# Planning for Principal Supervision in Improving the Performance of Educators and Education Personnel (Multisite Study at SMPIT Ar Rahmah Pacitan and MTs Al Anwar Pacitan)

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| ABSTRACT | Published Online: March 21, 2023 |
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| This study aims to analyze and discover the principal's supervision plan in improving the performance of educators and education staff at SMPIT Ar Rahmah Pacitan and MTs. Al Anwar Pacitan. This study uses a qualitative approach, a type of case study with a multi-case design. Data collection techniques using in-depth interviews, non-participant observation and documentation. Data analysis uses the Miles Huberman model, namely data compaction, data presentation, verification and drawing conclusions. Data were analyzed from single case and cross case data. Test the validity of the data through credibility, transferability, dependability and confirmability. The results showed that planning for supervising school principals in improving the performance of educators and education staff, namely the principal preparing supervision programs, setting supervision objectives, compiling supervision schedules, setting supervision targets, setting budgets, and forming supervising supporting teams, establishing procedures and conducting outreach . The formal finding of this research is to develop the planning theory developed by Louis A. Allen. The planning theory developed by Louis A. Allen does not include: setting targets, forming a supervision team, and program outreach. All findings that are not included in the planning theory developed by Louis A. Allen are novelty findings. | **Keywords:** Planning for Educational Supervision, Performance of Educators and Education Personnel |

## 1. INTRODUCTION

The quality of educational outcomes is determined by the teacher, because research results show that there is a positive correlation between student learning outcomes and teacher performance. The main cause of Indonesia's low human resources is the low quality of education, while one of the efforts to improve the quality of education is through optimizing supervision (Wahyu, 2020). The educational supervision function can find learning approaches that are in harmony with the principles of learning science. Meanwhile, learning science is able to combine several aspects of learning theory and teaching practice. This shows how supervision plays a very important role in efforts to improve the performance of educators, which will ultimately lead to improving the quality of education (Borders, 2019).

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This problem with education in Indonesia, if confirmed by PP No. 19 of 2005 which was amended secondly by PP number 13 of 2015 concerning National Education Standards (SNP), is closely related to the standards of educators and education staff (PTK) (Depdiknasbud, 2017). PTK must always improve its competence and performance, because they determine the effectiveness of learning. Whether or not learning is effective depends on the ability of the school principal to manage the education unit he leads and to mobilize the main resources, namely educators and education staff. The effectiveness of the educational process in schools depends heavily on the ability of school principals to manage and carry out supervision, create a school culture and efforts to improve the performance of educators (Prim and Hikmah, 2020).

Improving the performance of educators (teachers) is a very important factor in the learning process. Educators are the spearhead in the learning process as an effort to educate students (Abduollah, 2020). The role of educators and education staff as the main human resources in educational institutions is a key factor in the educational

process (TPIP UPI, 2007). In relation to improving the quality of education, it is a necessity that the role, work and performance of educators and education staff must always be optimized. Without the hard work of educators and education staff, it is impossible for the quality of education to increase. Various efforts can be made to optimize the performance of educators and education staff, one of which is optimizing the supervision of school principals.

Principals of schools/madrasas must supervise both teachers who are called academic supervision and employees or education staff who are called general supervision (Setiyadi, 2020). Glickman explained that academic supervision is a series of activities to help teachers develop their ability to manage the learning process in order to achieve learning objectives. The essence of academic supervision is not at all evaluating teacher performance in managing the learning process, but rather helping teachers develop their professional abilities (Nana Mulyana, 2019).

The teacher's ability is certainly not the same, there are those who are high and there are those who are mediocre. For those with high abilities, of course there are not many difficulties in carrying out effective and fun learning. Conversely, for those who are capable or even below, they often experience difficulties in carrying out effective learning. In this regard, school principals must provide assistance so that teachers are able to improve their competencies and abilities in developing learning (Setiadi, 2020). The school principal as the person in charge of the education unit he leads must oversee the abilities and skills of teachers in developing learning tools, carrying out learning and reflecting on learning through clinical supervision (Rosleny and Agustan, 2022).

In an effort to streamline the work of the principal so that he can utilize all the potential resources that exist in the school, the principal must understand his role. Three important things animate the supervision of the principal, namely (1). Principal supervision is a job that must be well programmed, 2). Supervision of the school principal will have a direct impact on the ability of educators and education staff, 3). Supervision of the school principal affects the ability of teachers which in turn improves the quality of student learning, so that school goals can be achieved optimally (Hendarman, 2018).

Supervision has an important influence on improving the competence and professional abilities of teachers (Ara and Imam, 2012). Principals must try to improve the four competencies possessed by teachers, namely personal, social, pedagogical and professional competencies in order to be able to create quality learning. Supervision is coaching given to all school staff so that they can improve their abilities to develop better teaching and learning situations (Makawimbang, 2011). So the target of supervision is all those who play a role in the educational process, both educators and education staff. This is intended to improve

their performance so that it has an impact on the effectiveness of the educational process. Substantially, the supervision of school principals is an effort made to improve the quality of the educational process carried out in educational units, which is supported by optimizing the role of teachers, availability of facilities and infrastructure, curriculum design, learning systems and assessment and measurement mechanisms (Makawimbang, 2011).

Supervision functions to coordinate efforts to improve the ability of school organizations as well as analysis of learning situations as an effort to improve the quality of learning so that there is an increase in the quality of education (Uhar, 2018). Both educators and school staff must work together in an integrated manner in order to build a harmonious educational atmosphere. As a leader, the principal is obliged to improve the performance and professionalism of educators and education staff in order to create an effective educational process.

