

## **Implementation of Principal's Academic Supervision at MTs Negeri 2 Palembang**

**Srimulyani<sup>1</sup>, Happy Fitria<sup>2</sup>, Syaiful Eddy<sup>2</sup>**

<sup>1</sup>MTs Negeri 2 Palembang, South Sumatra, Indonesia, <sup>2</sup>Universitas PGRI Palembang,  
South Sumatra, Indonesia

Corresponding author e-mail: [yanisry729@gmail.com](mailto:yanisry729@gmail.com)

Article History: Received on 10 September 2023, Revised on 11 October 2023,  
Published on 22 November 2023

**Abstract:** This research was conducted to provide an in-depth description of the implementation of supervision organized by the Principal of MTs Negeri 2 Palembang together with the supervisor team. The method used in this research is descriptive quantitative. The result achieved from the research carried out is that the implementation of supervision has been carried out well at MTs Negeri 2 Palembang, as evidenced by the stages or procedures carried out in a structured or systematic manner. The implementation of supervision has been scheduled as stated in the annual program of MTs Negeri 2 Palembang. Therefore, every process of the implementation of supervision has been able to reach the things needed to improve the quality of education. The supervision implemented at MTs Negeri 2 Palembang has a good impact on the implementation of education, as stated by the teachers that it is important to continue to carry out supervision so that there is supervision and control in every running process. The implementation of supervision also provides benefits for teachers to improve their professionalism as professional educators.

**Keywords:** Academic Supervision, MTs Negeri 2 Palembang, Principal

### **A. Introduction**

Based on Law Number 20 of 2003 concerning the National Education System, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, as well as the skills needed by himself, society, nation, and state (Depdiknas, 2003). Education has a critical function in raising the standard of human resources and raising the general level of intelligence in the country. Education also impacts a nation's ability to advance or regress. Rahmat (2014) claims that, on a larger scale, education is social and depends on people interacting with one another as fellow beings with equal worth. Building national character and understanding in students is another goal of national education development, which is crucial for efforts to uphold national integrity and unity within the borders of the Unitary State of the Republic of

Indonesia. It is therefore thought to be crucial for organizations and educational institutions to be able to generate quality individuals and to have access to excellent human resources. How vital education is to all facets of life, particularly national and state life, and how a well-designed and organized educational process will eventually result in human resources capable of competing in the disruptive times we live in today.

A formal education institution, which may be defined as a location that will apply education in a planned and organized manner in the teaching and learning process, is necessary to produce skilled and high-quality human resources. The effectiveness of the school's management determines the quality of education provided. A functional teacher who is tasked with overseeing a school where instruction is delivered and interactions between teachers and pupils take place is known as the head of a madrasah or principal (Asmani, 2012). The principal of the madrasah is a leader in the institution and must, of course, be proficient in managerial duties.

Leadership is an abstract idea, its effects are tangible (Lian, 2017). This indicates that while the idea of leadership is unseen, its effects are visible in the real world. Leadership frequently has to do with science, but it can also lead to art. Leadership is a combination of science and art. Moreover, there are three consequences to leadership: leadership involves an unequal power distribution between the leader and group members; leadership can influence and direct subordinates or followers; and leadership involves the involvement of other people, subordinates, or followers (Lian, 2017).

According to this concept, the principal is a leader who needs to possess both the science and the art of directing and overseeing his staff. It is also possible to argue that the principal of the school serves as the central figurehead, planning and supervising all activities to ensure that they are directed, targeted, and markedly improved. As a result, school principals play a crucial role in enhancing teacher effectiveness so that they can impart knowledge to pupils with greater zeal and professionalism. Principals of schools can work to enhance teacher performance in their institutions by providing oversight and direction through academic supervision initiatives.

The principal plays a variety of responsibilities in an attempt to raise the caliber of teacher performance, one of which is that of a facilitator who constantly seeks to develop in teachers the qualities necessary to manage the learning process (Wijaya, 2011). School administrators need support from the community and government to develop teachers who are committed to arranging the teaching and learning process and who can collaborate to achieve the established educational goals.

