliyah YMPI Rappang teachers.

**Keywords:** communication, educators, supervision of learning

**Abstrak:** Pelaksanaan program pendidikan membutuhkan pengawasan. Pengawasan bertanggung jawab atas efektivitas program yang direncanakan. Supervisi pendidikan di sekolah lebih diarahkan pada peningkatan kemampuan guru dalam rangka meningkatkan proses belajar mengajar dengan kepala sekolah sebagai pengawas. Hasil penelitian yang dilakukan di Madrasah Aliyah YMPI Rappang menunjukkan bahwa tingkat supervisi kepala sekolah berada pada kategori cukup, berdasarkan kriteria penilaian yang ditetapkan yaitu: kunjungan kelas, mendorong kerja guru, memberikan pemahaman kurikulum, mengembangkan metode pembelajaran, rapat, dan pembinaan serta kegiatan yang rutin di luar jam mengajar. Sedangkan kinerja tenaga pengajar (guru) di Madrasah Aliyah YMPI Rappang menunjukkan kualitas dan kuantitas pekerjaan baik, karena sebagian besar responden berada pada kategori baik (55,56%). Penilaian kualitas dan kuantitas tenaga pengajar didasarkan pada kuantitas kerja, kerjasama, dukungan, dan perasaan positif. Dalam penelitian ini juga diperoleh hasil pengujian hipotesis yang menunjukkan bahwa terdapat pengaruh positif antara supervisi kepala sekolah terhadap kinerja guru Madrasah Aliyah YMPI Rappang.

**Kata Kunci:** komunikasi, pendidik, supervisi pembelajaran

### Introduction

Education is essentially an attempt to civilize humans or humanize humans. Education is very strategic to educate the nation's life and is needed to improve the quality of the nation as a whole. Education is a conscious and planned effort to create an atmosphere of learning and the learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state (Mitchell, 2003; Febriansyah et al., 2019).

The implementation of education in Indonesia is a national education system that is systematically regulated. National education functions to develop capabilities and establish the character and civilization of a nation with dignity in order to educate the nation's life, aiming to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen (Law No. 20 of 2003; Fagerberg & Srholec, 2008; Jannah, 2013; Kruss et al., 2015).

The function of education must really be considered in order to achieve the goals of national education because the objective is to provide clear directions for educational activities so that the

implementation of education must be directed towards: (1) Education is conducted in a democratic and just manner and is not discriminatory by upholding human rights religious values, cultural values, and national pluralism; (2) Education is organized as a systemic unit with an open and multi-meaning system; (3) Education is organized as a lifelong process of cultivating and empowering students; (4) Education is carried out by exemplify, build willingness, and develop students' creativity in the learning process; (5) Education is organized by developing a culture of reading, writing, and arithmetic for all members of society; and (6) Education is held with members of all components of society through participation in the implementation and control of the quality of education services (Alshurman, 2015; Sudarsana, 2016; Arsana, 2019).

Improving the quality of education is determined by the readiness of human resources involved in the education process. Education is one of the determinants of the high and low quality of educational outcomes has a strategic position, so every effort to improve the quality of education needs to pay great attention to increasing teachers both in terms of number and quality (DeMonte, 2013; Winarni, 2017). Educators are human resource figures who occupy positions and play an important role in education. When everyone questions problems in the world of education, the teacher figure must be involved in the discussion agenda, especially those concerning formal education in schools. Educators or teachers are professionals who are tasked with planning and implementing the learning process, assessing learning outcomes, conducting mentoring and training, and conducting research and community service, especially for educators in college. This cannot be denied because formal educational institutions are the life world of teachers. Most of the time teachers are at school and a small proportion are at home and in the community (Djamarah, 1994).

Educators are a very dominant and most important factor in formal education in general because teachers are often used as role models for students and even become self-identified figures. In schools, teachers are an element that greatly influences the achievement of educational goals in addition to elements of students and other facilities. The success of education is largely determined by the readiness of the teacher in preparing students through teaching and learning activities (Barretti, 2007; Iskandar, 2013; Juhji, 2016). However, the strategic position of teachers to improve the quality of education outcomes is strongly influenced by the professional ability of teachers and the quality of their performance.

Educators are the spearhead of education because they directly seek to influence, foster and develop students. As the spearhead, teachers are required to have the basic abilities needed as educators, mentors and instructors and this ability is reflected in the competence of the teacher. The quality of the educational process is very much dependent on the creativity and innovation of the teacher. Gunawan (2000) argues that the teacher is a planner, implementer and evaluator of classroom learning, so students are subjects who are directly involved in the process to achieve educational goals. Educators are required to have a performance that is able to provide and realize the hopes and desires of all parties, especially the general public who have trusted schools and teachers in fostering students. In achieving good quality education, it is strongly influenced by the performance of teachers in carrying out their duties so that teacher performance is an important requirement for achieving educational success. In general, the quality of good education is a benchmark for the success of teacher performance.

