

## Educational Supervision In Improving Teacher Professionalism At Sdn 005 Petapahan Jaya, Tapung District, Kampar District

Harlena

SDN 005 Petapahan Jaya Kecamatan Tapung

---

### Article Info

#### Article history:

Accepted: 01 November 2023

Publish: 03 November 2023

---

#### Keywords:

Educational Supervision

Teacher Professionalism

---

### Article Info

#### Article history:

Diterima: 01 November 2023

Terbit: 03 November 2023

---

### Abstrak

Penelitian bertujuan untuk mendeskripsikan pelaksanaan supervisi untuk meningkatkan profesionalisme guru. Penelitian menggunakan pendekatan kualitatif dengan deskriptif kualitatif, Teknik yang digunakan dalam mengumpulkan data yaitu teknik wawancara, observasi, dan dokumentasi. Hasil penelitian yaitu poin pertama adalah a) peran supervisi kepala sekolah koordinator: b) peran kepala sekolah sebagai konsultan, c) peran ketiga ialah kepala sekolah sebagai pemimpin kelompok, d) peran kepala sekolah sebagai evaluator. Kemudian point kedua ialah, faktor pendukung dan penghambat yang dihadapi dalam kegiatan supervisi oleh kepala sekolah menunjukkan bahwa: (1 *pendukungnya* data informasi yang cukup, fasilitas cukup, guru mudah diatur. 2), yakni: masih adanya rasa takut yang dimiliki oleh guru bahkan menghindari ketika hendak disupervisi, kesibukan kepala sekolah di luar jamsekolah, faktor umur yang membuat pemahaman guru lambat, mengatur waktu yang tepat dirasa sulit.

---

### Abstract

*The research aims to describe the implementation of supervision to improve teacher professionalism. The research uses a qualitative approach with qualitative descriptive. The techniques used in collecting data are interview, observation and documentation techniques. The results of the research are that the first point is a) the supervisory role of the coordinating principal: b) the role of the principal as consultant, c) the third role is the principal as group leader, d) the role of the principal as evaluator. Then the second point is, the supporting and inhibiting factors faced in supervision activities by school principals show that: (1 support is sufficient information data, sufficient facilities, teachers are easy to manage. 2), namely: there is still a sense of fear that teachers have and even avoid when they want to be supervised, the principal is busy outside school hours, the age factor makes the teacher's understanding slow, and managing the right time is considered difficult.*

*This is an open access article under the [Lisensi Creative Commons Atribusi-BerbagiSerupa 4.0 Internasional](https://creativecommons.org/licenses/by-sa/4.0/)*



---

#### Corresponding Author:

Name of Corresponding Author,

Noverlinda Syaiful

SDN 019 Tanjung Sawit Kecamatan Tapung

Email : [harlena658@gmail.com](mailto:harlena658@gmail.com)

---

## 1. INTRODUCTION

Nowadays, Indonesia is hit by various problems. Starting from the economic, social, cultural, political and other fields. All do not meet the aspirations of the community, starting from this problem, one of which is the low level of education in Indonesia, characterized by a lack of resource skills. and to improve the quality of resources is through the teaching and learning process in schools.

Education is a conscious effort that is deliberately planned to achieve predetermined goals. Education aims to improve the quality of human resources. In an effort to improve the quality of educational resources, teachers are human resources that must be nurtured and developed continuously. Not all teachers trained in educational institutions are well trained and qualified. The potential of teacher resources needs to continue to grow and develop in order to be able to carry out their functions professionally (Sahertin, 2010).

Educational supervision generally refers to efforts to improve teaching and learning situations. Educational supervision can be interpreted as professional guidance for teachers. Professional guidance in question is any effort that provides opportunities for teachers to develop professionally so that they are more advanced in carrying out their main tasks, namely improving and enhancing the students' learning process (Team Lecturer, 2008).

