

Supervision of the Principal in Improving the Quality of Education

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Abstract: This study aims to describe how school principal supervision at SMPT Al-Muhibbin Betung in Banyuasin Regency improved educational quality. This research strategy uses a qualitative, descriptive methodology. Teachers and school principals are sources of study data. Techniques for gathering data that include interviewing, observing, and documenting. Techniques for data analysis include data reduction, data display, and data verification/deduction. According to the study's findings, SMPT Al-Muhibbiin Betung Regency's school principals' oversight of efforts to raise academic standards is rated as good. The quality of education in schools is improved by the policies of the principals. It is believed that the infrastructure and amenities of schools do not adequately support children' learning needs.

Keywords: Principals, Quality of Education, Supervision

A. Introduction

Education is a crucial aspect of human life because it enables people to realize their potential and shape their personalities in accordance with societal norms (Suharsaputra, 2018). Furthermore, Suharsaputra (2018) emphasizes that a process that is in keeping with the primary objectives of education, namely, the best possible development of students' talents, knowledge, skills, and attitudes takes place from the current values. The educational process has a significant impact on a person's personality, abilities, and character. Because teachers directly support students in achieving educational objectives, their quality of the teaching process has a significant impact on whether education is of good or low quality (Daryanto, 2017).

The principal is the key figure in the organization and management of activities that are directed, focused, and have significantly increased. As a result, school administrators have a crucial role to play in enhancing teacher performance so that they can be more motivated and professional while teaching and grow as individuals when it comes to imparting knowledge to students (Hendarman & Rohanim, 2018).

The principal oversees his or her organization and plays a significant part in accelerating academic development. This is so that the activities that have been

programmed become directed, focused, and effective, which is the principal's responsibility. The school principal is crucial in helping teachers perform better and become more motivated and competent instructors (Hendarman & Rohanim, 2018). For the very simple reason that instructors play a crucial role in defining the caliber of instruction provided, they must carefully consider and plan how to increase student learning chances by raising teacher caliber (Hendarman & Rohanim, 2018).

The ability of an organization's leaders to foster a cooperative environment that makes it simple to mobilize its existing human resources and ensures their effective and efficient utilization will determine whether or not it is successful in achieving its predetermined goals (Soepandi, 2018). According to Mulyasa (2013), supervision is a process created specifically to help teachers and supervisors learn different kinds of daily tasks at school. This will enable them to use their knowledge and skills to better serve parents of students and schools as effective learning communities. There is a strong tendency for the teacher's abilities to need to be fostered and reorganized in order to be used in directing the teacher's program to become a professional figure in education (Rusman, 2012). This is because these abilities can be used to improve the quality of service in improving the quality of education in schools.

This is inextricably linked to the supervisor's support and direction. A supervisor has a responsibility to assist instructors in carrying out their responsibilities as educators and teachers by giving them the assistance they need to do so (Rusman, 2012). An efficient manager in this study is an excellent principal. The principal is the key figure in enhancing the efficiency of teaching and learning. As educational leaders, school administrators play a significant part in the accomplishments of educational institutions (Ekosusilo, 2013). The function of the principal is to give efficient supervision or supervision with time and planning allowances, construct and stimulate work, establish a good communication network, and guide, guide, guide (Ekosusilo, 2013). The participation of school leaders and teachers in improving learning effectiveness fosters a greater feeling of ownership of their institutions, which in turn motivates them to make the best use of their available resources to yield the best outcomes.

The school principal is in charge of enhancing teachers' capacity to direct learning activities, plays a significant part in the growth and development of the institution, and supervises appropriately and correctly in accordance with the appropriate standards, methods, and procedures. The performance and commitment of teachers can be enhanced by the guidance provided by school principals. In order for teachers to obtain a variety of experiences and knowledge, a supervisor's job is to support, encourage, and instill confidence in them (Mulyasa, 2017).

In addition, professional assistance must be provided to the teacher's attitudes, abilities, and teaching and learning process in order for the teacher to advance in his

or her career, specifically to improve the effectiveness and efficiency of the teaching and learning process (Mulyasa, 2017). In order for teachers to successfully carry out their teaching responsibilities or the mission of national education in a larger sense, the principal must ensure that they are competent in their teaching and learning activities (Suhertian, 2016).

