RESEARCH ARTICLE

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Improving Teacher Creativity and Innovation Through The Supervision of The Principal

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Abstract

Every principal of course wants his school to have good quality, at least in his area. This quality will have an impact on the extent to which the community will give its trust to an educational institution to educate their children. This article found that the supervision of learning conducted by the principal and assisted by the deputy headmaster in develop a work program, make observations, conducting guidance and coaching, supervise, evaluation, create reports, and follow up could improve the quality of teacher's creativity and innovation. This research was conducted using qualitative approach or naturalistic inquiry that emphasizes the naturalness of data sources, this is intended to describe the implementation of supervision in an effort to increase the creativity and innovation of teachers. Further, it was found that This is where the creativity of the supervisors' cold hands is needed to provide assistance to those who have difficulties, so that the quality of learning is better and improved and along with the development of the times and technology problems will appear in various forms.

1. Introduction

In an effort to achieve good educational goals, many factors play an important role in it, including creativity and innovation of teachers in making creative and fun learning for their students. The headmaster is very important in improving the quality of the school. One of the efforts that can be done by the principal is to supervise the teachers regularly. The function and purpose of this supervision is an effort that can be done by the principal to know the problems faced by every teacher in the classroom and outside the classroom, as well as find solutions for future improvement through a good interaction process to the teacher, with a friendly approach and does not look like patronizing (Simorangkir, Pakpahan, and Ariawan)

Supervision activities are not looking for shortages and advantages of teachers, but supervision is to find out what problems teachers face in the field so that they can find solutions to problems faced by the teacher (Shaked Simorangkir, Pakpahan, and Ariawan). Supervision should be done without looking patronizing, so that teachers feel comfortable and can communicate well. Educational supervision is coaching in the form of guidance or guidance towards improving the educational situation in gen-

eral and improving the quality of teaching and learning in particular. Supervision must be conducted programmatically, regularly, planned, and continuously. Every school in Indonesia has different qualities. Every principal of course wants his school to have good quality, at least in his area (S. Kristyana et al.). This quality will have an impact on the extent to which the community will give its trust to an educational institution to educate their children. The purpose of our national education is to develop the potential of students to become human beings who believe and fear God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Ariawan et al.).

Learning supervision consists of two words, namely supervision and learning. The person carrying out the supervision work is called the supervisor. In terms of morphological (word form), supervision consists of two root words, namely super which means "above, over" and vision has the meaning of "see, look, watch," meaning a supervisor does have a position above or has a position more than the person he supervises (Payne and Smith). It is suggested that learning supervision is interpreted as a series of activities to help educators to develop their ability to manage the learning process in order to achieve learning objectives, as a series of assistance in the form of professional services (Ariawan, Wahyuni, and Pieter).

1.1. Purpose and Function of Learning Supervision

The purpose of learning supervision is to improve the quality of learning through quality improvement and coaching to the professionalism of educators (Liu and Hallinger). The Ministry of National Education, as quoted by Ali Imran, explained that the purpose of learning supervision is to improve the professional ability of educators in improving learning outcomes through the provision of assistance that is primarily based on professional services to educators. If the learning process improves then the learning outcomes are also expected to increase. Thus, the series of supervision efforts will facilitate the achievement of the objectives of learning and teaching activities. The general purpose of learning supervision is to develop better learning situations through coaching and improving the teaching pro-

fession; through learning supervision, it is expected that the quality of teaching conducted by educators is increasing, both in developing skills, which in addition to being determined by the level of knowledge and teaching skills possessed by an educator, as well as on increasing the commitment, willingness, and motivation of the educator (Y. Wang). Based on the above opinion, it can be concluded that the purpose of learning supervision is to improve the quality of learning through coaching and improving the professionalism of educators. While the function of learning supervision is to improve the quality of learning. The main function of education supervision is aimed at improving and improving the quality of teaching, namely fostering existing teaching programs as best as possible so that there is always effort to improve (Ariawan and Malang). However, the main function of supervision is the improvement and improvement of the quality of learning and coaching of learning so that continued improvement of learning. Learning supervision serves to improve the learning situation through fostering the professionalism of educators (Potgieter).