### 1. The concept of educational supervision

Ngalim Purwanto in his book educational supervision administration explains that supervision is all assistance from school leaders, which is aimed at developing the leadership of teachers and other school personnel in achieving educational goals. This supervision takes the form of encouragement, guidance and opportunities for the growth of teachers' skills, such as guidance in efforts and implementation of reforms in education and teaching, choosing better learning tools and teaching methods, systematic assessment of the stages of the entire teaching process, and so on (Purwanto, 2012). So in short, supervision is a coaching activity that is planned to help teachers and other school employees carry out their work effectively.

According to Good Carter in his book Dictionary of Education, supervision is all efforts by school officials to lead teachers and other education officials in improving teaching, including developing the growth of teachers in completing and revising educational objectives, teaching materials and teaching and assessment methods. teaching (Mukhtar and Iskandar, 2009). According to Wiles, supervision is assistance in the development and good teaching and learning process and explains that supervision is a service technique whose main aim is to jointly study and improve the factors that influence growth and development (Rugaiyah and Atiek, 2011).

From the several definitions of supervision above, it contains several main activities, namely continuous coaching, developing personnel abilities, improving teaching and learning situations, with the ultimate goal of achieving educational goals and personal growth of students. The aim of supervision is to provide services and assistance to improve the quality of teacher teaching in the classroom which in turn improves the quality of student learning. Not only does it improve teaching abilities, but it also develops the potential quality of teachers.

The explanation of the supervisor's role is as follows: (a). As a coordinator, the supervisor can coordinate teaching and learning programs, staff member tasks and various different activities among teachers, (b). As a consultant, the supervisor can provide assistance, by consulting on problems experienced by teachers both individually and as a group. According to the use of supervision techniques, (c). As a group leader, the supervisor can lead a staff, teachers in developing the group's potential, when developing the curriculum, lesson materials and professional needs of teachers together, (d). As an evaluator, supervisors can help teachers in assessing learning outcomes and processes, and can assess the curriculum that is being developed. supervisors must also learn to look at themselves.

Thus, the aim of educational supervision is to improve the professional and technical capabilities of teachers, school principals and other school personnel so that the educational process in schools is of higher quality. And the most important thing is that educational supervision is carried out on the basis of cooperation, and in a more humane manner. The approach used in implementing modern supervision is based on psychological principles. An approach or technique for providing supervision really depends on the teacher's portfolio.

## **2. The principal as supervisor**

According to Buston and Bruckner in Fachruddin, supervision activities are efforts to improve teaching and learning situations (Fachruddin, 2002). coaching activities carried out by school principals to assist teachers in carrying out their work effectively.

The principal is a school personnel who is responsible for all school activities, as well as full authority and responsibility for carrying out all educational activities within the school environment he leads (Daryanto, 2008). The principal is responsible if students do not get their rights well because the teacher is not good, therefore the principal has an obligation to develop and guide the teachers continuously so that they continue to develop and students will get their rights well because the teacher is good at educate.

Made Pidarta stated the characteristics of classroom visit supervision, namely: a). determine the time to carry out supervision, b). individual, c). no initial meeting, d). supervision time is quite short, e). can preserve more than one class, f). can intervene between teachers and students in one

class, g). those supervised are cases, h). visits are carried out both before and after learning, i). may not hold a return meeting, j). follow-up, if a return meeting is not held, it means that supervisory follow-up is also absent (Pidarta, 2009).

Educational supervision is defined as professional guidance for teachers. Professional guidance in question is any effort that provides opportunities for teachers to develop professionally, so that they can be more advanced in carrying out their main tasks, namely improving and enhancing the student learning process. Therefore, teaching is very dependent on the teacher's teaching ability, so supervision activities pay primary attention to improving the teacher's professional ability, so that it is hoped that it can improve the quality of the teaching and learning process.

A supervisor, whether the Principal, School Inspector or Supervisor, in carrying out supervision should carry out supervision activities based on the principles of supervision. What is meant by the principles of educational supervision are the rules that must be guided by or used as a basis for carrying out supervision activities.

### 3. Teacher Professionalism

Friedson in Syaiful Sagala's book says that professionalism is a commitment to professional and career ideas. Operatively, professionalism has rules and commitment to provide definitions of technical scientific positions and positions that will be given to public service so that in particular position views are corrected scientifically and ethically as confirmation of professionalism (Sagala, 2008). Professionalism is a way of doing professional work very well, where these methods are obtained through special stages of education or learning.