Thus, it can be concluded that the principal's ability to supervise academic activities and create a cooperative environment will determine whether or not his leadership is successful in guiding the school to meet predefined goals. This is because these actions will enable him to more easily mobilize the school's existing human resources, making them more effective and efficient. According to Sergiovani's perspective, as stated in Mulyasa (2011), supervision is a procedure created especially to assist supervisors and teachers in learning different types of everyday work at the school so they can use their skills and expertise to offer services. It benefits both schools as productive learning communities and parents of children. The ability of school principals to oversee academic programs to guide teachers programs toward becoming professional figures in education is one area where there is a tendency to improve the quality of service in the qualifications of teacher professionalism that need to be developed and reorganized. A supervisor's job is to support teachers to enable them to perform their roles as educators and teachers to the best of their abilities. As professional teachers, they must have special skills and be able to master the ins and outs of education and teaching with various knowledge that needs to be fostered and developed through a certain period of education, of course, this can be realized if the school principal shows his role well as a supervisor.

Group supervision meetings should be held regularly by the principal to support and direct the ongoing professional development of educators in classrooms. This service, which is essential to raising the standard of education, calls for the ability to see and comprehend issues, which calls for inner sensitivity as opposed to merely visual observation. Susanto (2016) asserts that to determine the degree to which instructors can implement learning, a school principal must conduct supervision. The principal of the school might supervise by going on field trips to observe and utilize the teaching strategies, media, and student participation in the curriculum. A school principal fosters improvements in academic quality related to efforts to create better learning conditions in the form of academic aspects, not purely material physical problems. When supervision is faced with performance and monitoring the quality of education, it certainly has a different mission from supervision by the school principal.

The aim is to assist school principals in improving educational institutions and facilitating efficient management. Supervision should boost teacher enthusiasm, enhance abilities, and improve quality. Teachers must actively contribute to creating a conducive learning environment, using appropriate teaching methods, learning tools, and solid classroom organization, in line with the teaching profession's code of ethics. To effectively support their students' learning, teachers require the principal's assistance in the role of teacher supervisor. According to Abiddin (2011), supervision, or what is commonly called supervision, can also be understood as a two-way interaction process in which supervisors and students actively engage with one another in a respectful, professional, cooperative, and open-minded manner.

The principal is responsible for including all members of the school community in his tasks.

The role of the principal in supervising learning is one of the efforts to promote effective learning in schools, according to Nurchiyah (2015), since the principal, as the leader of the school, has a significant influence on the success of the teaching program. Since leadership is the primary action that enables the achievement of organizational goals, it plays a critical role in affecting the work performance of organizations. According to this study, an efficient supervisor is a competent principal. The principal of the school has several responsibilities, including leading, mentoring, creating and inspiring a work environment, keeping an effective communication network, and providing effective supervision while adhering to schedule constraints.

To enhance the learning process, school principals provide instructors with professional assistance through the process of supervision. Its main goal is to advise educators and help them become more proficient in organizing, carrying out, and evaluating instruction. For educational establishments, particularly madrasas run by the Ministry of Religion, this oversight is essential. Particularly in light of the present pandemic, regular and ongoing supervision is crucial to preventing instructional personnel from making administrative mistakes. Because instructors and principals did not meet in the classroom during the COVID-19 pandemic, academic supervision was not carried out as effectively, which influenced the implementation of school principal supervision activities. When it comes to the implementation of teacher-made learning resources and other online learning activities, academic supervision is limited to the school principal and does not apply to teacher administration when learning activities are conducted in person by teachers.

Several phenomena are occurring at MTs Negeri 2 Palembang at this time, through initial observations that researchers carried out at MTs Negeri 2 Palembang which is located on Inspector Marzuki Kel Street. Siring Agung Ilir Barat I District this school has several main functions, namely fashion functions, training, leadership, educational facilities services, supervision, and professional services. In connection with the implementation of academic supervision at MTs Negeri 2 Palembang with a total of 53 teachers, it shows that the learning activities carried out by teachers are carried out online in the school computer laboratory, and students are not allowed to attend school to avoid the spread of the coronavirus which is still occurring. Because teachers are generally present at school every day to conduct online learning, conditions surrounding online learning have an impact on teacher performance, including tardiness. Since the classroom was vacant and online learning was being done from the school lab, the teacher did not arrive during class time. When face-to-face hours are over, teachers leave the school. Academic supervision operations at

MTs Negeri 2 Palembang are not operating at their best as a result of this circumstance.