1.2. Principles of Learning Supervision

In the supervision of learning, there are several main principles that can be used as guidelines in improving learning activities, namely:

1. Supervision is an integral part of the educational program, it is a cooperative and included service. Therefore, educators should be more freely involved in the development of supervision programs.

2. All educators require and are entitled to supervision assistance.

3. Supervision should be adjusted to meet the individual needs of school personnel.

4. Supervision should help explain the objectives and objectives of education, and should explain the implications of the objectives and objectives.

5. Supervision should help improve the attitudes and relationships of all school staff members, and should assist in the development of the school's relationship with the community properly.

6. The responsibility for the development of supervision programs lies with the principal for the school and the inspector/superintendent for the schools in the region. This means that the principal is the principal supervision officer for the school.

Supervision officials in the education office must always work through, and in harmony with the principal.

7. There must be adequate funding for supervision activities programs in the annual budget, as well as personnel, materials, and equipment that meets the needs.

8. The effectiveness of supervision programs should be assessed periodically by the participants. No improvement can happen if it cannot be determined what is achieved.

9. Supervision should help explain and apply in practice the discovery of cutting-edge educational research.

The principles of supervision according are 1) scientific, 2) democratic, 3) cooperative, 4) constructive and creative, 5) realistic, 6) progressive, 7) innovative. The application of the above principles of education/teaching or learning supervision will not be applicable if it is not supported by state political policy (Wang and Yinying).

In accordance with the Joint Regulation of the Minister of National Education and head of the State Personnel Agency No. 1/III/PB/2011 and No. 6 of 2011 concerning Guidelines for the Implementation of Functional Positions of School Supervisors and Their Credit Numbers Chapter II article 3 which reads the main task of school supervisors is to carry out academic and managerial supervision tasks in the education unit which includes the preparation of supervision programs, implementation of coaching, 8 (eight) National Standards of Education. Assessment, mentoring and professional training of educators, evaluation of the results of the implementation of supervision programs and supervisory tasks in special areas. While the main task of this supervisor is also the same as the Regulation of the Minister of State for Empowerment and Bureaucratic Reform No. 21 of 2010 concerning the Functional Position of School Supervisors and their Credit Figures Chapter II article 5. Eight National Education Standards are described in Government Regulation No. 19 of 2005 concerning National Standards of Education has set eight (8) components as the basis for determining the feasibility of an educational unit / program whether able to provide quality education or not, namely: first Content Standard, second Third Process Standard Graduate Competency Standard, Fourth Standard and Educational Personnel, Fifth

Standard of Facilities and Infrastructure. Sixth Management Standard, Seventh, Financing Standard and Eight, Education Assessment Standard.

2. Method

This research was conducted using qualitative approach or naturalistic inquiry that emphasizes the naturalness of data sources, this is intended to describe the implementation of supervision in an effort to increase the creativity and innovation of teachers at SD Negeri 173112 Hutagalung Kec.Siatas Barita North Tapanuli Regency. Then this research will produce descriptive data in the form of written words from people or behavior observed about the implementation of supervision in an effort to increase the creativity and innovation of teachers at SD Negeri 173112 Hutagalung Kec.Siatas Barita North Tapanuli Regency. Qualitative methodology is as a research procedure that produces discrete data in the form of written or spoken words from people and observed behavior.

Researchers will be diligent in pursuing the data that has been obtained to be further deepened and that has not been obtained will continue to be pursued. Researchers conducted Persistent Observation (Improvement of Perseverance) on the implementation of learning supervision conducted by the principal at SD Negeri 173112 Hutagalung Kec.Siatas Barita North Tapanuli Regency by:

1. Compare observations with interviews or document studies

2. Compare what the principal says to what the teacher says or vice versa

3. Compare what the principal says to what the teacher or other school residents say

4. Tranferability is the result of this study can be applied or applied to similar contexts or situations. Therefore in order for others to understand the results of the study, it must provide a clear, detailed, systematic, and trustworthy description, for that researchers search and collect empirical event data, to provide sufficient data. So the results of this study are expected to be applied so that readers of this study get an overview of the situation. The transferability of the results of the research in question is the implementation of learning supervision conducted by the principal at SD Negeri 173112 Hutagalung Kec.Siatas Barita North Tapanuli Regency.