As we all know, there will always be issues with the teaching profession's ability to carry out teaching and learning activities, so school principals' assistance with supervision is crucial to helping teachers become more professional and perform their duties to the best of their abilities (Suhertian, 2016). The school's principal seeks to boost teachers' performance, which Suhertian (2016) describes as an increase in carrying out instruction at school. According to Burhanuddin (2015), the goal of supervision is to create better teaching and learning situations through coaching and enhancing the teaching profession, specifically by (1) enhancing efficiency and effectiveness, (2) organizing educational in accordance with the provisions, (3) ensuring learning runs smoothly, (4) evaluating the school's success in carrying out its duties, and (5) providing direct guidance to correct problems, deficiencies, and omissions.

The school's principal plays a crucial strategic role in raising academic standards. The principal oversees all leadership roles in a school, including planning, career development, coordination, and evaluation (Soetopo, 2018). The principal also serves as a learning leader. As a sensible manager, the principal must be able to devise strategies for how to handle issues that arise among the instructors he supervises by cooperating in the adjustment of plans and new circumstances that arise (Soetopo, 2018).

Permendiknas No. 13 of 2007 regarding school/madrasah principal standards, which include 5 competencies that school principals must possess, including personality competencies, managerial competencies, entrepreneurial competencies, supervision competencies, and social competencies, serves as further confirmation of the aforementioned (Mulyasa, 2013). Mulyasa (2013) adds the following to his list of qualifications for managing school principals: 1) The capacity to create teaching supervision programs; 2) the capacity to implement teaching supervision programs; and 3) the capacity to make use of the supervision's findings.

Additionally, management supervision provided by school principals consists of the following: 1) Supervised elements of teachers in improving teacher performance; 2) Appropriate supervision strategies for improving teacher performance; and 3) Feedback and follow-up supervision to improve education quality (Mulyasa, 2013). Furthermore, according to Syarwani (2013), a professional school principal can help students and teachers reach their full potential, enhancing the quality of education in the institution he oversees. As a leader, he must be able to supervise and inspire

teachers, employees, and students to develop an eager, self-assured will to carry out activities and provide inspiration in attaining goals (Syarwani, 2013).

In order to maintain the caliber of the output produced by the institution, a leader must perform a task connected to the leadership job he carries out: supervision. This seeks to raise performance and quality. The standard of current human resources can always be kept and enhanced with direction and support (Arikunto & Yuliana, 2014). To help teachers develop their professional skills, supervisors can serve in a variety of ways during the supervisory process as a source of knowledge, ideas, and direction (Kompri, 2015).

The principal, who is a supervisor, must guide a number of instructors and staff members, each of whom has certain duties and responsibilities. In a cooperative work setting, the supervisor must guarantee that each teacher is capable of performing their responsibilities effectively (Kompri, 2015). In order to ensure that the supervision program meets the demands of the teacher, supervision must be reviewed to ascertain the teacher's capacity to be fostered. Additionally, after receiving assistance and training from supervisors, teachers' abilities might be discovered through evaluation (Kompri, 2015). According to Karwati (2016), the school principal's abilities and oversight as an educational leader are crucial to the attainment of the goals of educational institutions. The school principal is a professional official in charge of managing school organizations as well as all sources, organizations, and working with current stakeholders, other institutions, and community school committees (Karwati, 2016).

The needs of the school they lead, including those of the instructors, students, and other school members, must be understood by the principals who build and manage the schools. In order for the competence of students to rise and develop appropriately, professional school principals will always encourage all aspects of the school to increase their competence (Karwati, 2016). As members of the professional education staff, principals and instructors are able to inspire students to develop their talents and broaden their understanding of education while also being experts in the disciplines of science, teaching materials, and methodologies (Karwati, 2016).

According to Suhertian (2016), there are numerous reasons that, when considered from the perspective of the principal's poor performance, hinder the accomplishment of the standard of school principal leadership. The average school principal lacks academic aptitude, self-motivation, excitement, and work discipline, according to actual experience, and they also have limited educational perspectives (Suhertian, 2016). This phenomenon can be attributed to the screening process factors that do not meet competence, lack of procedural, lack of transparency, lots of nuances/content, non-competitiveness, and internal and external factors of school principals that can

become barriers to the growth and development of becoming professional school principals (Suhertian, 2016).