The principal is required to carry out humane supervision so as not to cause tension with both teachers and school staff. Therefore knowledge, skills and skills are needed in choosing the right techniques and methods. Mulyadi and Ava Swastika Fahriana said that supervision techniques are intended to help develop the potential of human resources in schools, namely teachers and administrative staff. Determination of supervision techniques, both individually and in groups determines the success or failure of supervision. The principal must have good interpersonal abilities and skills in supervising, because after completing individual supervision in the classroom or administration room, the two of them meet face to face to discuss the lesson that the teacher just carried out. This is where it is important for the supervisor to create an atmosphere that is harmonious and full of familiarity so as not to cause tension because they have to convey the advantages and disadvantages of the learning process. The purpose of the meeting is that the principal can directly provide assistance to the teacher so that he can improve further learning, so that the effectiveness and learning objectives can be achieved.

In essence, supervision is guidance and assistance to teachers. Effective supervision requires careful planning and must be carried out continuously (Simin et.al, 2019). The process of providing assistance must be oriented towards efforts to improve the quality of the process and learning outcomes, so that the assistance provided is truly on target. Both educators and educational staff are required to carry out their respective tasks optimally so that the educational process can be maximized. Optimization of the roles and functions of educators and educational staff will occur if they are supported by high morale. The high work motivation of both educators and education staff cannot be separated from the influence of the leadership. This is where the need for the school principal as the leader of the education unit, to always motivate and provide as much assistance as possible.

Realization of the provision of assistance, namely by carrying out supervision, both academic supervision for educators and general supervision for educational staff. In other words, educators and educational staff absolutely need supervision as an effort to increase their enthusiasm and performance, who are the main human resources in the education unit. If both parties can carry out their roles and functions to the fullest, it is believed that the quality of learning will increase, and improving the quality of learning is the key to improving the quality of education in general.

In the context of management, supervision includes the fourth management function, namely controlling. For the sake of the effectiveness of managing an organization and educational institutions are no exception, the principal as a leader is required to properly implement all management functions, including the supervisory function. Many jobs are neglected, not completed, not on time, wrong targets, overlapping and so on, one of the factors is weak supervision. Therefore, the principal must supervise both teachers and administrative staff in an orderly and continuous manner so that education is well managed.

Supervision is a supervisory activity, which in the context of supervisory management is one of the management functions. Goerge R. Terry stated that there are four management functions, namely planning, organizing, actuating and controlling (Awaludin and Hendra, 2018). An organization or any institution, including education units, schools/madrasas, if it implements all management functions in an orderly and good manner, it is believed that the organization will be on the right track so that the desired goals can be achieved.

The school/madrasah principal must carry out the supervision of the principal both to educators (teachers) and administrative staff (educational staff). This is in accordance with the role of the head of the school/madrasah known as EMASLIM (educator, manager, administrator, supervisor, leader, innovator, motivator). It is clear that one of its elements is supervision. Meanwhile, Permendiknas Number 13 of 2007 concerning school/madrasah principal standards also stipulates that there are five competencies for school/madrasah principals including personality, managerial, entrepreneurial, supervision and social competencies (Ara and Imam, 2012).

## II. LITERATURE REVIEW
### A. Supervision
#### a. Supervision Concept

The word supervision is etymologically derived from the word "super" which means advantages or people who have advantages and the word "vision" which means foresight (Ara and Imam, 2012). So literally, supervision is an advantage that someone has to see things far ahead. Meanwhile, three supervision experts namely Glickman, Gordon and Ross Gordon stated that supervision means "to watch over", "direct" and "superintend" (Carl, 2014). Conceptually, various supervision terms that can be found in scientific studies have the same purpose even though they are defined differently. The terms referred to include the term global instructional supervision and terms used in Indonesia which include school principal supervision, learning supervision, academic supervision, managerial supervision and general supervision (Yumnan, 2019)

Supervision experts Leslie W. Roe and Loyd L. Byars (2019) explain that management in an organization begins with supervision. Many factors can affect supervision, namely good planning, good communication with subordinates (communicate well with people), provide motivation (motivate people) and provide training (train people). Meanwhile, according to Carl D Glickman, Stephen P. Gordon and Jovita M. Ross Gordon "Supervision is viewed most often as an instrument for controlling teacher". Supervision is an instrument that is often seen to control teachers. Supervision is influenced by several factors including controlling, inspecting, providing instructions and evaluating (Ahmad Dini, 2019). The school principal has duties and obligations that must be carried out in addition to managing the educational process in schools, must also work together and relate to the community. In addition, the school principal must also try to raise the spirit of the teacher board and school staff to work better, build and maintain kinship, cohesiveness and unity between teachers, staff and their students. Related to the curriculum, the principal must develop the school curriculum, know the school plan and how to run it, pay attention to and seek the welfare of its employees (Sri Marmoah, 2018).

Paterson in Razik and Swanson explains "Supervision, the direct observation of subordinates work, is followed by positive or corrective feedback", meaning that as executors of supervision do not only carry out supervision through direct observation of employees/subordinates, but must provide feedback to correct if considered there is a mistake to ensure the effectiveness of the implementation of his work. This explanation generally provides an overview of the meaning of supervision in the context of management as well as its important position and role in organizational performance in an effort to achieve goals (Uhar, 2018). While the supervision of the principal means supervision applied to an educational institution, with certain characteristics. Supervision of school principals must be seen from an organizational context, educational institutions in achieving educational goals, which must pay attention to the external environment including parents of students and the community, encourage innovation, and ensure achievement of performance standards (Uhar, 2018).

Glickman explained that academic supervision is a series of activities to help teachers develop their ability to manage the learning process in order to achieve learning goals. The essence of academic supervision is not at all

evaluating teacher performance in managing the learning process, but rather helping teachers develop their professional abilities. The meaning of academic supervision according to the national education department is an activity that is planned and aimed at the qualitative aspects of schools by helping teachers through support and evaluation of learning and learning processes that can improve learning outcomes. Meanwhile, planning for an academic supervision program is the preparation of planning documents, monitoring and a series of activities to help teachers develop their ability to manage the learning process to achieve learning goals (Slameto, 2020).

