

## **Management of Principal's Academic Supervision in Improving Teacher's Professionalism**

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**Abstract:** This study aims to identify and describe the planning and implementation of school principals' academic supervision to increase teacher's professionalism, as well as the identification and description of the school principals' academic supervision follow-up. This study focuses on school principals' oversight of academics. A qualitative descriptive method is used in this study. Both primary data and secondary data were used in this study. After conducting research, it was discovered that the school principal's academic supervision planning had been successful in raising the professionalism of the teachers at SMP Negeri 2 Cengal. This planning included developing the supervision program, communicating the goals of academic supervision to teachers, choosing supervision techniques and approaches, and creating supervision assessment tools.

**Keywords:** Academic Supervision, Principal, Teacher's Professionalism

### **A. Introduction**

Education is an intentional action that is intended to accomplish a specific aim. According to (Suhertian, 2010), one way that education works to raise the caliber of human resources is through the teaching and learning activities that take place in classrooms. Teachers are a part of the human resources that must be consistently developed and nourished to increase the caliber of educational resources. Teachers are required to possess four skills, including pedagogic competence, personal competence, social competence, and professional competence acquired through professional education, according to Law Number 14 of 2005 According to (Pratama, 2020), management is the process of planning, organizing, preparing personnel, directing, and enlisting the help of all members of the organization to achieve its goals. Teachers and Lecturers. Pre-service education programs and in-service programs are used to shape the teaching profession. According to (Mulyasa, 2011), effective teachers are those who can manage learning, foster a learning environment in the classroom, offer feedback and encouragement, and engage in ongoing professional development. According to Supardi (Supardi, 2013), teachers are

qualified educators whose primary responsibility is to educate, teach, guide, direct, train, assess, and evaluate the learning outcomes of their students.

One of the key elements in the educational process is the teacher. The teacher has a dual role in the educational process in schools, serving as both a teacher and an educator. Therefore, only teachers with a high level of professional competence can essentially handle this challenging work. The principal plays a vital role in supporting teacher skills in the classroom as an institutional leader in the school. Principals must be able to assess teaching effectiveness carefully and continuously work to raise academic attainment. A school's ability to achieve its objectives depends on the leadership of the principal and on his ability to allocate time, facilities, natural resources, and human resources effectively, efficiently, and in concert with one another. Having a clear vision for the future of his school and motivating his employees to work toward it are qualities of a good school principal (Kristiawan et al., 2017).

To raise the standard of education in schools, school principals must possess knowledge and expertise in planning, implementing, and monitoring supervision. School administrators oversee service and coaching activities by giving instructors chances to advance their careers to raise the caliber of their instruction. The primary goal of educational supervision, according to Karwati & Priansa (Karwati et al., 2013), is to support instructors by giving them the tools they need to improve student learning. In the supervisory process, supervisors can serve as a source of knowledge, a source of suggestions, and a source of direction in a variety of ways to enhance instructors' professional competencies, claims Kompri (Kompri, 2015). The principal, who is a supervisor, must guide several instructors and staff members, each of whom has certain duties and responsibilities.

Additionally, after receiving assistance and instruction from supervisors, teachers' abilities might be discovered through evaluation. Mulyadi & Fahriana (2018) academic supervision is a set of actions that aid teachers in improving their capacity to direct student learning toward instructional objectives. Activities for academic monitoring are therefore considered essential to enhancing instructors' professional proficiency in the teaching of students. Academic supervision must be carried out properly to quickly address any teacher weaknesses due to the rapid evolution of education, which compels teachers to become more and more professional each year and in their teaching. With a set timetable and program, supervision needs to be done regularly and in stages.

Slameto (2019) claims that the word "supervision" is a transliteration of the word "supervision" from the English language. Supervision is a compound term that combines the words *super*, which indicates extraordinary, special, or more than others, and *vision*, which refers to the capacity for long-range planning. Therefore,

supervision is a unique perspective that sees issues far in the future from the present. According to (Susanto, 2018), supervision is the process of watching, directing, and teaching teachers to enhance their skills productively by a predefined plan. (Suhayati, 2017) claims that academic supervision is an aid or service given to teachers by school administrators or principals to pique their interest in finding out or learning about new topics in the field of education. Academic supervision is done in the context of maximizing the performance of the teachers by identifying their areas of weakness. In this method, instructors can address the shortcomings found to ensure that they are maximized for future learning.

A service called supervision helps teachers implement successful learning and professional development. This is done, among other things, by presenting examples, having discussions, consulting with teachers, or providing training. The goal of supervision, according to Setiyadi (2020), is to increase quality by educating every school employee so that they can carry out their roles and obligations during the learning process. Asmani (2010) asserts that the supervisory function includes management of staff, administration of personnel affairs, development of group processes, and evaluation.