Low professionalism has an effect on school principals' low productivity in raising educational standards. A good school is one that inspires confidence in the community, encouraging parents to send their children there to learn (Danim & Khairil, 2010). As a result, every educational institution must constantly work to raise the standard of instruction. Because Article 91 Paragraphs 1 and 2 of the 2005 National Education Standards Government Regulation of the Republic of Indonesia Number 19 stipulate that: "Every education unit on formal and non-formal channels is obliged to guarantee the quality of education" (Danim & Khairil, 2010). The National Education Standards are a goal of the education quality assurance mentioned in paragraph (1) that the school's principal must at the very least be capable of carrying out the roles of educator, manager, administrator, supervisor, leader, innovator, motivator, and businessperson (Danim & Khairil, 2010).

According to Nata (2013), a quality education is one that can satisfy students, leaders, instructors, and society at large. This includes all components and several other supporting devices. These elements of quality relate to the curriculum or lessons taught, the teaching personnel, the facilities and infrastructure, the environment, and management. According to Hidayat & Asroi (2013), issues with educational institution quality are the most important issues. On the whole, a lot of educational institutions still struggle to deliver high-quality instruction. Although the quality of education has been pursued via a variety of means, methods, approaches, tactics, and policies, it is still the common aim of all educational thinkers and practitioners.

However, the reality is that certain schools right now, particularly in Betung, have poor educational standards. There are several low-quality schools in Betung, Musi Banyuasin Regency. The infrastructure, curricula, programs, media, and technologies that promote readiness in achieving high-quality education can be used to evaluate this condition. If the necessary infrastructure, curriculum, programs, media, and auxiliary instruments are not in place, numerous elementary and secondary educational institutions continue to provide education of a poor quality. In order to have an impact on how difficult it will be to enroll new pupils in the coming school year.

SMPT Al-Muhibbin Betung is one of the Integrated Junior High Schools in Betung, Banyuasin Regency, based on the background of the issues mentioned above. According to preliminary findings by researchers at SMPT Al-Muhibbin Betung, Banyuasin Regency, the accreditation status there has been assigned the letter "B" as of right now. The Banyuasin District Education Office issued this SMPT with an operational permit in 2007 with the number 420/866.a/PENDIDIKAN-SMP/2007. The educational process is conducted in the morning from 7:00 WIB to 13:00 WIB.

While afternoon activities, specifically extracurricular ones, take place from 15.00 WIB to 17.15 WIB.

There are a number of infrastructure facilities that are still insufficient to support the caliber of education at SMPT Al-Muhibbin, including musical instruments for student learning activities that are used both in class and during extracurricular activities, such as guitars that are in poor condition and 15 pianos that can only be used by nine students. The library still possesses a large number of outdated books, and because the budget is still quite tight, no new volumes that have been renewed can be added to the collection. In addition, there are numerous study tables and chairs for students that are broken and require repair.

Some of the non-academic accomplishments made by SMPT Al-Muhibbin Betung and Banyuasin Regency include winning first place in the Display Marching Band Drum Band competition to mark the 9th anniversary of the Satrya Cup for elementary and junior high schools in South Sumatra. There are still some teachers with educational backgrounds who are not deemed appropriate to deliver learning material because they are not linear with their scientific disciplines, in addition to the fact that there is also a lack of supervision, so it is still necessary to improve teacher competence in carrying out the learning process. the school principal, such as supervising class visits and giving advice to teachers who are not in line with their scientific discipline with the subject matter presented, such as subject teachers who have undergraduate education backgrounds in geography disciplines, teaching them in history and economics disciplines. Sports instructors are trained in subjects from the Guidance and Counseling Study Program and Education Science.