**b. Supervision Types**

Purwanto in Wahyu Aris Setyawan (2021) explains the types of supervision which include first general supervision and teaching supervision. General supervision is supervision that is not directly related to learning but is related to school management, infrastructure and office administration. Teaching supervision is supervision related to improving the learning process. Second, clinical supervision, namely supervision which is part of teaching supervision. Wahyu Aris Setyawan explained that clinical supervision is a process of helping teachers minimize discrepancies between actual teaching actions and ideal teaching actions. Richard Walter in Ngalim Purwanto argues that clinical supervision is supervision that is focused on improving teaching through a systematic cycle of planning, observation, and intensive intellectual analysis of actual teaching performance with the aim of making rational modifications (Ngalim, 2019).

There are six types of supervision according to Slameto (2020), namely (1) clinical supervision, namely clinical supervision or guidance. That is, Supervisors provide direct input when supervised teachers carry out learning activities, (2) collegial supervision, namely supervision given by Supervisors to a number of teachers who are carrying out educational activities in a joint col- um forum so that take and give occurs (3) mentoring supervision, namely supervision activities that carried out by senior teachers on junior teachers in learning activities, (4) informal supervision, namely supervision activities carried out with an informal approach, looser and prioritizing equality, (5) self-directing supervision, namely the teacher carries out self-development in his own way but consults with Supervisors , (6) inquiry based supervision, that is, the teacher tries to solve his own problems with the direction of the Supervisor.

Meanwhile, Mustaqim (2020) writes down this type of supervision in terms of supervision models and divides them into four models. (1) conventional supervision, namely supervision that tends to find fault with the person being supervised. This supervision is spying, which Olive P.F calls snooper vision. (2) scientific supervision, namely supervision which has the characteristics of being carried out in a planned, systematic, continuous manner, using certain procedures, techniques and instruments, so that authentic data is obtained.

(3) clinical supervision, namely supervision is carried out to assist teachers in reducing the gap between ideal and real teaching. The characteristics of clinical supervision include (a) Supervisors create human relationships so that teachers feel safe, comfortable which has an impact on their readiness to accept change and improvement. (b) the appearance of the supervision was requested by the teacher, (c) the atmosphere of supervision was full of warmth, (d) the substance of the supervision included teaching skills and personality, (e) the supervision instruments were arranged together, (f) the objective results of supervision must be given immediately, (g ) the teacher came to the Supervisor to receive a detailed explanation. (4) artistic supervision, namely the supervision model in which the Supervisor creates a harmonious situation and atmosphere so that teachers feel accepted, feel safe, and finally there is an urge to move forward.

Slameto (2020) distinguishes four supervision models, namely:

1) Conventional (traditional) supervision, namely supervision carried out to find and find teacher errors,
2) Scientific supervision, namely supervision carried out with systematic, continuous planning, using the required procedures and instruments so as to obtain accurate and objective data,
3) Clinical supervision, namely supervision carried out at the request of the teacher, focused on efforts to improve teaching abilities, carried out through a systemic cycle, and careful observation and analysis,
4) Artistic supervision, namely supervision that views that an activity is carried out with other people, for other people and through other people, it is necessary to establish harmonious human relations so that results are as expected. Opinions of experts about this type of supervision vary depending on the point of view or the characteristics of the supervision. The supervisor must know the type or model of supervision because it will be beneficial for him and give the supervisor the flexibility to choose the right type of supervision to apply so that the supervision objectives are achieved. Selection of the model and type of supervision will determine the success or failure of the expected supervision objectives.

**c. Supervision Purpose**

According to Satrio Budiwibowo and Sudarmiani (2018), the purpose of supervising school principals is (1) to improve the quality of teacher performance. (2) to increase the effectiveness of the curriculum. (3) to improve the effectiveness and efficiency of facilities and infrastructure. (4) to improve the quality of school management. Feter F. Oliva in Sri Banun Muslim explained that there are three objectives of supervision, namely (1) assisting teachers in developing teaching and learning processes, (2) assisting teachers in translating and developing curricula in teaching

and learning processes, (3) assisting schools in developing staff .

Supervision in the context of management aims to move the leadership and administration to work in a disciplined, orderly and professional manner. The principal evaluates the leadership and warns them if there are negligence, decreased morale, and loss of self-motivation to excel. Living in the era of open competition as it is today, achievement is a necessity. Therefore, through this supervision, the principal must continue to pump up the enthusiasm of his subordinates not to be satisfied with what is there, but must continue to be challenged to achieve better results day by day in order to be able to win the competition (Jamal, 2016). This is in accordance with the hadith of the Prophet, "Today must be better than yesterday, and tomorrow must be better than today" (Komarudin, 2005).

In order to make his work more effective and to be able to utilize all the potential resources that exist in the school, the principal must understand his role. Three important things animate the school principal's supervision, namely:

1) Supervision of the school principal is an activity that has been programmed,
2) The supervision of the school principal will directly affect the professional abilities of teachers.
3) Supervision of the school principal affects the ability of teachers which in turn improves the quality of student learning, which has an impact on achieving school goals (Hendarman, 2018).

Goals are something that will be achieved after the program is implemented. Based on the opinions of the experts above, it is understandable that the purpose of supervision in general is to streamline school management, improve teacher performance and make learning effective so that there is an increase in the quality of learning which leads to an increase in the quality of education. Therefore supervision is very important to be carried out by the principal continuously for both educators and education staff.

d. **Supervision Principles**

Principal supervision is supervision that applies educational principles in its implementation. Principles, are the foundation that guides Supervisors in carrying out their duties, as basic values that animate all supervision implementations, so that they can run well, effectively, quality, as well as ethically, so that the principal's supervision interaction has a soul and enthusiasm for carrying out joint improvements in improving the quality of education in school (Uhar, 2018).