Teacher professionalism is a person's level of performance in carrying out work as a teacher which is supported by skills and a code of ethics. Because they (teachers) are educational leaders, they must be professional (Mujamil, 2007). The existence of a teacher is as a professional educator at school, in this case the teacher as *uswatun hasanah*, administrative position, and community officer.

The role of a professional teacher is as a designer (learning designer), educator (personality development), manager (learning manager), administrator (implementing technical administration), supervisor (monitoring), innovator (carrying out creative activities), motivator (providing encouragement), counselor ( helps solve problems), facilitator (provides technical assistance and guidance), and evaluator (assesses student work).

Essentials are basically things that talk deeply and fundamentally about something. Likewise with a profession, its essence is "informend responsiveness" (a wise attitude) and service/devotion that is based on expertise, solid techniques and procedures as well as a certain personality attitude. This means that a professional worker will always provide services/devotion that are based on professional abilities and a solid philosophy (Sagala, 2008).

Teacher characteristics are all the teacher's actions or attitudes and actions both at school and in the community. For example, teachers' attitudes in improving services, increasing knowledge, providing direction, guidance and motivation to students, how to dress, speak and relate well to students, colleagues and other community members.

By increasing the professional character of each teacher, the quality of education will get better. Among the characteristics of professional teachers are: (a). Comply with statutory regulations, (b). Maintaining and improving professional organizations, (c). Guiding students (experts in the field of science and educational tasks) and motivating, because motivation is a person's encouragement to behave, (d) Love for work, (e). Have autonomy/independence and a sense of responsibility, (f). Creating a good atmosphere in the workplace (school), (g). Maintaining relationships with colleagues (having a sense of camaraderie/loyalty), (h). Obedient and loyal to the leader (Thoha, 2008).

With teacher competence and professional teacher competence and accompanied by ten abilities that a teacher must have, it will be easy to achieve the learning goals, which in the end will be easier to achieve the educational goals themselves.

Syafaruddin stated in his book Educational Supervision Management that to supervise the implementation of educational programs and processes, the government appoints special functional personnel called school supervisors or supervisors (Syafaruddin and Asrul, 2014). Supervision of Islamic education is an effort to develop educational staff in Islamic educational institutions in an Islamic manner towards improving the situation of Islamic education by providing assistance to improve the quality and quality of Islamic education as well as the professionalism of educational staff, especially Islamic educators (Syafaruddin and Asrul, 2014).

## 2. RESEARCH METHODS

This research uses descriptive research methods with a qualitative research approach. This research was conducted at SDN 005 Petapahan Jaya, Kampar Regency, Kampar Regency. This research began with a preliminary study, then took care of obtaining a research permit. This research was carried out for approximately 2 (two) months starting from July 2022 to August 2022.

The number of subjects in this research is 1 (one), namely the school principal. The principal is a key figure in educational supervision related to how he coordinates, as a consultant, group leader and as an evaluator of the implementation of supervision which aims to increase teacher professionalism at SDN 005 Petapahan Jaya. The informants for this research were 3 (three) teachers, 1 (one) educational staff (Administration) at SDN 005 Petapahan Jaya.

This research process is carried out by collecting data repeatedly at the research location through the activity of making notes of the data and information heard and seen, then the data is analyzed. The data and information collected, grouped and analyzed then found the meaning of various supervision activities related to teacher quality in learning at SDN 005 Petapahan Jaya

The instruments or data collection tools used in this research are observation, interviews and documentation studies. The research carried out used the Milles and Huberman model analysis which consists of: (a) data reduction, (b) data presentation, and (c) conclusions. Research procedures are research steps used by researchers in order to describe the situation that actually occurred. Therefore, researchers divide several settings (research descriptions) including: conducting theoretical studies, conducting preliminary studies and creating research designs.