The researcher wants to conduct research with the title "Supervision of Principals in Improving the Quality of Education at SMPT Al-Muhibbin Betung Banyuasin Regency" to further explore how the principal of SMPT Al-Muhibbin Betung, Banyuasin Regency, supervises teachers to improve the quality of instruction. In addition, this research study was based on findings from pertinent studies, such as those looked into by Metriza (2016) in his research journal titled "Academic Supervision by School Principals in the Context of Increasing Teacher Teaching Professionalism (Case Study of Elementary Schools in Payakumbuh District, Fifty-five Districts) City." Ninik (2017) published more research in his article named "Implementation of Principal Supervision in Improving Learning Quality at SDN Plumbon, Ngawen District, Blora Regency." The research that followed was done by Suwartini (2017) and published in his journal of educational administration under the heading: "School Principal Academic Supervision, Teacher Professionalism, and Quality of Education."

Based on the results of the pertinent research findings discussed above, it may be possible for researchers to further investigate and review the findings that were

applied and implemented in this study, in the hopes that they will help guide school principals in improving the standard of instruction at SMPT Al-Muhibbin Betung Regency Banyuasin.

B. Methods

The place used for this research was SMPT Al-Muhibbin Betung, Banyuasin Regency. The time of the research was conducted from June 2020 to August 2020. The goal of this qualitative study is to gain a comprehensive understanding and interpretation of the significance of phenomena in the field. In this method, the researcher paints a complicated image, analyzes language, records the respondents' in-depth opinions, and performs investigations in real-world settings. This research method is a qualitative descriptive method. Qualitative methods are used to analyze data in the form of statements, such as the results of interviews, observations, documentation. Sources of data come from school principals and teachers who teach at SMPT Al-Muhibbin Betung District. Data collection techniques from interviews, observation and documentation. The data analysis technique is carried out in stages, namely data reduction, display or presentation of data as well as drawing conclusions and data verification

C. Results and Discussion

Based on the study's findings, it was determined that the principal had performed his supervisory duties as an educator, a manager, an administrator, a supervisor, a leader, an innovator, a motivator, and an entrepreneur while improving the quality of education at SMPT Al-Muhibbin Betung, Betung Regency. Based on the findings of research by supervising school principals in enhancing the caliber of instruction at SMPT Al-Muhibbin Betung, Banyuasin Regency, an illustration is obtained that in terms of the supervision of school principals as managers, they are able to manage resources to achieve institutional goals effectively and efficiently by giving guidance to teachers to develop programs, reduce school organizations, mobilize teachers, and improve student achievement. In terms of supervision, the principal as an administrator has been able to give guidance to teachers and school staff in carrying out tasks at SMPT Al-Muhibbin Betung, Banyuasin Regency, as evidenced by the supervision of the principal in enhancing the quality of education at SMPT Al-Muhibbin Betung, Banyuasin Regency.

The effectiveness of school principals in raising academic standards at SMPT Al-Muhibbin Betung, Banyuasin Regency, is demonstrated by the ways in which the principal, acting in the capacity of a supervisor, has been able to guide teachers and support the professional growth of those individuals by creating an educational supervision program, implementing the program, and using the program's findings at the Al-Muhibbin Betung Middle School. In terms of supervision, the principal as a

leader has been able to persuade his subordinates to cooperate in achieving the vision, mission, and goals of the school at SMPT Al-Muhibbiin Betung, Banyuasin Regency. This is demonstrated by the principal's efforts to improve the quality of education at SMPT Al-Muhibbiin Betung, Banyuasin Regency. In terms of supervising school principals as innovators, they are able to think creatively and dynamically and implement reforms (changes in a better direction) in carrying out their supervision to improve the quality of education at Al-Muhibbiin Betung Middle School, Banyuasin Regency. This is demonstrated by their work at SMPT Al-Muhibbiin Betung. An example of how the principal's supervision has improved the caliber of instruction at SMPT Al-Muhibbiin Betung, Banyuasin Regency, shows how the principal, who also doubles as an entrepreneur, has been able to recognize and seize opportunities for the benefit of the school by working assiduously to produce successful outcomes at SMP Al-Muhibbiin Betung Banyuasin Regency.

Based on the results of research through interviews obtained the following results.