Educators as workers must have abilities which include mastery of subject matter, mastery of teacher professionalism and education, mastery of ways of adapting themselves and having a personality to carry out their duties, besides that the teacher must be a developing and dynamic person. This is in accordance with what is stipulated in Law No. 20 of 2003 concerning the National Education System that educators and education personnel are obliged to: (1) Create an educational atmosphere that is meaningful, fun, creative, dynamic, and dialogical; (2) Having a professional commitment to improving the quality of education; and (3) To exemplify and maintain the good name of the institution, profession and position in accordance with the trust given to it. The expectation in this law shows that there is a paradigm shift in the teaching pattern of teachers, which at first as a source of information for students and always dominating classroom activities, changes to a paradigm that positions the teacher as a facilitator in the learning process and there is always interaction between teachers and students, students

and students in class. This fact requires teachers to always improve their abilities, especially providing examples, building willpower, and developing students' creativity in the learning process.

Based on this, research was carried out to determine the implementation of learning and communication supervision in learning and the influence between the implementation of learning and communication supervision on the performance of educators at Madrasah Aliyah YMPI Rappang. It is hoped that this research can describe the implementation of supervision, communication and the influence of learning at Madrasah Aliyah YMPI Rappang.

## Materials and Methods

This research was conducted at Madrasah Aliyah YMPI Rappang. This research is a survey research which aims to collect data from a number of individuals/teachers who can represent the individual/teacher as a whole and also to obtain facts from existing symptoms and seek actual information. Types and sources of data used are primary data and secondary data collected using data collection methods, namely: observation methods, interview methods, and questionnaire methods.

The population of this study were all teachers at Madrasah Aliyah YMPI Rappang with a total sample of 9 people. Due to the limited number of population, the sampling method used was the observation method, in which a portion of the population used as the research sample was those with the status of public teachers under the scope of the Ministry of Religious Affairs.

The data collected from the questionnaire was processed to obtain a list of scores, then analyzed using descriptive statistical analysis techniques. Descriptive statistical analysis is used with the intention of describing employee performance, work ability, motivation and coordination. Presentation of research data will be presented using tables of frequencies, averages, and percentages. To obtain the objectivity of the conclusions in this study, before statistical analysis is used, the normality and empirical reliability tests are first carried out.

### 1. Validity Test

The validity test aims to determine whether the data obtained is valid. Valid test is performed using a computer (SPSS) with bivariate correlation with the following criteria:

- a. If the significant value  $<0.05$  means that the data is valid
- b. If the significant value  $>0.05$  means that the data is invalid

### 2. Reliability Test

Instrument reliability concerns trust in the instrument. An instrument is said to have a high level of accuracy if the instrument gives fixed results. This means that the instrument will give the same result if tested again on the same subject or on other subjects either at the same time or at another time. This reliability is indicated by the number of reliability coefficients (alpha cronbach). To determine the effect of learning and communication supervision on teacher performance at Madrasah Aliyah YMPI Rappang, multiple linear regression analysis is used with the following formulations:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + e_1$$

Y : Teacher performance

$\beta_0$  : Constant

$\beta_1 - \beta_3$  : The regression coefficient to be estimated

X1 : Supervision

X2 : Communication

E : Estimation error

To obtain an estimate of the regression model, the values of  $\beta_0$ ,  $\beta_1 - \beta_3$  were calculated using the SPSS (Statistical Package for Social Science) computer program package ver 17.0.

## Result and Discussion

### A. Implementation of Principal Supervision

Teachers' perceptions of the supervision carried out by elementary school principals were based on the results of descriptive analysis through SPSS, it was found that the implementation of supervision by the principal at Madrasah Aliyah YMPI Rappang was categorized as good. For details, see Table 1.

Table 1. Average Value of Principal Supervision Implementation

No	Mean	Median	Standard Deviation
1	15.958	16.000	1.952

Source: Primary data processed through SPSS v.17.

In explaining the implementation of school principal supervision at Madrasah Aliyah YMPI Rappang, the author uses several indicators as explained as follows.

a. Class Visit Supervision

One of the duties of the principal as a supervisor is to make class visits to see or observe a teacher who is teaching. The goal is to observe how the teacher teaches, whether it meets the didactic or methodical requirements accordingly. In other words, to see what deficiencies or weaknesses still need to be fixed. However, the reality is that according to the perceptions of most teachers, the principal is still not doing his job properly.