## 3. RESEARCH RESULTS AND DISCUSSION

### 3.1 Research Results

#### a. The Supervising Role of the Principal as Coordinator in Increasing the Professionalism of Teachers at SDN 005 Petapahan Jaya.

The role of the principal as a coordinator is to be able to coordinate teaching and learning programs, coordinate the tasks of staff members as different activities between teachers, and can coordinate every school effort.

From the interviews conducted by researchers, it can be understood that the principal as a coordinator provides his or her respective duties according to their expertise, for example such as rosters or other structures. Based on facts in the field, they also appear to be active in supervision activities in madrasahs.

The results of the findings show that the principal's role as a supervisor is running properly, but based on the facts in the field the principal tends to passively communicate with teachers so that the supervision carried out is less than optimal, it can be seen from the head of the foundation who tends to communicate, this shows that the principal has not been able to coordinate teachers, especially compared to existing theories, the coordination process here is one example, such as making workshops and training held by the madrasah, but at SDN

005 Petapahan Jaya it can be said that such things are held only in the form of routine meetings.

The results of observations made regarding this matter show that the principal coordinates teachers with subjects by providing appropriate duties and functions to the teachers, the principal communicates well and based on the dominant voice it can be concluded that it is true that madrasas do not hold workshops and forms other training is only in the form of regular meetings which are then held to improve teachers' teaching skills. in a less effective way, of course the lack of teacher welfare will reduce the level of teacher professionalism.

From the results of the interview above, it was found that the coordination process carried out by the school principal is (1) Providing teacher duties in accordance with their field, (2) Coordinating between TU and teachers, and (3) Creating an appropriate roster based on the time available. Teacher.

So it is clear that the supervision activities of the principal as coordinator aim to improve the skills of teachers by providing all guidance and direction in solving problems. From the implementation of the supervisory role as coordinator carried out by the principal in improving the professionalism of teachers at SDN 005 Petapahan Jaya, it can be concluded that it is quite good, but even so, compared to existing theory, the principal should be able to communicate actively with the teachers, but judging from the facts The principal is not active enough because he was taken over by the chairman of the foundation, then he should be able to organize active workshops or training held by the madrasah/school to improve the skills of teachers but based on the information obtained there is no such provision.

**b. The role of the principal's supervision as a consultant in increasing teacher professionalism at SDN 005 Petapahan Jaya.**

A consultant is the job of a school principal who provides assistance and consults on what teachers experience both individually and in groups based on supervision techniques. The following are some of the results of supervision technique interviews conducted by the principal as a consultant in improving teacher professionalism at SDN 005 Petapahan Jaya.

From the findings of the interview instrument data, the researcher concluded in general that it was true that the principal used two supervision techniques, namely individual techniques and group techniques, this shows that the role of the principal was running in accordance with the actual theory, and it could be said that the role of the head as a consultant was running good well.

From the interview findings, it shows that group discussions and training were not carried out but only joint discussions both in meetings and outside meetings.

And from several data sources it can be seen that in general the supervision technique as a consultant to help and develop more skilled teachers is through individual techniques and group techniques. Supervision activities as consultants carried out by madrasah heads have been sufficiently carried out but not yet optimally seen from several things, namely madrasah heads tend to be less active and these activities are rarely carried out by madrasah heads but the one in charge is the head of the foundation. Coaching is also carried out when there is a problem, and coaching is done without having to look at the actual problem.

Then the issue of implementation procedures individually and in groups tends to be dominant in authoritarianism, this will hamper the teacher's creativity process in improving their skills, not necessarily just following what is ordered by the head of the foundation and the principal.

**c. Implementation of the Principal's Supervision Role as Group Leader in Increasing Teacher Professionalism at SDN 005 Petapahan Jaya.**

From the results of several interviews above, it is known that the principal's role as a group leader is quite good, seen from the principal's attitude in fostering morale and raising

awareness of teachers, as well as being able to involve teachers in decision making, this shows that he can improve the teacher's ability. themselves by motivating and yes making a number of rules so that they know how to work, and can work with groups, but based on the results of observations from the situations observed, school principals tend to find it difficult to work with groups, even though teachers are involved but the decision still rests with the principal's decision, and in arrange with a CD which contains the concept of learning as a teacher needs in teaching, but cannot be explained one by one but only forces you to understand it yourself.