According to the findings of the researcher's interviews with several teachers at MTs Negeri 2 Palembang, the principal only watched teachers engage in online learning activities from their rooms during the COVID-19 pandemic and never conducted academic supervision related to the implementation of learning in the classroom. Only academic supervision in the administrative domain is performed by the principal, who reviews and offers feedback or recommendations on the instructional materials that teachers have prepared.

In the presence of emergency conditions like today, it is necessary to find a solution by the principal to be able to implement academic supervision to the maximum, special techniques are needed for implementing academic supervision during the learning period in conditions like today, so that evaluation of teacher performance in carrying out learning activities during During the Covid-19 pandemic, the school principal can evaluate it. Therefore, based on the description above, it is necessary to carry out an in-depth study regarding the implementation of academic supervision, especially during this pandemic. For the research to be more focused, a research title narrative "Implementation of academic supervision of madrasah principals at MTs Negeri 2 Palembang" was formulated.

## **B. Methods**

This research was carried out at MTs Negeri 2 Palembang. This research uses a qualitative approach to describe the problems and research focus. According to Sujarweni (2014) and Ahmadi (2014) qualitative research is a type of research that produces discoveries that cannot be achieved using statistical procedures or other methods. Other than quantification (measurement), by using a systematic, focused, and accountable way of working or method.

Research data requires two data sources, namely primary data sources and secondary data sources. In this research, primary data sources include school principals and teachers who teach at MTs Negeri 2 Palembang. The data collection techniques used in this research are in-depth interview, observation and documentation.

## **C. Results and Discussion**

This research was conducted with the hope of being able to provide confirmation and a clearer description of the implementation of supervision at MTs Negeri 2 Palembang. Therefore, the researcher used a qualitative research design, because in

this research there was no testing of hypotheses or other assumptions, but rather to provide a description and look more deeply into the implementation of supervision. In principle, at MTs Negeri 2 Palembang, continuous and structured supervision has been carried out. The focus of this research is on academic supervision, which means it refers to the main mission of learning. Therefore, researchers use interview guides as one of the dominant data collection techniques to confirm learning. The aim of implementing academic supervision is to improve, increase, and optimize academic quality, which means it will increase students' academic achievement as part of the expected implications.

### **Academic Supervision Planning Carried out by the Head of MTs Negeri 2 Palembang**

A continuing learning process is the primary goal of academic supervision, which naturally begins with effective learning planning. Next, designate competent educators who adhere to and grasp pertinent competencies as madrasa heads and teachers. One of the strategies used in the field of education to maximize teachers' professional potential and foster meaningful learning experiences is academic supervision. The academic supervision principles are applied with control over how teachers carry out their teaching, impartiality in the assessment process, and the emphasis on improvement rather than seeking out outside advice to disparage or denigrate an individual or group of individuals at MTs Negeri 2 Palembang. Every teacher at MTs Negeri 2 Palembang feels comfortable being supervised in this way, regardless of what is covered up, which indicates that transparency in information sharing will aid supervisors in accomplishing supervision objectives.

The preparation for the implementation of academic supervision by the Head of MTs Negeri 2 Palembang had gone well, according to the analysis done after the study was completed. It is evident from some of the information provided that academic supervision has been implemented on a well-planned timeline. These circumstances demonstrate that academic supervision has been effectively organized and implemented in a long-term way. Therefore, the primary idea conveyed in this situation is that the Head of MTs Negeri 2 Palembang has done a good job of planning. The planning process's follow-up pertains to the phases of executing supervision.

It is known that academic supervision is one of the annual programs created by the Head of MTs Negeri 2 Palembang. As a result, as part of the supervision planning process, the stages of implementing academic supervision have been carefully considered. Additionally, the Head of MTs Negeri 2 Palembang did a good job of preparing the supervision instruments because they referred to the ongoing supervisory activities. For instance, the instruments used in academic supervision are produced by the indicators that need to be monitored. The main reference is

measuring teacher performance according to relevant regulations, and the most important thing to understand is that the preparation of the instrument is not carried out individually by the madrasa head but is prepared jointly with stakeholders so that the objectivity and credibility of the instrument can also be accounted for.