1. As an educator the principal always tries to guide and direct students, for example during flag ceremonies, guiding teachers in carrying out their teaching duties, giving directions during meetings. Always abreast of educational developments, both technology and information that is constantly being updated.
2. As a manager, the principal compiles school organizational programs, motivates teachers to work more actively and the principal also tries to optimize educational facilities, such as completing learning facilities, namely children's story books in the library and textbooks as supporting student learning resources.
3. As an administrator the principal carries out the task of managing teacher resources so that the goals of a school or institution are achieved so that teachers carry out their duties in a professional manner. The learning process conveyed by the teacher is expected to run effectively and efficiently. The school principal urges teachers to develop work programs by compiling learning tools, implementing curriculum learning activities, evaluating learning outcomes, following up on learning outcomes and providing guidance and counseling to students who have learning difficulties and those who are considered problematic.
4. As a supervisor the principal actively supervises teachers, provides guidance and direction when supervising to develop teacher professionalism in teaching, carries out periodic and scheduled supervision
5. As a leader, the principal always tries to do his best so that the quality of school education is even better as expected. Mobilizing and controlling the teacher in carrying out teaching assignments, giving directions to the teacher related to the learning to be delivered. Give directions to teachers who are considered to be late, to work professionally and on time. Conveying the problems faced by

the school in a transparent way to the teacher through meetings so that these problems can be resolved properly.

6. As an innovator, school principals always try to provide good new ideas to improve the quality of teaching teachers, such as for example suggesting teachers to deliver learning materials using in focus, laptops or other media related to technology, so that students are able to absorb learning material delivered. Besides that, it is also suggested to teachers that students who are considered outstanding can be tested for their abilities with students in other schools, so that they are able to compete in achievement.
7. As a motivator, the principal always gives enthusiasm to work for teachers and always gives the best to students in conveying the learning process. Give encouragement or motivation to students to study hard so that learning achievement increases even better.
8. As entrepreneurs, school principals and school committees work together creatively in exploring sources of empowerment to improve teacher professionalism, especially with regard to teachers participating in professionalism education and training as well as sending teachers to attend seminars.

The current infrastructure at SMPT Al-Muhibbiin Betung is thought to be adequate. Teachers consult the defined curriculum when creating instructional materials. SMPT Al-Muhibbiin Betung's accreditation currently has a "B" rating, and efforts must be made to attain a "A" designation in order to improve the quality of education. Where all the necessary infrastructure is in place, the quality of present learning is deemed satisfactory; the teacher's use of the infrastructure is what really matters. The students' academic achievements varied; the highest graduate at SMPT Al-Muhibbiin Betung earned a score of 90; however, the school also had a number of non-academic accomplishments, including taking first place in the Display Marching Band Drum Band competition to mark the 9th anniversary of the Satrya Cup for elementary and junior high schools in South Sumatra, among other non-academic accomplishments. Depending on each teacher's level of proficiency, different teachers have varying degrees of capacity to foster a learning environment. In order for the learning outcomes of students who are less intelligent to be comparable to students who are good at it, the teacher has been able to set up student study rooms where students who are regarded brilliant sit on the same bench as kids who are less intellectual. The working and other relationships between the teachers and the school principal, as well as those between other teachers and the principal, are excellent. The presence of a good relationship can foster a positive work environment and collaborate to raise educational standards.

The teacher constantly works to raise student learning achievement by assessing the outcomes of the learning process he facilitates, providing remedial instruction to students whose learning outcomes have not yet reached the KKM, and then providing

enrichment as a follow-up to further raise student learning achievement. The manuals that teachers currently have are still viewed as deficient in terms of learning tools, and this prevents the learning processes that are offered from being as effective as possible.

Hendarman (2018) claimed that the principal is the center of leadership who organizes and supervises activities to be directed, focused, and has seen a large increase based on theoretical studies that support this research. As a result, school leaders have a crucial role to play in enhancing teacher performance so that they can impart knowledge to students with greater enthusiasm and professionalism. Furthermore, Suharsaputra (2018) emphasizes that a process that is in keeping with the primary objectives of education – namely, the best possible development of students’ talents, knowledge, skills, and attitudes – takes place from the current values. The educational process has a significant impact on a person’s personality, abilities, and character. Because teachers directly support students in achieving educational objectives, their quality of the teaching process has a significant impact on whether education is of good or low quality (Daryanto, 2017).