**d. The Supervising Role of the Principal as an Evaluator in Increasing Teacher Professionalism at SDN 005 Petapahan Jaya**

As an evaluator he can help teachers in assessing learning outcomes and processes, he can assess the curriculum that is being developed, he also learns to look at himself, he is helped in reflecting on himself. Namely his self-concept, his ideas/ideals (self-idea), his reality (self-reality). For example, at the end of the semester he can conduct a self-evaluation by obtaining feedback from each student which can be used as material to improve and improve himself.

The role of the principal as an evaluator is not optimal. It can be seen that the principal does not help in assessing the learning process or assessing the curriculum that is being developed, only helps provide opinions by assessing learning outcomes with the teachers.

From the results of several interviews, it is known that the role of the principal in helping choose the grades resulting from the learning process can be said to be quite good even though he only provides suggestions or opinions rather than helping to assess, and then helps him choose the assessment method by providing a CD containing learning concepts that are in accordance with the curriculum because they do not had the opportunity to provide guidance or help assess one-on-one, only teaching from the CD provided. This shows that the principal does not want to bother and feels that teachers can better understand the concepts given without having to be bombarded again. This will result in teachers who lack extensive knowledge and will give rise to inappropriate learning concepts, because some teachers also There are already old ones, based on the previous statement, there are some teachers who are slow in understanding, and even teachers tend to be reluctant to ask questions or are reluctant to express their ignorance.

**e. Factors that influence the implementation of the principal's responsibilities as a supervisor in increasing teacher professionalism at SDN 005 Petapahan Jaya.**

From the results of the interview it can be concluded that the teachers at this school are mostly easy to guide, although some are a bit difficult to train, such as older teachers, and the principal has materials to provide understanding in teaching according to the finished curriculum without any guidance can also be independent and manage learning well

The conclusions obtained from the results of several interviews above can be understood that the inhibiting factors are that older teachers find it difficult to understand or are slow, arranging supervision activity schedules is difficult because teachers have different hours, while the supporting factors in carrying out supervision activities are such as The materials needed by teachers to complete lesson plans, ADM, etc., are provided by the school, teachers are easy to organize and facilities are sufficient for supervision.

### **3.2 Discussion**

The results of this research analysis are directed at efforts to analyze the research presentation to reveal the results of the research findings which are guided by the research focus in chapter I. Based on the research presentation above, the findings can be put forward in relation to the principal's educational supervision in increasing teacher professionalism at SDN 005 Petapahan Jaya. as follows:

First finding in this research, namely about the role of the principal as coordinator at SDN 005 Petapahan Jaya, Kampar Regency, Kampar Regency, there are several activities, namely a) using a microphone almost every day to organize teaching activities as they should be, b) coordinating between teachers in the same field or different fields to discuss problems with the aim of improving teachers' skills, c) creating a roster, d) positioning teachers in the right position according to their expertise

The principal has shown his role as a coordinator, however, based on a comparison with theory, there is a compatibility which can be seen from the theory according to Muktar Iskandar who states that the role of the principal is that he can coordinate the teaching and learning program, the duties of staff members as different activities among teachers. -Teacher. This theory shows that there is conformity with the principal's supervision carried out at SDN 005 Petapahan Jaya, Kampar Regency.

Analyzed based on the fact that there is conformity as seen in placing teachers in the right positions, but coordinating teachers in the same field is not implemented, there are several things that should not be there, namely the principal has indeed coordinated in a good way, but there is communication between principals and teachers who are not good, seen from the head of the foundation who tends to control and order the teachers, it can be concluded that the school principal is less able to coordinate teachers in supervision, this refers to Supardi's theory that there are several supervisor functions in accordance with the coordinating role one of which is the lack of ability of the school principal to arouse and stimulate teachers and school employees to carry out their duties as well as possible, foster good and harmonious cooperation between teachers and other school employees. This theory shows that there are inappropriate comparisons, school principals are required to be able to stimulate teachers and be able to work together well, but it seems that this is not being done well, especially as the head of the foundation always thinks that teachers' performance is always wrong.

