

Implementation of Academic Supervision by School Principals to Improve Teacher's Performance

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Abstract: The objectives of this research: 1) Describe the implementation of academic supervision by the school principal to improve the performance of teachers at SMP Negeri 4 Air Sugihan, Ogan Komering Ilir Regency; 2) Describe the principal's strategy for optimizing the implementation of academic supervision to improve teacher performance at SMP Negeri 4 Air Sugihan, Ogan Komering Ilir Regency; 3) Describe the obstacles experienced by school principals in carrying out academic supervision activities to improve teacher performance at SMP Negeri 4 Air Sugihan, Ogan Komering Ilir Regency. This research was carried out at SMP Negeri 4 Air Sugihan, Ogan Komering Ilir Regency with the number of informants being 7 teachers from SMP Negeri 4 Air Sugihan, Ogan Komering Ilir Regency. Data collection techniques use observation, interviews, and documentation studies. The data analysis technique for this research is descriptive qualitative. The results of this research: 1) The implementation of academic supervision by the principal to improve the performance of teachers at SMP Negeri 4 Air Sugihan, Ogan Komering Ilir Regency has been carried out well; 2) strategy for implementing academic supervision activities, the principal has carried out pre-observation activities, planned academic supervision activities, carried out activities, carried out evaluations and follow-up and has involved fellow teachers being supervised; 3) The obstacle experienced by the school principal in carrying out academic supervision activities is that there are official matters which sometimes make the principal unable to carry out his duties as a supervisor at the school so that the task of carrying out academic supervision activities is delegated to other teachers who are colleagues of the teacher who will be supervised.

Keywords: Academic Supervision, School Principals, Teacher's Performance

A. Introduction

Education is important for human development since it can shape a person's personality and capabilities, including their societal ideals. Capabilities, knowledge, learning procedures, learning skills, and an awareness of the fundamentals of

national life can all be developed by education. According to Ekosusilo (2011), education is a crucial component of national life since it is viewed as an investment in raising the caliber of human capital resources. The explanation went on to say that as investing in education is a fundamental component of human resource development and has been shown to significantly boost economic growth, the returns on educational investments are larger than those from tangible investments. Humans acquire the diverse knowledge, abilities, attitudes, and values necessary for good employment through education. As the world becomes more interconnected and more jobs become available, it is unquestionably important to prepare the next generation with the required human resources to be able to. On the other hand, progress in the field of education can provide added value in the eyes of other countries, and through advanced education a country becomes a consideration for other countries and becomes a country that is respected and respected by other countries (Mustari, 2014).

School is a formal educational institution that has the function of being a place for education (Anas & Umam, 2020). Apart from that, schools are institutions that carry out educational activities, which require components of facilities, infrastructure, teaching staff (teachers), and education, who collaborate and work together to achieve educational goals and determine the quality of education (Kadirasman, 2013). Principals of schools have a significant impact on how education is implemented as well as on how well teaching staff members perform and receive professional development. In performing supervisory duties, or what is referred to as supervision, the principal of the school assumes a significant role. The principal of the school expects supervision to ensure that planned school activities are successful, focused, and directed for both (Wahyudi, 2009).

So that teachers and supervisors can use their knowledge and skills to provide better services to parents, students, and schools in a more productive learning society, supervision is a process and strategy that has been established (Maryono, 2011). This remark makes it clear that the instructor being supervised as well as the supervisor stand to gain from the application of monitoring. Other than that Rohmawati et al. (2023) Educational supervision is a coaching activity planned to help teachers and other school employees carry out their work effectively.

According to Wijaya (2009), school principals can also have a significant impact on teachers' performance by encouraging them to be more passionate and competent educators. For the very simple reason that instructors play a crucial part in defining the caliber of instruction delivered, they need to carefully consider and plan how to improve teacher quality to boost student learning chances. This shows that teachers are expected to be able to play an active role as managers of the teaching and learning process, acting as facilitators who always try to create a class organization, the use of teaching methods, and the attitudes and characteristics of teachers in

managing the teaching and learning process, all of these activities can be monitored by the school principal through supervision. According to Susanti et al. (2023) in his research the role of the school principal: is (1) as a manager in improving the quality of education; (2) as a leader in improving the quality of education; and (3) supporting and inhibiting factors in improving the quality of education.