The ability of an organization’s leaders to foster a cooperative environment that makes it simple to mobilize its existing human resources and ensures their effective and efficient utilization will determine whether or not it is successful in achieving its predetermined goals (Soepandi, 2018). According to Mulyasa (2013), supervision is a process created specifically to help teachers and supervisors learn different kinds of daily tasks at school. This will enable them to use their knowledge and skills to better serve parents of students and schools as effective learning communities. There is a strong tendency for the teacher’s abilities to need to be fostered and reorganized in order to be used in directing the teacher’s program to become a professional figure in education (Rusman, 2012). This is because these abilities can be used to improve the quality of service in improving the quality of education in schools.

This is inextricably linked to the supervisor’s support and direction. A supervisor has a responsibility to assist instructors in carrying out their responsibilities as educators and teachers by giving them the assistance they need to do so (Rusman, 2012). The function of the principal is to give efficient supervision or supervision with time and planning allowances, construct and stimulate work, establish a good communication network and guide (Ekosusilo, 2013). The participation of school leaders and teachers in improving learning effectiveness fosters a greater feeling of ownership of their institutions, which in turn motivates them to make the best use of their available resources to yield the best outcomes (Kurniasih, 2017). The school principal is in charge of enhancing teachers’ capacity to direct learning activities, plays a significant part in the growth and development of the institution, and supervises appropriately and correctly in accordance with the appropriate standards, methods, and procedures (Kurniasih, 2017).

The performance and commitment of teachers can be enhanced by the guidance provided by school principals. In order for teachers to obtain a variety of experiences and knowledge, a supervisor's job is to support, encourage, and instill confidence in them (Mulyasa, 2017). In addition, professional assistance must be provided to the teacher's attitudes, abilities, and teaching and learning process in order for the teacher to advance in his or her career, specifically to improve the effectiveness and efficiency of the teaching and learning process (Mulyasa, 2017). In order for teachers to successfully carry out their teaching responsibilities or the mission of national education in a larger sense, the principal must ensure that they are competent in their teaching and learning activities (Suhertian, 2016).

According to Burhanuddin (2015), the goal of supervision is to improve the teaching profession and create better teaching and learning environments through coaching: (1) Improving productivity and effectiveness; (2) Planning instruction in accordance with rules; (3) Ensuring learning proceeds without hiccups; (4) Evaluating the school's performance in carrying out its responsibilities; and (5) Offering specific instructions to address issues, deficiencies, and oversights and aiding schools in finding solutions to issues so that future mistakes can be avoided.

The school's principal plays a crucial strategic role in raising academic standards. The principal oversees all leadership roles in a school, including planning, career development, coordination, and evaluation (Soetopo, 2018). The principal also serves as a learning leader. As a sensible manager, the principal must be able to devise strategies for how to handle issues that arise among the instructors he supervises by cooperating in the adjustment of plans and new circumstances that arise (Soetopo, 2018). Mulyasa (2013) adds the following to his list of qualifications for managing school principals: 1) The capacity to create teaching supervision programs; 2) the capacity to implement teaching supervision programs; and 3) the capacity to make use of the supervision's findings. Principals of schools carry out supervision management, which includes: 1) Supervised aspects of teachers in improving teacher performance; 2) Appropriate supervision tactics for improving teacher performance; and 3) Feedback and follow-up supervision to improve the quality of education (Mulyasa, 2013).

According to the findings of pertinent studies, such as those by Merlia (2017), the implementation of supervision is driven by the teacher's continued underperformance in the effective learning process. This is evident in the effectiveness of learning conducted by teachers who continue to fall short of the professional standards for teachers. As a result, the madrasa head's supervision at MTs Futuhiyah 2 has contributed positively, specifically by reaching an excellent category by completing the following: the coordinator The head of the madrasa views the delegation of class supervision as the best option to optimize supervision results since the implementation of coordinating the head of the madrasa works in partnership