As previously mentioned, the instruments are set up collaboratively, and the subject matter under supervision is tailored to the specific region in question. The Head of MTs Negeri 2 Palembang has prepared the focus of the material being supervised, such as the instructors' preparedness to plan lessons and so forth, before beginning academic supervision. The study conducted previously Sugiyanti & Narimo (2016) regarding academic supervision planning, which is carried out by preparing a supervision schedule, followed by preparing supervision instruments and preparing the focus of the material for supervision, particularly regarding the teacher who will be supervised, is supported by the planning policy implemented by the Head of MTs Negeri 2 Palembang about academic supervision planning.

The steps of implementing supervision are based on an annual program that is prepared collaboratively, as mentioned by the Head of MTs Negeri 2 Palembang. Thus, the introduction of supervision is planned rather than implemented haphazardly. The planning phases of the assessment and follow-up on the outcomes of supervision work in a similar manner. As seen in the following graphic, this statement, which was made during the interview process, is unquestionably a compelling argument in favor of the structured supervision planning approach.



**Figure 1. Interview with the head of MTs Negeri 2 Palembang**

As a result, the Head of MTs Negeri 2 Palembang should keep optimizing the achievement of academic supervision planning. In any case, it can be sustained for future success because academic supervision plays a significant part in fostering a positive learning environment.

## **Implementation of Academic Supervision Carried Out by the Head of MTs Negeri 2 Palembang**

Researchers used direct observation, interviews, and pertinent documents to conduct a study on the application of academic supervision at MTs Negeri 2 Palembang. The availability of schedules for supervision implementation, observation planning, supervision implementation, supervision implementation evaluation, recommendations for follow-up actions based on the implementation of supervision, availability of monitoring the implementation of supervision recommendations, and teacher-prepared learning materials are all examples of observations that are carried out. Among the several halls seen, scientists have found and documented the presence of this proof. Thus, all things considered, the planning and execution of the preceding supervision have gone smoothly.

Since the paperwork about the execution of supervision is kept up to date, MTs Negeri 2 Palembang can satisfy the requirement for authentic proof of an activity being performed appropriately. Schedules for implementing supervision plans for implementing supervision, reports, and evaluations for supervision, suggestions for more activities, and monitoring documents for putting suggested additional actions into practice are some of these documents. Researchers interviewed those involved in the supervision implementation process to get precise information.

such as inquiring about the ability to supervise others and other issues related to this implementation. There were multiple questions about the implementation of supervision in the interview, as stated in the interview description and analysis of the data acquired. All of the teachers essentially said that the supervision activities helped to raise the professionalism of the teachers in the learning process.



**Figure 2. Interview with MTs Negeri 2 Palembang Teacher**

The teachers gave a very good response, saying that supervision gave them a sense of increased responsibility because they had to prepare all the materials needed to apply the lessons they learned in addition to carrying them out in the classroom.

similar to a teaching aid. Due to accreditation requirements and other requirements, learning resources are typically collected after the semester or after learning is completed; however, under supervision, learning resources can be collected ahead of schedule before the commencement of learning activities.

Due to space constraints, supervision is not being implemented as normal, even amid the pandemic. All the same, the implementation proceeds according to plan; the supervised elements only modify themselves. The supervision that has occurred thus far has been excellent, as reported by the Head of MTs Negeri 2 Palembang and the Deputy Head of Curriculum and corroborated by the statements of the teachers. Just that all educational activities need to be drastically changed when a pandemic like the one we are currently experiencing strikes.

Thus, even in the event of a pandemic, academic supervision activities will continue to be implemented, with a focus on components that are subject to supervision. Supervisors, for instance, take part in virtual instruction from many teachers who are teaching pupils. This was carried out as part of MTs Negeri 2 Palembang's ongoing commitment to uphold the standard of instruction.

The findings of this study corroborate the Sandi (2017) investigation of the introduction of academic supervision by the Jepara City 1 Public High School principal. The study's findings indicate that academic supervision at SMA Negeri 1 Jepara has been proceeding smoothly, despite some implementation challenges, such as improper scheduling of the program. The same is true of the (Zaky, 2017) study on the application of academic supervision at SMAN 1 Tugumulyo in the Musi Rawas Regency. The results of the research show that the implementation of academic supervision at SMAN 1 Tugumulyo, Musi Rawas Regency has been implemented well. The school principal has created an academic supervision program that has been well planned, and in implementing academic supervision there are no obstacles or obstacles.