The justification for undertaking this study is based on early findings at the site that would serve as its subject. According to the head of SMP Negeri 2 Cengal, there are still teachers who do not understand the restrictions of KD and KI in lesson plans; there are teachers who are still in the classroom but do not bring media or learning tools; and tend to focus on finishing the material without focusing on student understanding; and teachers who do not immerse students in their real world, only explain and explain theory. These restrictions may cause teachers to become distracted from their tasks, resulting in subpar instruction for students. Based on the description above, this study will examine the supervision of school principals in improving teacher's professionalism.

## **B. Methods**

SMP Negeri 2 Cengal, Ogan Komering Ilir Regency is the subject of this study. The timetable or period for conducting the research is anticipated to begin in March 2021 and end in September 2021. These are the study's objectives: The academic direction provided by school administrators has helped the teachers at SMP Negeri 2 Cengal become more professional. The study's 4 (four) research informants were teachers, vice principals in the area of curriculum, and school principals. The research method used in this study is a qualitative descriptive technique, which generates descriptive information about individuals and behaviors that can be observed as research objects as well as written or spoken data. The research method used in this study is a qualitative descriptive technique, which generates descriptive information about individuals and behaviors that can be observed as research objects as well as written

or spoken data. According to Moleong (2010) qualitative research aims to comprehend phenomena relating to what research subjects experience, such as behavior, motivation, perceptions, actions, etc., in a comprehensive manner, by using descriptions in the form of words and language, in a specific natural context, and by employing various natural methods.

Both primary data and secondary data were used in this study. Primary data is information gathered by field researchers directly from respondents through observation, interviews, and documentation. As a supplement to the primary data, secondary data can be found in the form of pictures of activities, practice sheets, learning resources, and evaluation reports. Researchers used triangulation techniques in this work, particularly method and source triangulation. Data triangulation is done to ensure the accuracy of the information gleaned from several data sources.

### **C. Results and Discussion**

The SMP Negeri 2 Cengal is the site of study on the application of school principal supervision in enhancing teacher's professionalism. Ogan Komering Ilir (OKI) Regency is a junior high school that was initially constructed in Cengal District in 2000 on land donated by the Cengal community. It is located in the Cengal District. This school's original name was SMP Negeri 6 Tulung Selapan, but it was renamed SMP Negeri 2 Cengal in 2004. The teaching and learning process at this school is proceeding successfully despite the distance between the school and the city, the difficulty of accessing the school by car during inclement weather, and the restricted condition of the infrastructure and supporting facilities for education.

School administrators employ practical methods and procedures when carrying out academic supervision, and applying assessments to the supervised teachers. The evaluation is carried out by the principal under close supervision, and it entails the use of assessment tools to gather information regarding weaknesses or challenges as well as strengths in the management of classroom instruction. Additionally, issues that need to be fixed on features that turn into standards that must be met in the execution of supervision are identified. To decide on follow-up, the supervision assessment results are crucial. At the very least, it can offer solutions to the difficulties that develop throughout learning with follow-up. Teachers' input can be used to improve the supervision process in addition to supervisors' input.

Although there are still certain challenges to be overcome, the academic supervision of the teachers at SMP Negeri 2 Cengal has been handled pretty well. Starting with the appropriate implementation of the academic supervision plan created by the school principal, the supervision's objectives will be met on schedule. School personnel in carrying out their duties successfully (Kristiawan et al., 2019). Before

implementing supervision, the principal must first create an academic supervision program that will serve as a guide. This program must be created by the school principal and shared with teachers during meetings at the start of the school year or the beginning of the semester so that teachers are aware of and understand the program's goals. The principal plans the class visit schedule for the academic monitoring program at the start of each semester while taking into account the days that are most productive for teaching and learning. Teachers can prepare their lessons and learning materials in advance by sharing this class visit schedule with the class, ensuring that everything goes well when it is time to put them into practice. Additionally, when preparing for academic supervision, the principal communicates the goal of the supervision, which is to give instructors direction and guidance and to help them enhance the quality of the teaching-learning process. According to Snae et al., (2016), academic supervision's goal is to boost the quality of the learning process, including by offering suggestions, giving advice, and enhancing teachers' skills so that their competency rises.

The principal then moves on to choosing the best supervision method because this method is a tool utilized by the supervisor to accomplish the purpose of supervision itself, which in the end can result in teaching improvements depending on the circumstance. The choice of techniques that are in line with the objectives to be met when planning academic supervision is crucial as not all supervision approaches may be employed in academic supervision. The principal chooses the best supervision strategy in addition to the supervisory methods. According to Muslim (2013), three types of academic supervision are carried out: continuous (directive), interrupted (nondirective), and collaborative. From the fourth type of approach in question, not all of them can be used for academic supervision; therefore, proper implementation is required for effective and efficient academic supervision to take place. Later, the school's headmaster distributed the necessary writing instruments for the process of academic supervision. According to Snae et al., (2016), supervision tools are used to organize data collection, namely by identifying the subjects that must be present in academic supervision tools.