with various madrasa organizational elements. Consultant (helper/servant): The head of the madrasah offers teachers helpful services in the form of coaching and counseling. Ask the madrasah head if a teacher is having trouble in their classroom. Following the introduction of monitoring, the head of the madrasah also helps instructors by giving them direction and coaching. For instance, what are the outcomes of supervision, where are the teacher's areas of strength and weakness, what are the methods for resolving them, and so forth, all of which serve as the foundation for providing instructors with coaching and assistance. Group leader: The madrasah head at MTs Futuhiyah 2 has communicated and delegated the ability of educators, which is in line with the role of the madrasa head as a leader who must be able to provide guidance and supervision to improve the ability of educational staff, open two-way communication, and delegate authority. Evaluator: An ideal evaluator has been the supervisor at MTs Futuhiyah 2 Bukit Kemuning. The supervisor can then offer services and assistance in the form of advice, advice, or an exchange of experiences after identifying the teacher's strengths and limitations in the classroom. Similarities and variations exist between this study and recent studies that also look at principal supervision in schools. The researchers themselves conducted research under the title "Supervision of Principals in Improving the Quality of Education at SMPT Al-Muhibbin Betung, Banyuasin Regency," whereas Merlia (2017) researched under the title "The Supervision Role of the Madrasa Head in Improving Teacher Professionalism at MTs Futuhiyah 2 Gunung Batu Bukit Kemuning, North Lampung."

According to Destiniar Research (2020), the findings of this study support the following assertions: 1) There is a relationship between teacher professionalism and student achievement at SMP Negeri Sub Rayon 16, Sukarami District, Palembang City. 2) At SMP Negeri Sub Rayon 16, Sukarami District, Palembang City, teacher performance is influenced by the principal's supervision. 3). In SMP Negeri Sub Rayon 16, Sukarami District, Palembang City, teacher professionalism and school principal oversight have an impact on student achievement. Since both of these studies focus on the supervision of school administrators, the researcher can draw comparisons and contrasts between them based on the findings of this study. While the things employed as research data sources and research settings differ between earlier research and more recent study.

The influence of academic supervision and teacher professional competence on teacher performance in public high schools in Tanjung Raja District, according to Arafat's research (2020). The findings of this research are: First, there is a significant impact of academic supervision on the performance of State Senior High School teachers in the District of Tanjung Raja, according to research and discussion that have been conducted in the past using both descriptive statistical analysis and inferential statistical analysis, as well as the findings in this study. Second, the effectiveness of State High School instructors in Tanjung Raja District is significantly impacted by their

professional competency. Third, the effectiveness of State High School instructors in Tanjung Raja District is significantly impacted by both academic supervision and teacher professional competency. The findings of this study enable the researcher to draw comparisons and distinctions between the prior research and the present research, both of which focus on the supervision of school administrators. While the things employed as research data sources and research settings differ between earlier research and more recent study.

According to Fitria's research (2020), the findings of this study indicate that: 1) academic supervision has an impact on teachers' performance, with a t-count of 9.815 and a t-table value of 1.987; 2) teacher professional competence has an impact on teachers' performances, with a t-count of 3.015 and a t-count of 3.015 t-table value of 1.987; and 3) there is a relationship between these two factors. 3) With a f-count of 64.652 and an f-table value of 3.10, academic monitoring and teacher professionalism have an impact on teachers' performance. This study's findings suggest that academic monitoring and teacher professional competency are necessary to boost teachers' effectiveness. Since both of these studies focus on the supervision of school administrators, the researcher can draw comparisons and contrasts between them based on the findings of this study. While the things employed as research data sources and research settings differ between earlier research and more recent study.

D. Conclusion

According on the study's findings, the following can be said; 1) The principal's supervision of the improvement of the educational standard at SMPT Al-Muhibbiin Betung, Betung Regency, can be deemed to have been successful given that the principal was able to move the educational standard from "C" to "B" accreditation. In addition, the school's infrastructure has been finished by the principal; 2) The school principal's actions and policies have improved the standard of instruction at SMPT Al-Muhibbiin Betung, Betung Regency. These actions include scheduling extracurricular activities for students who wish to participate in extracurricular activities such as drumming, dancing, and sports, providing complete facilities for teacher and student learning resources, and attempting to raise teacher and school quality in order to receive a "A" accreditation title; 3) There is still a lack of infrastructure in schools to support students' learning needs, and there are still teachers who are not linear and cannot take the Teacher Competency Test to obtain educator certifications. These issues make it difficult for school principals to improve the quality of education.

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