Principal supervision is carried out with certain principles. In general, according to Sutopo, there are seven principles of supervision, namely the first organizational principle, which means supervision of the structural framework of the organization. The two principles of improvement are to find out the strengths and weaknesses in

achieving organizational goals. The three principles of communication are fostering good relations between superiors and subordinates in the process of managing the organization. The fourth principle of prevention, to avoid mistakes. The five control principles so that their existence remains on the rails that have been outlined. The six objective principles are supervision according to data in the field. The seven principles of continuity are continuous supervision (Physical and Syaiful, 2017).

The principles in carrying out supervision activities are (1) practical meaning that it is easy to work according to school conditions, (2) systematic meaning that supervision is developed according to a mature supervision program plan according to learning objectives, (3) constructive means that supervision develops teacher creativity and innovation in carry out learning activities, (4) cooperative means good cooperation between supervisors and teachers, (5) active means teachers and supervisors must actively participate (Ara and Imam, 2012).

According to Suryosubroto, there are four principal supervision principles, namely scientific, democratic, cooperative, constructive and creative. The scientific principle means that supervision should be carried out scientifically. The democratic principle means that the implementation of supervision should uphold the principle of deliberation. The cooperative principle means that in carrying out supervision it should be able to develop joint efforts so that the learning situation is better. The constructive principle means that supervision must build and foster teacher initiatives and encourage them to be active in creating a better situation.

It is important for supervisors to know the principles of supervision as conveyed by experts above so that in carrying out supervision according to the right principles so that supervision can be carried out properly so that it is effective for increasing student achievement both academic and non-academic as well as improving services to students because it is supported by orderly administration .

e. **Supervision Function**

Alfoso et al., analyzed the supervisory function into four important functions that need to be carried out by school principals, namely first identifying teaching problems, second having skills in conducting interpersonal communication, third as a resource person and fourth acting as an agent of change in education system (Nasir and Murniati, 2019).

Oteng Sutisna suggests the following supervisory functions: 1) Supervision as a driver of change 2) Supervision as a service program to advance teaching 3) Supervision as skills in human relations 4) Supervision as cooperative leadership.

Gregorio in Uhar Suharsaputra states that there are five supervisory functions namely inspection, research, facilitator, guidance and assessment. Meanwhile, Sweringen in Sahertian and Mataheru in Uhar Suharsaputra (2018),

suggests eight supervisory functions. Elaboration of contextual explanations from the author is as follows:

1) Coordination of efforts, namely the supervision of the school principal whose function is to coordinate efforts to improve the organizational capabilities of the school.

2) Provision of leadership, supervision of school principals whose function is to develop principal leadership and empower teacher leadership in developing their roles and functions as educators and teachers in the classroom.

3) Extension of experience, supervision of school principals whose function is to broaden the experience of teachers as well as school principals so that they are able to increase understanding of tasks in carrying out the educational process.

4) Stimulation of creative efforts, supervision of school principals whose function is to develop the creativity of teachers in carrying out their role as educators and teachers, as well as for school principals in developing school organizations in a more innovative way in organizing educational organizations.

5) Facilitation and evaluation of change, supervision of school principals whose function is to help facilitate changes in the implementation of education or learning in schools,

6) Analysis of learning situation, supervising the school principal whose function is to analyze the learning situation as an effort to improve the quality of the learning process so that there is an increase in the quality of education,

7) Contribution to a body of professional knowledge, supervising school principals whose function is to contribute to the development of knowledge about learning and education through the development of reflective thinking in educational practice,

8) Integration of goals, supervision of the school principal whose function is to integrate the various goals that exist in schools in order to achieve educational goals in quality schools.

The supervisory function is very important for supervisors and principals because if both of them do not know the supervisory function then the supervisor and principal will not carry out supervision activities. These functions are an inseparable unit. If Supervisors can fulfill these functions in carrying out their professional duties, it is estimated that teachers will receive assistance in solving various difficulties in carrying out learning tasks (Awaludin and Siti, 2018).

Based on the explanations from the experts above, it is understandable that supervision functions to improve the quality of learning so that it has an impact on increasing student achievement. Therefore the principal must carry out supervision in a planned, orderly and consistent manner because the supervision function is very large in efforts to improve the performance of educators and education staff. The increase in PTK performance will affect the improvement of the quality of education in the institutions they lead.

### f. Supervision Methods and Techniques

It is very important for supervisors to know and determine supervision models and techniques before carrying out supervision, because this will affect the implementation process in the field. Supervision methods are divided into two, namely direct and indirect methods. The direct method means that supervisors and teachers or staff meet face to face in supervising, while the indirect method supervisors do not have to meet face to face with the person being supervised in supervising (Slameto, 2020). Supervision techniques are intended to help develop the potential of human resources in schools, namely teachers and staff. Supervision techniques will determine the success or failure of supervision. Supervision techniques are rational, empirical and temporary, which means that supervision requires continuous renewal, change and improvement according to developments.

Yusak in Tatang states that there are 11 supervision techniques including: class visits, individual talks, group discussions, class visits between teachers, workshops, personnel orientation, program orientation, learning orientation, learning facility orientation, environmental orientation (2016). John Miror Gwyn in Piet A. Sahertian (2010) distinguishes supervision techniques into two, namely individual and group techniques. Individual techniques include class visits, class observations, private conversations, inter-visit, selecting sources of learning materials, self-assessment. While the group technique is a supervision technique that is carried out together in one group. This group technique is divided into eighteen namely: (a) orientation meeting for new teachers, (b) organizing committee, (c) teacher meeting, (d) group study between teachers, (e) discussion as a group process, (f) exchange exchanging experiences, (g) workshops, (h) panel discussions (i) seminars, (j) symposiums, (k) teaching demonstrations (l) office libraries, (m) supervision bulletins, (o) direct reading, (p) following courses, (q) job organization, (r) curriculum laboratory (s) school trips for staff.