According to Mulyasa (2013), supervision is a procedure created especially to assist supervisors and instructors in becoming familiar with the different kinds of everyday responsibilities at school. This allows them to apply their skills and knowledge to better assist participating parents. Schools and students as productive learning environments and educators. Professional educators, need to possess specialized knowledge that must be nurtured and developed over a set amount of time in the classroom, as well as the ability to master the ins and outs of education and teaching. The principal serves as the main leader in assisting teachers in carrying out their duties with effectiveness in teaching and learning. The effectiveness of educational institutions is greatly influenced by school principals in their capacity as leaders in education. The duties of the principal of the school include providing direction, coaching, building, and motivating employees, creating a strong network of communication, and providing effective supervision while adhering to schedule and planning constraints.

The principal serves as the main leader in assisting teachers in carrying out their duties with effectiveness in teaching and learning. The effectiveness of educational institutions is greatly influenced by school principals in their capacity as leaders in education. The duties of the principal of the school include providing direction, coaching, building, and motivating employees, creating a strong network of communication, and providing effective supervision while adhering to schedule and planning constraints. Burhanuddin (2017) stated that the purpose of supervision is to develop better teaching and learning situations through coaching and improving the teaching profession. To improve service quality in professional development, it is crucial to improve the quality of teacher programs and use them to make teachers professional in education. Supervisors play a crucial role in guiding teachers and ensuring they can work effectively as teachers. They should also create plans for future activities to address challenges.

Minister of National Education Regulation Number 13 of 2007 lists five competencies that must be possessed by school principals, namely personality competence, managerial competence, entrepreneurial competence, supervision competence, and social competence. The components of the signs relate to competence, including the principal's ability to organize and implement the results of supervision. Teachers are required to contribute to education in the school environment, especially in the implementation of teaching and learning. Principal supervision is the principal's influence on teachers as his subordinates to be able to work together to carry out

employee activities that increase performance. Supervision must be carried out continuously and monitored or supervised by the supervisor. This is the principal consisting of the principal and other supervisors in the education department.

The researcher observed several classes where there were teacher-led activities, and the second finding was that, on average, teachers still used traditional teaching methods such as lectures and assignments. The researcher did not find any learning activities that used engaging learning media or the application of learning models. To reduce student interest and motivation in participating in learning activities, teachers can most effectively conduct learning activities by summarizing the lesson material and asking questions. The findings of the three researchers from the data the researchers obtained regarding the implementation of principal supervision at SMP Negeri 4 Air Sugihan, Ogan Komering Ilir district has been implemented, but the implementation has not been optimal and sustainable. This is due to several obstacles, such as the principal being busy with official matters outside the school environment so that supervision activities do not run optimally. The data that researchers obtained regarding the implementation of supervision at SMP Negeri 4 Air Sugihan, Ogan Komering Ilir district, for several months, after the researchers processed it, can be seen in the following table;

Table 1. Implementation of Head Supervision Activities of SMP Negeri 4 Air Sugihan in 2022-2023

No	Month	Information	Number of Teachers Supervised
1	November	The third week	9
2	December	The first week	7
3	January	-	-
4	February	Second week-	11
5	March	-	-

Source: Administrative Section of SMPN 4 Air Sugihan (Processed Data)

The data above shows that the implementation of academic supervision at SMP Negeri 4 Air Sugihan, Ogan Komering Ilir district is not running effectively, in one month the principal only carries out supervision activities once, even in January, and in March the principal does not carry out supervision at all, the number of teachers who supervised is also very small compared to the number of classes and the number of teachers in this school. This condition certainly shows the weakness in the implementation of supervision activities by the school principal. Academic supervision activities should be carried out periodically and continuously so that the quality of the learning carried out by teachers can be known. Another problem is that both technically and non-technically, the principal's duties are numerous, this was proven when researchers observed that the principal was not at school because he had official matters outside the school. So this condition results in academic

supervision activities not running optimally. Based on the findings at SMP Negeri 4 Air Sugihan, Ogan Komering Ilir district, researchers are interested in conducting careful and in-depth research regarding academic supervision with the title "Implementation of Academic Supervision by School Principals to Improve Teacher Performance at SMP Negeri 4 Air Sugihan, Ogan Komering Ilir Regency."

B. Methods

This research was carried out at SMP Negeri 4 Air Sugihan, Ogan Komering Ilir district. The informants in this research, namely the subjects who will be interviewed directly, are referred to as sources. This research is descriptive research with a qualitative approach. According to Tohirin (2013) qualitative research is "research that seeks to build the views of the people being studied in detail and is formed using words, holistic (comprehensive and in-depth) and complex images. According to Arikunto (2017), a research informant (resource person) is someone who has information about the research object. The primary data sources for this research are the principal and teachers in charge of teaching at SMP Negeri 4 Air Sugihan, Ogan Komering Ilir Regency. Secondary data sources will make it easier for researchers to collect data and analyze the results of research which can later strengthen research findings that have a high level of validity.