Based on the data, it shows that the frequency of class visits in the framework of supervision and observation to improve teacher teaching methods is still quite sufficient because in one semester there are 3 visits. Regarding class visits in the context of observing improvements in teacher teaching methods according to the perceptions of teachers, it is still classified as insufficient because in one semester only 1-2 times, there are even teachers who have never been visited by the principal in the framework of this observation. On the one hand, teachers feel the need for classroom visit supervision to improve the teaching and learning process. This can be seen from the teacher's perception that the benefits of classroom supervision on improving the teaching and learning process can reach 75% or more. This shows that most feel that the benefits of classroom visit supervision on improving teaching are still lacking. This is because the principal's class visits are still lacking.

b. Giving Teacher's Spirit of Work

One of the activities or efforts that can be carried out by the principal in accordance with his function as a supervisor is to arouse and stimulate teachers and school employees in carrying out their respective duties as well as possible. Based on the perceptions of most teachers, it shows that the principal's actions in encouraging teacher morale are good. Within a month, the frequency of the principal to provide an evaluation of the teaching and learning process to motivate teacher morale is low. With the supervision of the principal's visit, it can increase morale. This indicates that most feel the need for classroom visit supervision.

c. Provides an understanding of the curriculum

Another task of the principal as a supervisor is to guide teachers in matters relating to the implementation of the school curriculum, such as: a) Developing quarterly programs or semester programs; b) Compile or create a unit program of study; c) Organizing classroom management activities; d) Implement teaching evaluation techniques; e) Using media and resources in the teaching and learning process; and f) Organizing student activities in extracurricular activities, study tours, and so on. Based on the results of the study, it was found that the principal only reviewed the teacher's learning plan 1-2 times a month, even 11.11% of teachers said they had never been monitored.

In one semester, an average of 4 times the principal reviews the suitability of the learning device with the implementation of learning. The teacher felt that only 4 times in a semester were monitored by the principal regarding the suitability of the devices compiled with the implementation of learning and there were 11.11% of teachers who felt they had never been monitored. On the one hand, most teachers felt it was important to supervise classroom visits on curriculum understanding. Teachers feel that supervision can affect curriculum understanding. This condition indicates that the visit of the principal in order to provide teachers with an understanding of the curriculum needs to be improved. For example, from 3 times to 5 or 6 times in one meter.

d. Method Development and Evaluation

In principle, the supervisor's function is as an effort to develop learning. The principal together with the teachers should try to develop, find, and use teaching methods that are more in line with the demands of the current curriculum. According to the perception of most teachers, the principal provides guidance on the implementation of teaching evaluation techniques and the development of learning methods 2 times.

The teacher stated that in one semester the principal only provided guidance on evaluation techniques and the development of learning methods, even 11.11% of the teachers felt that they had never received guidance on evaluation techniques. Learning techniques are closely related to improving student learning outcomes, so it is hoped that teachers can understand learning techniques. One source of teacher knowledge about learning techniques is the guidance of the principal, thus it is hoped that the principal is more active in making visits (supervision) to the class in order to provide teachers with understanding of learning techniques.

On the one hand, most teachers feel it is important to have evaluation for the development of evaluation techniques and learning methods. Teachers feel that they do not benefit from the supervision carried out by the principal for the development of evaluation techniques and learning methods. As many as 11.11% of teachers felt that they did not get the benefit of supervision for evaluation techniques and learning methods.

## **B. Performance Analysis**

The performance analysis is described in several sub-variables such as the fulfillment of the quality and quantity of work, cooperation, support, and a sense of positivity. To find out the performance of teachers at MA YMPI Rappang, it can be seen by using several indicators, namely as follows:

### **a. Quality of work**

Based on the data obtained, the quality and quantity of work is good, because most respondents fall into the good category. There were 5 people or 55.56% who stated that the quality and quantity of work as teachers was good. The quality of teacher work can be seen from the openness of the teacher in motivating students to study more actively. The teacher has opened up and is close to the students. This closeness is expected to reduce the fear or embarrassment experienced by students for asking something they have not understood.

The openness of the teacher is expected to orient students towards authentic problems. At this stage the teacher compiles scenarios that can attract students' attention, as well as raise questions that are real in the student environment and can be investigated by students to find answers. Orienting students to authentic problems can be in the form of stories, presenting certain phenomena, or demonstrating an event that invites problems or questions to arise. Demonstrating events that give rise to cognitive conflict is believed to be very good at orienting students to this problem. The following dialogue is expected to provide an illustration of how you can do to orient students to the problem. At the start of the lesson, students can play recorded dialogue, or simulate between students. Interpersonal communication from the aspect of openness of the teacher can be seen from the level of pleasure with students who ask questions and provide explanations to students who ask questions. In addition, openness can also be seen from the teacher's habit of chatting with students outside of class hours.