5. Dependabilty (reliability) that is, researchers

must be reliable by minimizing the level of carelessness and error. So researchers remain consistent with the data. The results of the research data study were conducted by auditing the entire research process to ensure the validity of the data obtained in the field, the way it is conducted by the supervisor to audit the overall activity of researchers in conducting research, how researchers begin to determine the focus of the problem, enter the field determine the data source, conduct data analysis to test the validity of the data until making conclusions should be shown by researchers. In maintaining dependabilty (reliability), researchers will remain consistent about the data on the implementation of learning supervision conducted by the principal in improving the quality of learning. at SD Negeri 173112 Hutagalung Kec.Siatas Barita North Tapanuli Regency.

6. Confirmabilty (validity) that is the results of research can be confirmed (certainty) and strive for the quality obtained so that it is recognized by the public and can be accounted for. Confirmability tests are almost identical to dependability, so they can be performed simultaneously. There are two steps in ensuring the validity of this data, namely practicing triangulation and reflection. Triangulation is by collecting data using various methods of data collection and cross-chek data. While reflection by making a daily journal in research. Researchers will conduct Confirmabilty (validity) on the implementation of learning supervision conducted by the principal in improving the quality of learning.

7. Data analysis in qualitative research must be done continuously so that the data is found to be saturated, because this is one way to obtain valid research results (Slater et al.). Researchers in this thesis used analysis of model data. Qualitative research sought are words, so it does not close the possibility that there are wrong words or words that do not correspond to what he talked about with the actual condition. Then the researchers will do checks obtained from various sources in various ways and times, so that triangulation is done to check or compare the data. Researchers will triangulate the implementation of learning supervision conducted by the principal at SD Negeri 173112 Hutagalung Kec.Siatas Barita North Tapanuli Regency.

3. Results

At the time of the study, researcher discovered the fact in the field that the education staff at SD Negeri 173112 Hutagalung were mostly honorees and taught with educational qualifications that were not linear with their diplomas. It was found that the Grade III teacher was a graduate of Christian education but was able to in grade III and the sports teacher was a geography graduate but taught sports from grade I – VI.

The implementation of supervision includes:

1. Preparation: Preparation of the visit in the form of a notification letter or the like, rechecking the notification letter, formats and instruments to be delivered notebooks, media to be used and others deemed necessary.

2. Visit: a supervisor when present at his visit must be on time, while the agenda of the visit is adjusted to the predetermined program.

3. Technical assistance to educators

4. Post Supervision: Follow-up

Academic supervision data can be used as a source of information for assessment of the performance of educators and principals. This data can also be used as a reference to follow up on obstacles in improving, maintaining or guaranteeing the quality of schools. Following up on the report of the results of this supervision is also required careful planning as well. If the supervision planning is planned carefully it will produce a good process and if the coaching process is carried out properly then good results will be obtained as well.

Conducting supervision activities is certainly required appropriate techniques so that supervision is carried out appropriately in accordance with the purpose of supervision activities. Education supervision experts divide two kinds of supervision techniques either directly or indirectly, namely individual techniques and group techniques.

Supervision with individual techniques are: 1) Class visit; 2) Class observation; 3) Inter visitation; 4) Self-assessment; 5) Teaching demonstrations; 6) Supervision bulletin; 7) Private conversations (Individual conferences). This individual technique can be used if it is to be supervised needs something different from the needs of other educators.

Supervision with group techniques there are 17 (seventeen) sorts, namely: 1) Orientation meeting; 2) Educator meeting; 3) Group studies between

trained educators; 4) Discussion as a group process; 5) sharing of experience; 6) Work shop (workshop); 7) Panel discussion; 8) Seminar; 9) Symposium; 10) Teaching demonstrations; 11) Library of positions; 12) Bulletin supervision; 13) Read directly; 14) Take a course; 15) Organization of positions; 16) Curriculum laboratory; 17) School trip (field strip). This group technique is used when educators have the same problem. In determining the techniques that will be used first adjusted to several considerations such as the situation and conditions in the field, existing problems, available time or the purpose of implementation of supervision (Y. Wang and Bowers).