This research is field research to obtain data, so the research uses the following method: 1) observation technique, according to Suharsimi (2010), observation is a way of collecting data using one of the five senses; 2) documentation method, the document method is a method of collecting data through written remains, such as archives, and including books about opinions, theories, and other things related to research problems; 3) interview technique, the interview technique is a meeting between two people to exchange information and ideas through questions and answers, so that meaning can be constructed on a particular topic.

C. Results and Discussion

Implementation of Academic Supervision by the Principal to Improve Teacher's Performance at SMP Negeri 4 Air Sugihan, Ogan Komering Ilir Regency

To do outreach, the principal of the State Middle School met with the teacher council before the implementation stage of academic monitoring. The principal urged teachers to get ready as well as all the necessary administration for the academic supervision activities' implementation stage after announcing during the meeting that there would be such activities. The goals of adopting academic supervision activities and the targets to be met from doing so were communicated by the principal during the meeting with the teacher council. After instructors have been

socialized, the following stage is to decide on an implementation timeline based on the agreement's outcomes.

The school principal carries out academic supervision in five steps to help teachers enhance their talents. These are outlined in the standards for academics, 1) fostering a positive working relationship between the principal and educators; 2) identifying the needs of teachers in carrying out instructional activities; 3) developing instructional strategies and utilizing educational media by educators; 4) being aware of the methods instructors use in conducting assessments to gauge the learning outcomes of students; 5) Review the way instructors carry out the learning activities; if flaws are discovered in the way teachers carry out the learning activities, academic supervision activities should be directed at enhancing learning rather than identifying teaching errors by teachers.

From the results of implementing academic supervision activities, the principal can analyze the strengths and weaknesses of teachers in carrying out learning activities and provide assessments. Assessment is a systematic process to determine the level of success achieved by teachers due to the impact of implementing academic supervision. In essence, academic supervision, and assessment in academic supervision activities is a systematic process to see the teacher's level of success in teaching and their achievements and then develop the teacher's learning skills. This supervision activity should be carried out routinely in schools as an activity that is seen as positive in improving the learning process. If ideal concepts can be implemented, it is hoped that the quality of education and performance of classroom teachers can improve significantly.

To carry out academic supervision activities at SMP Negeri 4 Air Sugihan, the principal needs to plan academic supervision activities. At the planning stage, the principal has made a schedule for implementing academic supervision activities, and determined a list of names of teachers who will be supervised, then after planning it, the next step is for the head of SMP Negeri 4 Air Sugihan to carry out academic supervision activities. To ensure that there are no roadblocks while deciding on the timetable for class visits, the principal can include teachers, particularly those who will be supervised, in the planning stage of the academic supervision program. Through the preparation of plans for academic supervision activities and the involvement of teachers or education staff, the principal has both involved teachers in the activities themselves and given them the responsibility for carrying them out.

Involving teachers at SMP Negeri 4 Air Sugihan in the academic supervision program means that the principal has informed the teachers and the teachers will understand the academic supervision being carried out, so that teachers can prepare themselves to take part in the implementation of academic supervision activities that

will be carried out by the principal, completing the administration. Necessary for the implementation of academic supervision activities. Involving teachers in planning the program for implementing academic supervision activities, means that the principal has established cooperation and togetherness in the academic supervision program at SMP Negeri 4 Air Sugihan. Apart from that, by involving teachers in planning the academic supervision program, teachers will feel appreciated and can eliminate misunderstandings. between school principals and teachers in the implementation of academic supervision. By what was stated by the Ministry of National Education states that: the scope of academic supervision planning includes several things that are interrelated with each other, namely related to 1) curriculum implementation; 2) preparation for the implementation and assessment of learning by the teacher; 3) achieving graduate competency standards, process standards, content standards and implementing regulations, improving the quality of learning through development.

In line with what was stated by Bungin (2005) in implementing academic supervision activities several things need to be taken into account, namely: a) academic supervision should be carried out with systematic preparation and planning, meaning that the implementation of academic supervision activities is not carried out suddenly without confirmation. with the teacher who will be supervised; b) supervision should be carried out by notifying the teacher who will be supervised in advance so that the teacher has physical, mental, and administrative readiness related to academic supervision activities; c) academic supervision should be carried out using several commonly used academic supervision techniques and academic supervision methods to produce comprehensive results; d) it is necessary to prepare instruments for academic supervision activities so that the strengths and weaknesses of the teachers being supervised can be identified; e) there is follow-up from the school principal as the implementer of academic supervision; f) there is reporting regarding the results of the implementation of academic supervision activities carried out.