Supervision experts Pupuh Fathurrohman and AA Suryana (2015) divided supervision techniques into six namely (a) class observation, (b) individual meetings, (c) group discussions, (d) demonstrations teaching (teaching demonstration), (e) class visits between teachers (intervisitation), (f) professional library (professional library). The same thing was explained by M. Ngalim Purwanto who divided supervision techniques into two, namely individual and group techniques. However, there are differences in the scope of each of these techniques. Individual techniques are divided into four, namely: (a) conducting class visits (classroom visitation), (b) conducting

observation visits (observation visits), (c) guiding teachers about ways to study students' personalities and or overcoming problems experienced by students , and (d) guiding teachers in matters relating to the implementation of the school curriculum. Group techniques are divided into three, namely: (a) holding meetings or meetings, (b) holding group discussions, (c) holding in-service training (Ngalim, 2019).

Experts divide supervision techniques into two, namely individual and group techniques. The determination of the supervision technique greatly determines the success of supervision, so the Supervisor must know and understand the supervision model and technique well so that in carrying out supervision it is successful so that the goals can be achieved.

**g. Supervision Planning**

In order for supervision to run effectively as expected, the school/madrasah principal must make a supervision planning program, then implement it and finally evaluate it. This shows how important it is to plan and implement an activity program and the supervision program for school principals in education units is no exception. While evaluation of supervision is needed to determine the success of the implementation of the supervision, the results of the evaluation are then needed to carry out follow-up.

Planning is the first step in the management function, something that at the beginning is very influential and even determines the next steps. This means that with good planning, the implementation and evaluation stages and follow-up will go well, and vice versa. Thus it can be understood that planning plays a very important role for an organization in an effort to achieve the planned goals.

Siagian in Awaluddin and Hendra (2018) explains planning is a comprehensive, fundamental, in-depth and mature concept in determining what to do in the future in order to achieve the desired goals. George R. Terry in Moekijat quoted by Awwaluddin and Hendra (2018) stipulates the activities that must be carried out at the planning stage, namely:

1) Explain, establish and ensure the goals achieved,
2) Predict the situation for the future.
3) Estimating the conditions of work performed.
4) Choose the appropriate task for the achievement of goals.
5) Make a plan thoroughly by emphasizing creativity.
6) Make policies, procedures, standards & work implementation methods.
7) Change plans accordingly.

Planning expert Louis A. Allen in Hasibuan (2018) explains that planning is an activity carried out by a leader or manager to think far ahead, take into account all obstacles and obstacles that might occur and make decisions at this time. There are seven activities that must be carried out in planning, namely: forecasting, establishing objectives, programming, scheduling, budgeting, procedure development, determination and interpretation. policy (establishing and interpreting polic

1) Forecasting is a systematic effort to predict something that is likely to happen in the future based on existing facts,
2) Setting goals is the activity of setting something to be achieved after the implementation of the work
3) Programming is an activity to determine the main steps, units and members who must be responsible, and the stages of each step
4) Scheduling is the sequence of activities in carrying out work
5) Activity budgeting determines the costs for carrying out the work and the sources of funds
6) Procedure development is the activity of determining techniques, methods and mechanisms in carrying out work
7) Determination of policy interpretation is determining the terms or rules for superiors and subordinates

**B. Performance of Educators and Education Personnel**
**a. Performance Concept**

The term performance comes from the word job performance or actual performance which means work performance achieved by someone. Mangkunegara explained that performance is the result of work in quality and quantity achieved by an employee in carrying out his duties in accordance with the responsibilities given to him. Performance in Indonesian is also called work performance. Performance or work performance is defined as an expression of ability based on knowledge, attitudes, skills, and motivation in producing something (Physical and Syaiful, 2017).

Supardi (2016) explains that performance is synonymous with work performance, namely the result of a person's work in a certain period which is work performance, when compared with targets or goals, standards, criteria that have been determined in advance and have been mutually agreed upon or other possibilities in a certain planning. Suryabrata in Jamal Ma'mur writes that achievement is a result achieved by someone after carrying out an activity. Lawler in As'ad states that work performance is a result achieved by employees in carrying out their duties or work efficiently and effectively. Work performance is also work success achieved by someone from the actions or results concerned (Jamal, 2012).

Performance has an important position in management and organization, because success in doing work is largely determined by performance, meaning that if someone works in an organization, his performance is a series of behaviors and activities individually in accordance with the expectations or goals of that organization. Based on a comparison of performance and qualifications, a person can

be grouped into three categories, namely: dynamos, cruisers, losers (Hamzah and Nana, 2014).

Based on the description above, it can be understood that teacher performance or achievement is the result of work that can be achieved by a teacher in an educational institution or madrasa in accordance with his duties and responsibilities in achieving educational goals. The work results achieved by the teacher in carrying out his duties are based on his skills, experience and sincerity.

### b. Factors Affecting Performance

Many factors affect organizational and individual performance. Tempe explained that: "Factors that influence work performance or a person's performance are the environment, job design management behavior, performance appraisal, and wage administration. Meanwhile, Kopelman explained that "organizational performance is determined by four factors, namely the environment, individual characteristics, organizational characteristics, and job characteristics" (Supardi, 2016).

Buchari Zainun in Sobirin explains the factors that influence employee performance, namely (1) a person's characteristics, (2) the external environment and (3) attitudes towards the employee's profession. High or low employee performance depends on the factors that influence it. Jones in Sobirin states that factors that cause poor performance include (1) personal abilities, (2) manager abilities (3) process gaps, (4) environmental problems, (5) personal situations and (6) motivation. While Gibson provides a more detailed description of the factors that influence performance, namely (1) individual variables, namely abilities, skills, mental, wicked, family background, social level, experience and demography, (2) organizational variables include resources, leadership, rewards, organizational structure, job design, and job satisfaction, (3) psychological variables namely perceptions, roles, attitudes, personality, learning and motivation (Shobirin, 2018).