Good effort is not always well received by others, as is the case in this supervision application. The supervision manual published by the Ministry of Religious Affairs mentions several factors supporting the success of supervision, namely: a. Mental attitude towards the task entrusted; b. Professional skills; c. Well-programmed activity plan; d. Facilities; e. Applicable rules and policies; f. Environment

Piet A. Sahertian and Frans Mataheru have predicted that in the field there will be many inexperienced, absent, less effective, superior, personal weaknesses, less diligent, less passionate, less democratic, always opposed, overworked on a regular basis and less disciplined. This is where the creativity of the supervisors' cold hands is needed to provide assistance to those who have difficulties, so that the quality of learning is better and improved and along with the development of the times and technology problems will appear in various forms (Ariawan).

Some results that were found in field:

The steps of supervising the principal are to develop a program. As stated by the Principal as follows: Supervision must have a program, there are instruments, things to be done, learning tools, lesson plans that enter the classroom according to what is not. Every month at least once, but we can be more adapted to the situation and conditions, I am assisted by the deputy principal and senior teachers and every day observation and coaching is done. Every month at least once, but we can be more adapted to the situation and conditions, I am assisted by the deputy principal and senior teachers and every day observation and coaching is done

because my time is so crowded and narrow because of the large number of activities and the large number of teachers. The problem of learning supervision can be directly with the deputy principal then there are teachers also get raport at the end of each semester and there are results and form ask later with the deputy principal. Strengthening the information above the researcher conducted an interview with the deputy principal with the following interview excerpt: Clearly there is because one of my duties is to supervise the learning done by teachers including religious teachers. The way I create a work program. So that with the work program facilitates all activities that we will do. In making the learning supervision work program must be adjusted to the educational calendar and my main task as a representative of the school in formulating the supervision program there is no help only inputs such as data about the number of classes, students, costs available and what self-development programs we need to carry out it all needs accurate information. Teachers will also know the supervision schedule that we will do so that they can better prepare themselves. The researcher then conducted an interview to strengthen the above information with one of the class teachers at SD Negeri 173112 Hutagalung.

In the work program of the principal found time and activities that will be carried out when the implementation of learning supervision at SD Negeri 173112 Hutagalung. Supervision is conducted every month at least once. In the principal's work program on daily activities it was found that the principal made observations, checked the presence of educators, staff and explained the teaching and preparation programs that support teaching and learning activities. Then in the Principal Work Program at the weekly activity explained that the implementation of supervision is carried out to each teacher and the principal conducts an examination of the class book, a collection of evaluation materials, teaching programs, curriculum achievement, student absorption, improvement and enrichment, a notebook of problematic learners.

To strengthen the results of the interview, researcher conducted observations at the principal's office and picket place, researchers saw the principal walking around to the classrooms to observe the empty classes. Based on the results of interviews, observations and document studies, it can be con-

cluded that the supervision of learning in improving the quality of learning and creativity and innovation of teachers at SD Negeri 173112 Hutagalung was conducted by the Principal assisted by deputy principal using work programs. In the implementation of the supervision of learning the principal pointed directly to the researchers to meet with deputy principal field as well as christian religious teachers.

As the following interview with the principal reads: "Because my time is so crowded and cramped because of the many activities today. learning supervision problems can just ask with deputy principal." Based on these instructions, researchers met with deputy principal to obtain information about the implementation of learning supervision at SD Negeri 173112 Hutagalung.

Furthermore, the principles used in the implementation of learning supervision conducted by the vice principal are the principles of guiding and fostering continuously (Ariawan, K. Kristyana, and Wahyuni).