Second finding In this research, namely about the role of the principal as a consultant at SDN 005 Petapahan Jaya, Kampar Regency, there are several activities, namely a) with individual techniques including conducting class visits, class observation visits and guidance to teachers personally in the office b) with group techniques including holding meetings or regular meetings every month

Based on the results of interviews with theoretical comparisons, the principal at SDN 005 Petapahan Jaya, Kampar Regency, Kampar Regency has been quite good in carrying out his role as a supervisor of teachers, however, from the results of the existing theoretical comparisons there is a discrepancy based on Suharsimi Arikunto's theory regarding individual supervision techniques. which is carried out in four ways, namely conducting class visits, conducting observation visits, guiding teachers on ways to study students' personalities and overcoming problems experienced by students, and guiding teachers in matters related to the implementation of the school curriculum (Suharsimi, 2004).. looking at this theory, personal guidance is not carried out well as seen from several interviews showing that the school principal does not provide guidance and direction regarding ways to study students' personal studies because the principal considers it the teacher's job, especially based on observations. or the results of field observations, the principal tends to only pay brief attention to the teacher teaching from outside the classroom, not necessarily seeing how the teacher teaches, even when the principal passes by or is watching, the teacher tends to stop teaching. This can be analyzed as the factor being fear of the principal.

Third finding In this research, the supervisory role of the principal as a group leader at SDN 005 Petapahan Jaya, Kampar Regency is carried out firmly by the principal, and carried out in stages. The principal develops teacher potential by holding discussions between teachers and other staff and the principal provides direction and guidance in choosing teaching methods,

teaching in accordance with the curriculum used, providing guidance or guidance on problems that occur, and meeting teachers' needs in teaching. . Giving teachers the opportunity to make decisions. However, the principal is less able to work with groups, because the principal tends to want what has been determined by the foundation and himself, and does not listen to the decisions made by teachers.

The results of interviews and observational observations with the results of theoretical comparisons were quite appropriate, but there were parts that were not implemented well, namely according to Mukhtar and Iskandar's theory, it was stated that as a group leader the principal could develop skills and tips for the group, work with the group and work through the group. . Principals find it more difficult to work with groups

The implementation of academic supervision activities by the school principal shows that the implementation of academic supervision activities is in accordance with what was previously planned, such as monthly supervision activities. The principal is quite capable of leading the group, but cannot listen to the teacher. What is done is that the principal conveys the regulations that should be made by him and the chairman of the teacher's foundation tends to be a good listener and implementer.

Based on the results of several comparisons, in general, the principal has carried out his role but is less able to carry it out correctly, of course this will reduce the level of teacher welfare, reduce teacher enthusiasm, reduce teacher creativity, of course this will affect the professional performance of teachers in carrying out their duties and responsibilities as educators.

Fourth finding In this research, namely regarding the supervisory role of the principal as an evaluator at SDN 005 Petapahan Jaya, Kampar Regency, there are several activities that help in assessing the results and teaching process, such as assessing the improvement in student learning through comparing report scores between the previous and the current ones, helping to provide appropriate methods. with the curriculum. In this case, the principal can be said to be capable, but the principal does not give the teacher space or opportunity to look at himself to improve himself, but tends to follow the assessment of the principal, and assesses directly.

Based on the results of the interview, the principal guides and assists teachers in assessing students' progress, assessing whether learning methods are good or not, selecting teaching materials and books of course in accordance with curriculum developments, if a comparison is made with theory in general there is a compatibility but implementation tends to be more authoritarian and is rarely done only once every 6 months every semester, teachers are given a file format containing learning procedures in accordance with the curriculum, and teachers only accept all criticism and input without expressing opinions, and teachers are rarely given the opportunity to explain, p. This shows that there is no proper guidance, even though full guidance is given based on what the principal thinks is right. Teachers also lack guidance in looking at themselves, only following directions from the principal and head of the foundation.