Even a 2017 study on the application of educational monitoring to enhance teacher performance was carried out by (Leniwati & Arafat, 2017). According to the research's findings, academic supervision was implemented at SMAN 1 Sembawa in three steps: preparation, execution, and evaluation, or taking additional action after the supervision. The principal of the school sends a decision letter together with a timeline for implementing monitoring throughout the planning phase. Supervision activities are implemented both recently (within the classroom) and conventionally (outside the classroom).

In the year 2020, Lisliana et al conducted another study that likewise centered on talking about supervision. It was mentioned that the supervision had been done effectively and in an organized or methodical way. The process of implementing

supervision involves scheduling it first, creating a comprehensive plan outlining all the necessary events, carrying out supervision involving each component, and ultimately compiling a report on the process that includes recommendations for improvements that need to be followed up on. For teachers, the introduction of supervision is beneficial. Guidance on learning assessment, planning, and execution can be given through supervision. The study's findings make it abundantly evident that putting in place effective supervision will be able to positively affect the professional development of educators, particularly instructors.

According to Khasanah et al (2019), effective elementary school supervision has a role in helping students meet their learning objectives. The teacher's good attitude, high motivation, and the desire to gain a deeper understanding of the issue are some of the aspects that contribute to the seamless execution of supervision. Therefore, to accomplish the objectives of establishing supervision, it is crucial to consider the teacher's willingness to collaborate in addition to having a good planning process.

### **Evaluation of Academic Supervision Carried Out by the Head of MTs Negeri 2 Palembang**

Course evaluation is the last step in putting an activity into practice. The same is true of the procedures followed to put academic supervision into practice. The needs and stages that were planned were taken into consideration when the Head of MTs Negeri 2 Palembang conducted the study on the supervision assessment procedure. As part of this evaluation, the Head of MTs Negeri 2 Palembang reviewed the overall outcomes of the supervision implementation. This was done to make sure that the data collected from the implementation of supervision was adequate for analysis.

Based on the data from previous supervision results, the Head of MTs Negeri 2 Palembang also created a follow-up action plan paper. This indicates that the Head of MTs Negeri 2 Palembang's follow-up procedure was conducted objectively, based on precise data gathered from the data obtained, rather than subjectively. Similar to follow-up notes, which are a crucial component of the academic supervision process, every one of these areas will be improved through suggestions for further activity.

Giving feedback is another way that the Head of MTs Negeri 2 Palembang assesses the outcomes of the application of academic supervision. This means that to communicate recommendations based on the findings of the supervision, the Head of MTs Negeri 2 Palembang conducts talks or works in conjunction with the instructors under observation. Educators have the chance to offer feedback on current research; this phase is crucial in the execution of supervisory practices. This indicates that information is gathered not just from the supervisor but also through dialogue with the supervisee, who offers clarification and sometimes even refutes

the supervision's conclusions. The majority of supervised teachers, however, affirm rather than dispute and indicate a desire to enhance or even raise the outcomes associated with supervision recommendations and results.

The conclusions of this study corroborate those of the Sugiyanti & Narimo (2016) study, which concluded that supervisory evaluations had to be conducted with opportunities for teachers to comment on the outcomes. This procedure is a component of the action that comes after the supervision is put into place. These facts make it abundantly evident that any level of monitoring that is conducted impartially and with an eye toward development will positively affect how education is implemented overall. This is proven by the implementation of supervision at MTs Negeri 2 Palembang, whose work culture states that supervision is carried out to correct mistakes and increase the potential discovered from the supervision process. It's not a good idea to bring other people down by deliberately looking for loopholes in someone's inability to do something.

#### **D. Conclusions**

From the analysis and discussion regarding the implementation of supervision at MTs Negeri 2 Palembang, several points form conclusions in this research, namely as follows: 1) The Head of MTs Negeri 2 Palembang has successfully planned academic supervision activities, including incorporating them into the annual program, creating a detailed supervision schedule, and preparing supervision instruments; 2) Supervision is implemented in a structured manner using various techniques, including individual and group visits; 3) The school principal conducts evaluations of supervision, reviews results, prepares follow-up action plans, and informs supervised teachers. This communication helps improve and optimize aspects for the future.

#### **E. Acknowledgement**

We would like to express our acknowledgment to our respondents, colleagues in MTs Negeri 2 Palembang, and Universitas PGRI Palembang who helped us with this article.

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