4. Discussion

The principles used in supervising learning are to guide and foster continuously, the principle is used to maintain the quality of education so that the existing shortcomings will always be corrected. In line with this one of the teachers mentioned: "we get coaching and guidance, we are guided and fostered continuously, every day the Principal and deputy headmaster continuously monitor us from attendance to learning that we do. If we do not attend we are called, if something is wrong we are called, if there is wrong yes told to be taught and we fix it, this I think to maintain the quality of the school. Furthermore, to strengthen the findings above the researchers made observations in the second week of November 2020 after a break about the activities of the deputy principal and principal, the researchers saw the Principal, deputy principal and picket officer go around paying attention and supervising the empty classes The above information informs that the principle used by the deputy principal in supervising the learning activities carried out by the teachers is to guide and foster continuously. Based on the exposure of interviews and observations conducted by researchers, it was found that the principles of implementation of learning supervision conducted by the principal and deputy principal in improving the quality of teachers at SD Negeri 173112 Hutagalung use the principle of continuous guidance and coaching. Furthermore, the objects of learning supervision activities conducted by the vice principal in the form of complete learning tools and applications of the learning device. This is according to the researcher's interview with the deputy principal. Here are excerpts from the interview: "Complete learning tools and learning implementations that are in accordance with the learning tools include: Syllabus, Annual Program, Semester Program, Academic Calendar, Minimum Completion Criteria, lesson plan, grade book, teacher agenda book and student absence. Implementation of learning, including: the suitability of learning tools with their application. Clarifying the above information researchers conducted an interview with one of the class teachers, following excerpts of the interview results, "For the completeness of learning equipment and its implementation, the deputy principal guides and directs in drafting the Annual Program adjusted the number of weeks or effective days in 1 year with the number of materials and plus exams mid, semester and remedial, adjusted material, mid, semester and remedial with effective mingggu in 1 semester only , esso plan format is already there stay we develop from identity to evaluation of learning. If there is a mistake we tell to correct it, the deputy principal guides and directs in preparing the learning steps in the form of introduction, namely physical and psychic preparation and cleanliness to learn, then the aperception by repeating the past lesson or associating the lesson with the facts that are happening, then the core activities: exploration, elaboration and confirmation and closing that is conclusion, assessment as a measurement of learning success. Furthermore, researchers conducted observations at the office of the deputy principal and found the deputy principal was examining the learning devices of one of the class teachers and ordered the teacher to fix some things that are still incomplete. Furthermore, the study of documents and found in the format of supervision on the objects of learning supervision conducted by the Principal in the form of: a. Learning Tools, namely: syllabus, annual programs, academic calendar, lesson plan, grade books filled with daily values and assignments and agenda books of educators and absent learners.

5. Conclusion

As a conclusion, the improvements or guidance are made when coming home from school or outside of study hours. From the exposure of interviews and observations of researchers that the obstacles faced and solutions made by the principal in the implementation of learning supervision in improving the quality of learning at SD Negeri 173112 Hutagalung is a matter of time and the solution is to make use of empty time such as home school time and rest. Based on the exposure of interviews, observations and document studies on the implementation of learning supervision conducted by the principal in improving the quality of learning at SD Negeri 173112 Hutagalung showed five findings, namely: First, implementation of learning supervision conducted by the Principal in improving the quality of learning at SD Negeri 173112 Hutagalung assisted by the deputy principal; Second, the steps to implement the supervision of learning conducted by the Principal and assisted by the deputy headmaster in improving the quality of learning at SD Negeri 173112 Hutagalung are: 1) develop a work program; 2) make observations; 3) conducting guidance and coaching; 4) supervise; 5) evaluation; 6) create reports; 7) follow-up. Third, the principle of implementation of learning supervision conducted by the Principal and assisted by the deputy principal in improving the quality of learning at SD Negeri 173112 Hutagalung in the form of guidance and coaching principles on an ongoing basis; Fourth, the objects of the implementation of learning supervision conducted by the Principal and assisted by the deputy principal in improving the quality of learning at SD Negeri 173112 Hutagalung are learning tools and implementation activities; Fifth, the technique of implementation of learning supervision conducted by the Principal and assisted by the deputy principal in improving the quality of learning at SD Negeri 173112 Hutagalung is an individual technique, namely: class visits exist, class observations exist, bulletins of supervision exist, private conversations (Individual conferences); Sixth, the obstacles faced and the solutions carried out in the implementation of learning supervision in improving the quality of learning at SD Negeri 173112 Hutagalung conducted by the Principal and assisted by the deputy principal is a matter of time and the solution is to take advantage of empty time such as home school time and rest and picket officers to replace supervised teachers.

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