Fifth finding Regarding the factors that influence educational supervision at SDN 005 Petapahan Jaya, Kampar Regency, based on the results of interviews and observations, there are two types, namely a) inhibiting factors include: teachers' hours are too busy so it is difficult to hold meetings or other supervisory activities, the head of the foundation limits all activities, the principal's lack of skills and expertise in carrying out his role, b) supporting factors include facilities and infrastructure, teachers are easy to manage, supporting files for teachers in teaching according to the curriculum.

Based on observations made on the day of the observation, the head of the foundation carried out supervision poorly, and this made teachers tend to be less enthusiastic, and their social life decreased as seen from teachers who rarely went to the office, choosing to tell stories in class. Then, what's more, the principal is less competent in controlling the teachers. Coincidentally, the



principal is the son of the foundation owner, so the duties and responsibilities as principal tend to be taken over, so the principal does not know all the work, communication becomes unstable.

Then the supporting factors are the facilities and suggestions for providing sufficient tools to help teachers in teaching, such as libraries, labs, textbooks and other tools. This certainly makes it easier for teachers to carry out learning more optimally. In supervision activities carried out by the principal, teachers are quite easy to manage, it can be said that there are no dissenters, but if the principal expresses a bad argument, then the teacher occasionally gives a better opinion, and the material provided by the principal enough to support teachers in implementing learning and assist in carrying out their duties as teachers.

#### 4. CONCLUSION

Based on the results and discussion above, it can be concluded into several points as follows

- a. The principal's activities as a supervisor in coordinating at SDN 005 Petapahan Jaya, Kampar Regency include several activities, namely a) using a microphone almost every day to ensure proper teaching activities, b) coordinating between teachers from different fields to discuss problems together with the aim of to improve the skills of teachers, c) create a roster, d) position teachers in the right positions according to their expertise
- b. The principal's activities as a supervisor in conducting consultancies at SDN 005 Petapahan Jaya, Kampar Regency include several activities, namely, with individual techniques including conducting class visits, observation visits and guidance to teachers personally in the office. b) with group techniques including holding meetings or regular meetings every month.
- c. The principal's activities as a supervisor and group leader at SDN 005 Petapahan Jaya, Kampar Regency are carried out firmly by the principal, and are carried out in stages. The principal develops teacher potential by holding discussions between teachers and other staff and the principal provides direction and guidance in choosing teaching methods, teaching in accordance with the curriculum used, providing guidance or guidance on problems that occur, and meeting teachers' needs in teaching. . Giving teachers the opportunity to make decisions can foster a sense of responsibility and foster morale. However, school principals are less able to work with groups, because principals tend to want what has been determined by the foundation and themselves, and do not listen to decisions made by teachers.
- d. The principal's activities as a supervisor and evaluator at SDN 005 Petapahan Jaya, Kampar Regency include several activities such as assisting in assessing teaching results and processes, providing direction/opinions in assessing student learning outcomes, helping to provide appropriate methods in accordance with the curriculum. In this case, the principal can be said to be capable, but the principal does not give the teacher space or opportunity to look at himself to improve himself, but tends to follow the assessment of the principal, and assesses directly.
- e. There are two types of factors that influence educational supervision at SDN 005 Petapahan Jaya, Kampar Regency, namely a) inhibiting factors include: teachers' hours are too busy so it is difficult to hold meetings, the head of the foundation limits all activities, the principal's skills and expertise are lacking in carrying out his role. , when the principal does not have time to provide assistance one by one, the teacher feels afraid because he considers supervision to be something that can be detrimental to the teacher, the teacher's understanding is slow in understanding every supervision carried out b) the supporting factors include facilities and infrastructure, teachers are easy to manage , supporting files for teachers in teaching according to the curriculum.

#### 5. THANK-YOU NOTE

Thank you to the principal and elementary school teachers005 Petapahan Jaya for assisting in the research.