Meanwhile, Fatah Gratitude (2012) states that a person's performance is influenced by two factors, namely:

1. Ability factor, which is divided into two, namely potential ability (IQ) and reality ability (knowledge and skill). A teacher must have these two abilities in order to complete formal education at least S1 and have the ability to teach the subjects they teach.
2. Motivational factors, which are formed from the attitude of employees in dealing with work situations. Motivation for teachers is very important to achieve the vision and mission of educational institutions.

Sedarmayanti in Suparno Eko Widodo (2018) wrote 11 factors that influence employee performance, namely (1) attitude and mentality (work motivation, work discipline and work ethics), (2) education, (3) skills, (4) leadership management, ( 5) income level, (6) salary and health, (7) social security, (8) work climate, (9) facilities and infrastructure, (10) technology, (11) achievement opportunities.

Based on the opinion of the experts, the factors that influence performance include internal factors such as mental attitude, competence or ability and self-expertise, and education; External factors include the work environment, work climate, motivation management, welfare, and career opportunities.

### c. Job Assessment

Performance appraisal is a way of measuring the contribution of individuals (employees) to the organization where they work. According to Cascio in Khaerul Umam (2018) explains that performance appraisal is a systematic picture or description of the strengths and weaknesses associated with a person or a group. Meanwhile, Bambang Wahyudi also in Khaerul Umam explained performance appraisal is an evaluation that is carried out periodically and systematically about the work performance of an employee including his development potential.

Robert L. Mathis and John H. Jackson in Irham Fahmi (2017) state that performance appraisal is a process of evaluating how well employees do their jobs when compared to a set of standards and then communicating that information. The assessment carried out will later become meaningful input material in assessing the performance carried out and further improvements can be made or what is commonly referred to as continuous improvement.

According to Dessler in Suparno Eko Widodo there are five factors in performance appraisal which are popular among others:

1. Job performance, including accuracy, thoroughness, skills and acceptance of output
2. Quantity of work, including volume of output and contribution
3. Leadership required, including suggestions, directions and improvements
4. Discipline, including attendance, sanctions, scripts, reliable/reliable regulations and timeliness
5. Communication, including relations between employees and with leaders, communication media.

Performance appraisal is basically a key factor for developing an effective and efficient organization. Employees need feedback regarding their achievements and the results of the assessment will provide an opportunity for employees to develop plans to improve their performance (Suparno, 2018).

Based on the explanation above, it is understandable that performance appraisal is very important, because the employees are eager to know the work performance that has been achieved after completing their work within a certain period of time. By knowing their work performance, employees will be increasingly motivated to continue to excel

in the hope that their careers will become more brilliant day by day, so that their welfare and social status will also increase as well.

### d. Work Indicator

There are several types of performance indicators that are often used in the implementation of organizational performance measurement, namely input indicators, process indicators, output indicators, outcome indicators, benefits indicators, impact indicators. While there are four professional performance indicators, (1) namely expertise which includes skills, competence, learning, experience, (2) encouragement includes initiative, enthusiasm, pride in work, (3) service includes involvement, caring, sense of fellowship, good at getting along , (4) responsibility and dedication include commitment, loyalty, adhering to a code of ethics, openness, autonomy and self-regulation (Hamzah and Nana, 2014).

While that can be used as an indicator of teacher performance standards are as follows:

a. Standard 1: knowledge, skill and disposition
b. Standard 2: assessment and evaluation system (assessment system and unit evaluation)
c. Standard 3: field and clinical experience (field experience and clinical)
d. Standard 4: diversity
e. Standard 5: educational qualification, performance and development (faculty qualification, performance and development)
f. Standard 6: unit governance and resources

This indicator shows that teacher performance standards are a form of quality or benchmark that indicates the amount and quality of work that must be produced by teachers including: knowledge, skills, placement systems, and experience variation units, practical abilities, qualifications, work results and development. Based on the results of research showing that teacher quality is the most important determinant of the school quality incorporated in the National Center for Educational Statistics in the United States (NCES) it is reported that the quality standards that must be met by teachers are: (1) the academic skill of the teacher, namely teacher's academic abilities, (2) teacher assignment, namely teacher assignments, (3) teacher experience teacher experience and (4) professional development professional development (Supardi, 2016).

Determining performance indicators is very important for an organization including educational institutions, because the indicators are benchmarks, guidelines for measuring the performance of the organization. Formulating and setting detailed indicators will produce a representative level of measurement and high validity, and vice versa. That is an important reason why schools or educational units establish clear performance indicators so

that they can measure the performance of teachers and TU staff.

### e. Performance Improvement

Wirjana explained that performance improvement generally consists of improving performance at the organizational level and at the individual level. At the organizational level, poor quality performance is the result or result of poor quality leadership, unprofessional management or a bad work system. To achieve quality performance improvement and overcome problems encountered in improving performance, Schaffer in Wirjana published several strategies, namely selection of goals to overcome the most urgent problems, specification of expected results, clear communication, allocation of responsibilities, wide process of success in achieving goals (Donni, 2017).

Teacher performance is very important to always pay attention to because it affects the effectiveness and quality of learning. Teachers who have good performance will be able to foster enthusiasm and motivation for student learning well which will further improve the quality of student learning.