### **b. Cooperation**

Based on the explanation given by the informant regarding the sense of empathy, both between teachers and between teachers and school principals, it can be concluded that teacher cooperation has placed a sense of empathy as an important thing in the organization. Although there are different perceptions of teachers about empathy, basically teachers have tried to foster effective communication with other teachers. This condition is also confirmed by the results of the author's observations during the study that during the learning process the teacher has tried to make two-way communication with other teachers.

The interactions that take place around human life can be transformed into interactions that have educational value, namely interactions that consciously set the goal of changing a person's behavior and actions. This interaction of educational value in the world of education is referred to as "educational

interaction". Educational interactions must describe a two-way active relationship with a number of knowledge as the medium, so that the interaction is a meaningful and creative relationship. All elements of educational interaction must be processed in the ties of educational goals. Therefore, educational interaction is a picture of a two-way active relationship between teachers and students that takes place in the bonds of educational goals.

#### c. Support

Interpersonal communication is communication that is carried out between people per person face-to-face which allows each participant to capture the reactions of others directly, both verbally and nonverbally. This special form and interpersonal communication is dyadic communication which involves only two people, in this case the teacher and the principal. Interpersonal communication that occurs between the teacher and the principal as the leader is very important to direct, guide, help solve the problems it faces, including providing support to the teacher. The principal is more intensively paying attention to the teacher because each teacher has a different background. There are some teachers who are indeed active but also many teachers who are less active, especially in communicating with other people, including communication with the principal. One of the factors that causes the lack of personal communication between the teacher and the principal is the condition that occurs when the communication takes place. The principal with a humorous and fun style will further motivate the teacher to communicate, in contrast to the principal with a rigid communication style, it can cause the teacher to feel reluctant to approach him.

#### d. Positive Sense

Education is communication in the sense that the process involves two components consisting of humans, namely teachers as communicators and students as communicants. Those who act as communicators of the educational context in primary schools are mostly played by teachers and students as communicants. The teaching-learning process will always be a process of interaction between two human elements, namely the student as the learning party and the teacher as the teaching party, with the student as the main subject. In the process of interaction between students and teachers, supporting components are needed as mentioned, among others, in the characteristics of educational interactions.

One of the supporting characteristics in educational interactions is a positive feeling displayed by the teacher both in the learning process and outside the learning process. The indicators used to determine the positive feelings of the teacher are pleasant teacher behavior such as smiling frequently and teacher behavior that often provides motivation to students. To find out the form of teacher support to students in teaching-learning interactions, the teacher acts as a guide. In this role as a guide, the teacher must try to turn on and provide motivation so that a conducive interaction process occurs. The teacher must be ready to act as a mediator in all situations in the teaching-learning process, so that the teacher will become a figure who will be seen and whose behavior will be imitated by students. The teacher ("would be better off with students") as a designer will lead the teaching-learning interaction. Teaching-learning interactions are characterized by a specific discussion of material. In this case the material must be designed in such a way as to be suitable for achieving the goal. Of course, in this case it is necessary to pay attention to other components, especially the components of students who are central. The material must have been designed and prepared before the teaching-learning interaction takes place.

### C. Hypothesis Testing

Hypothesis testing states that there is an effect of principal supervision on teacher performance can be seen from the results of the F test. The test criteria if the p value  $< 0.05$ , it can be concluded that  $H_0$  is rejected. In this study, the test results obtained R Square = 0.207 and p value = 0.001. Because the significance value  $< 0.05$ , it can be concluded that there is an influence between the supervision of the principal on the performance of Madrasah Aliyah YMPI Rappang teachers.

### Conclusion

The level of supervision of the principal is included in the sufficient category, based on the assessment criteria set by the average of the principal's supervision based on 6 indicators, namely class

visits, encouraging teacher work, providing understanding of the curriculum, developing learning methods, meetings and coaching, and routine outside activities. Teaching hours obtained the mean (average) is 16.25. The implementation of teacher communication through teacher empathy for Madrasah Aliyah YMPI Rappang students is carried out by providing motivation to high achieving students such as giving gifts and other awards. The implementation of interpersonal communication through the teacher's positive feelings towards students is carried out by helping students who are experiencing difficulties, discussing problems experienced by students. The implementation of teacher interpersonal communication through teacher support to students is carried out by providing fun communication to students such as giving funny stories or singing and to motivate students to learn, sometimes the teacher also tells fairy tales. Overall the teacher tries to design personal communication in learning to create effective interactions between teachers and students. The results of hypothesis testing obtained R Square = 0.207 and p value = 0.001. Because the significance value <0.05, it can be concluded that there is an influence between the supervision of the principal on the performance of Madrasah Aliyah YMPI Rappang teachers.

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