## 6. BIBLIOGRAPHY

- Arikunto, Suharsimi. (2004). *Dasar-dasar Supervisi*. Jakarta:PT Rineka Cipta,
- Danim, Sudarwan. (2002). *Menjadi Peneliti Kualitatif*. Bandung: Pustaka Setia.
- Daryanto. (2008). *Administrasi Pendidikan*. Jakarta: Rineka Cipta.
- Departemen Agama RI. (2010). *Al-Qur'an dan Tafsirnya Jilid III*. Jakarta:Lentera Abadi.
- Fachruddin. (2002). *Supervisi Pendidikan*. Medan: IAIN Pres.
- Gunawan. (2011). *Administrasi Sekolah: Administrasi Pendidikan Mikro*. Jakarta: Rineka Cipta.
- Hamzah. (2007). *Profesi Kependidikan*. Jakarta: Bumi Aksara.
- Herabudin. (2009). *Administrasi Supervisi Pendidikan*. Bandung: Pustaka Setia.
- Marno dan Trito Supriyatno. (2008). *Manajemen dan Kepemimpinan Pendidikan Islam*. Bandung: PT Refika Aditama.
- Martamis, Yamin & Maisah. (2010). *Standarisasi Kinerja Guru*. Jakarta: Gaung Persada.
- Moleong, Lexy J. (2000). *Metodologi Penelitian Kualitatif*. Bandung: Remaja Rosda Karya.
- Mujamil Qomar. (2007). *Manajemen Pendidikan Islam*. Malang: Gelora Aksara Pratama.
- Mukhtar dan Iskandar. (2009). *Orientasi Baru Supervisi Pendidikan*. Jakarta: GP Press.
- Mulyasa (2012). *Manajemen dan Kepemimpinan Kepala Sekolah*. Jakarta: Bumi Aksara.
- Pidarta, Made. (2009). *Supervisi Pendidikan Kontektual*. Jakarta: Rineka Cipta.
- Purwanto, Ngalim. (2012). *Administrasi dan Supervisi Pendidikan*. Bandung: PT Remaja Rosda Karya
- Prasojo, Lantip Diat dan Sudiyono. (2011). *Supervisi Pendidikan*. Yogyakarta: Gava Media.
- Rugaiyah Dan Atiek Sismiati. (2011). *Profesi Kependidikan*. Bogor: Galia Indonesia.
- Sahertin, Piet A. (2010). *Konsep Dasar Dan Tehnik Supervisi Pendidikan Dalam Rangka Pengembangan Sumber Daya Manusia*. Jakarta: Rineka Cipta.
- Salim dan Syahrums (2007). *Metodologi Penelitian Kualitatif*. Bandung: Cipta Pustaka.
- Siahaan, Amiruddin dkk. (2014). *Buku Ajar Supervisi Pendidikan*. Fakultas Ilmu Tarbiyah Dan Keguruan Iain Sumatra Utara.
- Supardi. (2014) *Kinerja Guru*. Jakarta: Raja Grafindo Persada.
- Syafaruddin dan Asru. (2014). *Manajemen Pengawasan Pendidikan*. Bandung: Citapustaka Media.
- Syafaruddin, dkk. (2006). *Ilmu Pendidikan Islam*. Jakarta: Hijri Pustaka Utama.
- Sagala, Syaiful. (2008). *Administrasi Pendidikan Kontemporer*, Bandung: Albeta CV.
- Thoha, Miftah. (2008). *Perilaku Organisasi Konsep Dasar dan Aplikasinya*. Jakarta: Rajawali Press.
- Tim Dosen Administrasi Universitas Pendidikan Indonesia. (2008). *Manajemen Pendidikan*. Bandung: Alfabeta.
- Usman, Husaini. (2014). *Manajemen: Teori, Praktik Dan Riset Pendidikan*. Jakarta: Bumi Aksara.
- Wahyudi. (2009). *Kepemimpinan Kepala Sekolah Dalam Organisasi Pembelajaran*. Bandung: Alfabeta.
- Wijaya, Candra dan Muhammad Rifa'i. (2016), *Dasar-Dasar Manajemen Mengoptimalkan Pengelolaan Organisasi Secara Efektif Dan Efisien*. Medan: Perdana Publishing.