Seven steps that can be taken to improve employee performance are:

1. Recognize any deficiencies in performance. This can be done by identifying problems through data, through employees, and paying attention to existing problems,
2. Knowing the shortcomings and seriousness. This situation can be corrected by identifying as precisely as possible and determining the level of seriousness of the problem
3. Identify the causes of deficiencies both related to the system and to employees
4. Develop an action plan to address deficiencies
5. Implement the action plan as soon as possible
6. Evaluate the problem
7. Start over

Organizational leaders must always pay attention to the performance of their employees, because whether or not there is an increase in performance at the organizational level depends on the level of professionalism of the leader, or in other words that the increase in organizational performance is a reflection of the leadership's ability to manage the organization. Likewise in educational institutions, improving the performance of educators and education staff depends on the expertise of the principal in managing the main resources of the education unit. This is very important because good or bad performance of educators and education staff greatly influences learning effectiveness, while learning effectiveness will have a positive correlation with the quality of education in the education unit they lead.

## C. Educators and Education Personnel

### a. Educator

Educators are professionals whose job is to plan and carry out the learning process, assess learning outcomes, conduct mentoring and training, and conduct research and community service, especially for educators at tertiary institutions (Ministry of National Education, 2003). Meanwhile, according to Ahmad Tafsir which was raised by Sulistiyorini in his book, Education Management in Islam that educators are people who are responsible for the development of students by seeking the development of all potential students, both affective potential, cognitive potential, and psychomotor potential (Sulistriyorini, 2006).

Next, it is necessary to explain the meaning of educators according to UURI No. 20 of 2003 are educational staff who are qualified as teachers, lecturers, counselors, tutors, widyaiswara, tutors, instructors, facilitators, and other designations according to their specialty, and participate in organizing education. Based on this understanding, it is clear that there are seven categories of educators, namely: teachers, lecturers, counselors, tutors, widyaiswara, tutors, instructors, facilitators. It is understandable that educators are people who are involved in the learning process, who interact directly with students. It is necessary to elaborate further on each of them who gets the title as an educator, especially those who are involved in basic education institutions, to be precise in SMP/MTs. according to the object in the title of this study:

1. Teacher

Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education (Depdiknas, 2003). Teachers have a position as a professional staff at the levels of basic education, secondary education, and early childhood education in the formal education pathway who are appointed in accordance with statutory regulations. Recognition of the teacher's position as a professional is evidenced by an educator certificate. The position of the teacher as a professional serves to increase the dignity and the role of the teacher as a learning agent functions to improve the quality of national education. The position of the teacher as a professional is aimed at implementing the national education system and realizing the goals of national education, namely developing the potential of students to become human beings who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

2. Counselor

Counselors are professional educators who have completed undergraduate academic education (S-1) in the Guidance and Counseling (BK) study program and the Counselor Professional Education program. Meanwhile, counseling teachers are professional educators who have completed undergraduate academic education (S-1) in the Guidance and Counseling study program. Counselor competencies include personality, social, pedagogic and professional competencies.

Educators according to Tilaar in Rusmiati are teachers at TK/RA, SD/MI, SMP/MTs, SMA/MA, SDLB/SMALB SMK/MAK, Package A, Package B and Package C educational units, and educators at special institutions and training . The teacher is a professional and not just an unsung hero who doesn't care about the economic aspects of his profession. Educators are members of the community whose job is to guide, teach, and or train students

### b. Education Staff

The definition of educational staff is members of the community who devote themselves and are appointed to support the implementation of education. Education staff involved in managing education in schools include supervisors, principals, school administration staff, librarians and laboratory staff. There are five elements whose involvement is very influential in improving the quality of education in schools. In more detail the five elements need to be explained one by one as follows:

1. Supervisor

One of the standards that plays an important role in the implementation of education in schools is the standards of educators and education staff. Supervisors are one of the educational staff who play a strategic role in improving teacher professionalism and the quality of education in schools. Therefore supervisors need to be explained in this study. School supervisors are civil servant teachers appointed to the position of school supervisor (Ministry of National Education, 2011). Supervisors play a very significant and strategic role in the process and results of quality education in schools, including monitoring, supervision, evaluation, reporting, and follow-up supervision which must be carried out regularly and continuously (Depdiknas, 2017).

2. Principals

Principals are teachers who are assigned to lead and manage education units which include kindergartens (TK), special kindergartens (TKLB), elementary schools (SD), special elementary schools (SDLB), junior high schools. (SMP), special junior high school (SMPLB), senior high school (SMA), vocational high school (SMK), special high school (SMALB), or Indonesian Overseas School. There are five competencies for school principals, namely personality, social, managerial, supervision, and entrepreneurial competencies (Permendikbud, 2018).

According to Tabrani Rusyan, there are eight duties of the school principal, namely making school programs, organizing schools, coordinating schools, establishing school communications, managing school staff, managing school financing, managing the school environment. There are seven principal functions which are familiarly abbreviated as EMASLIM, namely the principal as an Educator, Manager, Administrator, Supervisor, Leader, Innovator and Motivator.

3.  School Administration Personnel

Regulation of the Minister of National Education Number 24 of 2008 concerning Standards for School/Madrasah Administrative Personnel explains that school/madrasah administrative staff consists of the head of school/madrasah administrative staff, executors of affairs, and special service officers. Executors of affairs include: personnel administration, financial administration, infrastructure administration, public relations administration, correspondence and filing administration, student administration, curriculum administration, and general administration for SD/MI/SDLB. Special services officers, including school guards, gardeners, drivers and errand boys. Based on these regulations, in order to be appointed as a school/madrasah administrative staff, a person must meet the school/madrasah administrative staff standards that apply nationally (Permendiknas, 2008).

4.  Library Personnel

The school/madrasah library is a library located in a formal education unit in the primary and secondary education environment which is an integral part of the school concerned, and is a learning resource center to support the achievement of national education goals. Each school/madrasah library has at least one school/madrasah librarian who has high school qualifications or the equivalent and has a school/madrasah library management competence certificate from an institution determined by the government. School/madrasah librarians have the task of developing and processing library materials so that they are ready for use by users.