The teacher's reaction and responses to the researcher's questions during the interview show that the planning for the academic supervision of the principal of SMP Negeri 2 Cengal has been carried out pretty well, as can be inferred from the description given above. Planning for an academic monitoring program has evolved into a topic of conversation during the principal's meeting with teachers at the start of the academic year or semester. to ensure that the execution of supervision goes smoothly and is guided by the desired outcomes of academic supervision.

Additionally, to effectively and efficiently accomplish the supervision goals, the principal must employ the appropriate methods and strategies when implementing academic supervision. There are two different types of academic supervision

techniques, individual and group. The school principal employs an individualized approach to supervision, notifying the supervised teacher in advance of any planned class visits or observations, and watching how the continuing learning process unfolds from the start through the end of class time. There are three methods of academic supervision, according to Muslim (2013), namely direct (directive), indirect (non-directive), and collaborative.

The school principal takes a direct approach (directive) to carry out academic supervision, which entails giving face-to-face direction and guidance with discussion between the principal and teacher after carrying out supervision of class visits. To identify areas that need to be improved and developed, the principal must undertake an objective assessment of the teacher's competency in carrying out instruction. This will allow the principal to apply academic supervision, which can aid instructors in developing their skills. The principal bases their evaluation of academic supervision on the supervision assessment tool, which allows them to identify the indicators that represent the teacher's areas of weakness and offer support and direction to them. The supervision assessment must place more emphasis on the positive characteristics, such as goodness and growth, before focusing on the shortcomings and flaws.

The academic supervision program developed by the principal of SMP Negeri 2 Cengal has been successful in raising teacher's professionalism and enhancing the standard of the educational experience. The following steps are taken to carry out these activities: 1) implement them consistently and on a semester-by-semester basis; 2) employ unique techniques for teacher supervision; 3) take a direct approach to addressing the teacher shortage; 4) offer encouragement and input; and 5) carry out an objective assessment by the indicators in the instrument.

The academic project on supervision is deemed to have reached its climax when it is finished. We anticipate that this continuing project will have a good impact on the teachers who are in charge of it. The teacher will be better equipped to increase the motivation of the students to learn as a result of its reformulation. Individual or group contributions may be made as part of the follow-up activities. It is hoped that the teacher will recognize the challenges and constraints in this scenario to develop and advance. Please provide reinforcement or a prize as a form of collaboration to the teacher who benefits from being the school's leader. Additionally, educational guidance is given to teachers who have shortcomings and flaws.

The principal then assesses the outcomes of academic supervision to determine whether or not the teacher oversight program has succeeded in its objectives and to inform future academic supervision programs. The principal involves the teachers at SMP Negeri 2 Cengal in workshops, training sessions, and other activities to increase their professional competence. According to Sulisworo et al., (2017), to further the

results of the academic supervision, it will be necessary to hold workshops for creating educational media, provide teachers with motivational training, and require the professor to attend MGMP Kabupaten events to give a presentation on teaching methods or strategies.

At SMP Negeri 2 Cengal, the academic supervision of teachers by the principal has both benefits and drawbacks. The teacher is motivated to improve effective teaching and learning activities because of the supervision program well-structured by the principal and socialization of the teachers, the implementation of supervising class observations where the principal is actually in the room until the learning process ends, and if the supervision assessment does not meet the standards the principal inspires the teacher by giving him the chance to observe his colleagues instructing in class, and there is a good and harmonious relationship between the teacher and the principal as well as between fellow teachers in the school. These factors all contribute to the progress of learning in class and motivate the teacher. In contrast, there is a lot of room for improvement in the academic supervision of school staff toward the teacher. These areas include the administration of the teacher, which could be made more thorough, the facilities available in the school, the level of engagement of the teachers' assistants about the presence of school staff in the classrooms, and the identification of school staff members who will inspire the teacher to carry out his or her supervision duties. The advantages contained in the implementation of supervision need to be developed, to be able to minimize deficiencies that will hinder the implementation of the principal's academic supervision.

#### **D. Conclusion**

The following can be inferred from this research: 1) The planning for the school principal's academic supervision in raising the professionalism of the teachers at SMP Negeri 2 Cengal has gone very well, starting with developing the supervision program, explaining the objectives of academic supervision to teachers, choosing supervision techniques and approaches, and developing supervision assessment tools; 2) The school principal conducts supervision assessments based on supervision assessment tools and uses individual strategies and a direct approach (directive) to implement academic supervision. The academic oversight provided by the school administrator has also greatly enhanced learning and raised the professionalism of the instructors at SMP Negeri 2 Cengal; 3) The school principal strengthened/rewarded teachers who met the assessment standards in supervision, gave advice to teachers who did not meet the assessment standards in supervision, and evaluated the outcomes of academic supervision. This was done in addition to the academic supervision's secondary goal of increasing the professionalism of the teachers at SMP Negeri 2 Cengal.

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