5.  Laboratory Personnel

The existence of school/madrasah laboratory staff is an integral part of learning activities whose function is to provide services to help achieve educational goals in schools. Implementation of practicum activities in the laboratory is an important part of a learning process to foster a culture of scientific attitude as well as to improve students' thinking skills and skills. The laboratory as a vehicle for learning must be able to support the potential development of students so that they become human beings who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent,

democratic and responsible in supporting the implementation of national education.

Educators and educational staff are the main human resources in educational institutions. Educators in schools/madrasas are subject teachers and guidance counselors. While the education staff in the education unit consists of school/madrasah principals, school administration staff, library staff, and laboratory staff. Both educators and education staff must always be motivated and have their competence improved so that their enthusiasm and performance continue to increase. The most important difference between educators and education staff is that educators are people who deal directly with and interact with students or are commonly referred to as teachers. The teacher is the spearhead in the educational process. While the educational staff actually does not interact directly with students, but helps handle administrative issues needed to support the educational process. So both are very much needed and very influential on the smooth running of the educational process.

## III. RESULTS

After the data has been collected and presented, both case-by-case and cross-case data, the next step is to establish research findings. The following are research findings on the focus of school principal supervision planning research in improving the performance of educators and education staff. The complete data is as follows:

1.  **Research findings in case I SMPIT Ar Rahmah Pacitan:**

    Planning for the supervision of the head of SMPIT Ar Rahmah Pacitan in improving the performance of educators and education staff, namely: compiling a supervision program, setting goals, setting goals, determining schedules, setting budgets, determining implementing teams, determining implementation procedures and conducting outreach to all educators and education staff.

2.  **Research Findings in Case II at MTs. Al Anwar Pacitan:**

    MTs head supervision planning. Al Anwar Pacitan in improving the performance of educators and education staff, namely: determining the basis for preparing supervision guidelines, compiling supervision programs, setting goals, determining supervision objects, making schedules, setting budgets, determining implementing teams, determining implementation procedures and conducting outreach to all educators and staff education.

3.  **Cross Case Research Findings**

    Supervision planning for school principals in improving the performance of educators and education personnel begins with compiling a supervision program that will be used as a guide in carrying out supervision, then setting supervision objectives, setting objectives/objects to be

supervised, establishing a supervision implementation team, determining supervision schedules, determining appropriate budgets because this activity is an important activity and involves all educators and education staff, determines the implementation procedure, namely starting supervision by checking learning tools, then supervising in class, followed by one-on-one meetings, and the supervision program is socialized to all educators and education staff.

**4. Planning Scheme for the Supervision of the Head of SMPIT Ar Rahmah Pacitan and MTs Al Anwar**
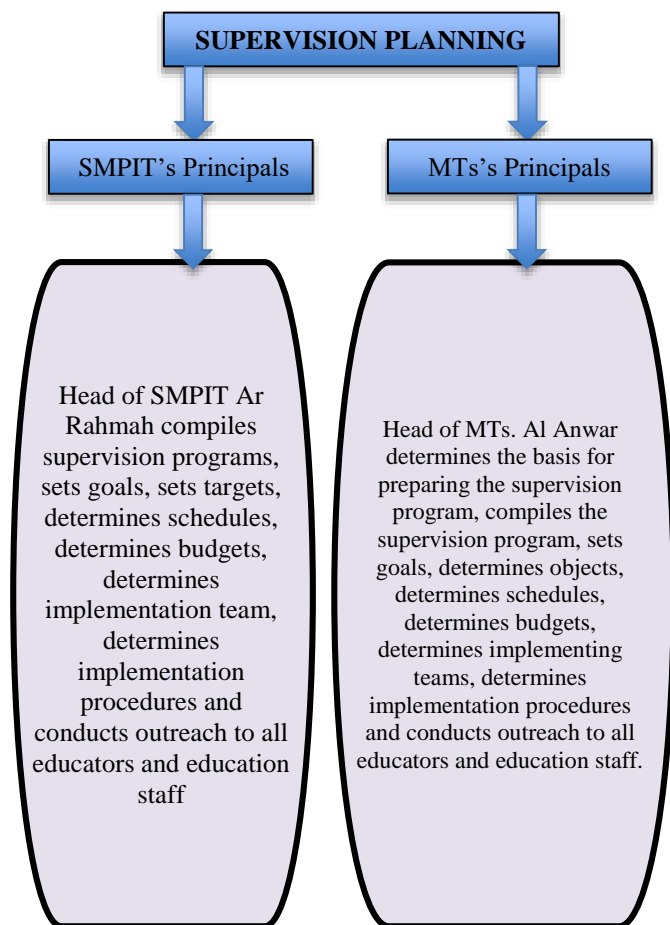


**5. Principal Supervision Planning Scheme**
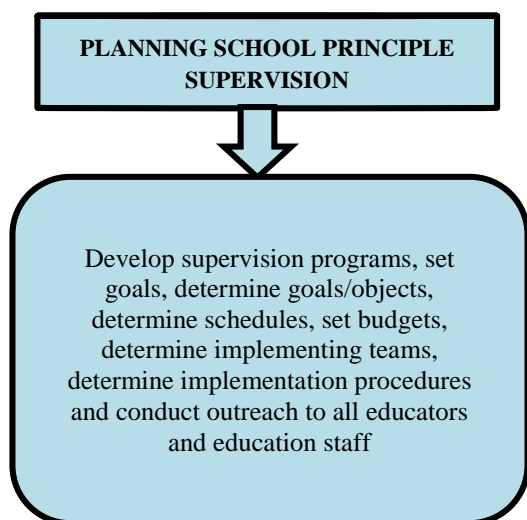


## V. CONCLUSION

The conclusions from research in the two educational institutions above include:

Supervision planning for school/madrasah principals, namely compiling a supervision program, setting goals, setting goals/objects, setting budgets, determining schedules, establishing implementing teams, determining implementation procedures and disseminating the supervision program to educators and education staff .

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