This statement is supported by the results of research conducted by Aprida et al (2020) there is an influence of principal supervision on teacher performance in State Middle Schools in West Prabumulih District 52.6%, the remaining 47.4% is influenced by other factors which are not variables in this research. Research results (2017) show that academic supervision at SMK Muhammadiyah 1 Purwokerto is carried out by the school principal as supervisor. Academic supervision carried out at SMK Muhammadiyah 1 Purwokerto by the school principal runs according to the schedule that has been made.

The Principal's Strategy to Optimize the Implementation of Academic Supervision to Improve Teacher Performance at SMP Negeri 4 Air Sugihan, Ogan Komering Ilir Regency

Academic supervision strategies involve identifying the most effective methods or procedures for carrying out academic supervision tasks, helping school leaders fulfill their responsibilities as educational supervisors, and raising the standards of the schools they supervise. According to Mintsberg in (Juliansyah, 2017), a strategy is a plan, pattern, or technique developed by the principal of a school in their capacity as leaders to meet the institution's long-term objectives. To optimize the results of implementing academic supervision activities, several strategies need to be carried out by the head of SMP Negeri 4 Air Sugihan.

The strategy or technique used by the head of SMP Negeri 4 Air Sugihan consists of five stages, namely; the pre-academic supervision stage, the planning stage, the implementing stage, and the evaluating stage. At the pre-academic supervision stage, there are several steps taken by the head of SMP Negeri 4 Air Sugihan, namely: a) informing teachers who teach at SMP Negeri 4 Air Sugihan to prepare themselves to take part in academic supervision activities; b) planning stage; at the planning stage, the head of SMP Negeri 4 Air Sugihan makes a schedule for implementing academic supervision activities and determines the time for carrying out academic supervision activities; c) the implementation stage of academic supervision activities, namely the head of SMP Negeri 4 Air Sugihan observing the learning activities carried out by the supervised teacher; d) evaluation stage. At this stage, the principal assesses the learning activities carried out by the teacher being observed. The purpose of the assessment is to determine the quality of the learning carried out by the teacher and make improvements if the results are less than optimal. Pidarta (2013) said that with supervision, school principals can improve the learning process, improve teacher performance, improve the way teachers communicate and socialize with students, and improve school achievement. Also expressed the same thing that supervision can help school principals develop all teachers who teach in schools so that they can work well in their respective areas of expertise.

Obstacles Experienced by School Principals in Carrying Out Academic Supervision Activities to Improve Teacher Performance at SMP Negeri 4 Air Sugihan, Ogan Komering Ilir Regency

Effective and ongoing academic monitoring should be the responsibility of school principals. It is best to steer clear of any elements that could make it more difficult to carry out academic supervision duties. Teachers should participate in the process of implementing academic supervision from the planning stage through the actual execution of academic supervision activities. The best solution to issues relating to

teachers' errors in executing instructional tasks is academic monitoring. Since the administrator plays a major role in enhancing teacher performance from the planning phase through success analysis, school principals must possess strong scheduling and academic monitoring skills. One effort to improve teacher quality is through the process of academic supervision activities. Through academic supervision activities, teachers can continuously develop and develop their abilities so that they can carry out their functions professionally.

For teachers to teach effectively and have an impact on students' learning, academic supervision activities are implemented as a teacher development service. However, the implementation of supervision activities is typically hampered by teachers' dislike of the supervisor's style (Gunawan, 2019). Therefore, for academic and educational supervision to be implemented effectively, the principal acting in the role of supervisor must act democratically rather than using an authoritarian style of supervision. This will help to ensure that teachers view the activities associated with academic supervision positively and are increasingly motivated to become more professional members of the teaching staff. In this way, learning can be developed so that educational goals can be achieved.

In summary, the introduction of academic supervision at SMP Negeri 4 Air Sugihan has gone smoothly. However, despite this, a few challenges still arise, which the principal of the school can effectively manage. Teachers at SMP Negeri 4 Air Sugihan have made significant progress in their ability to carry out teaching activities as a result of the principal's execution of academic supervision activities. Students appear more enthusiastic, teachers can increase enthusiasm and student participation in learning, teachers can manage the classroom effectively, and they are enthusiastic about teaching by implementing learning innovations. This very good change is of course caused by the academic supervision activities carried out by the school principal so that teachers can find out their weaknesses in teaching and improve them in subsequent teaching activities.

Therefore, academic supervision activities should be carried out very well in every school, because the main aim of academic supervision activities is to assist teachers in improving teaching in the classroom, not an attempt to find teachers' mistakes and weaknesses in teaching. School principals should carry out academic supervision activities regularly so that teachers' performance in teaching can be monitored. This is also supported by Kalalo & Merentek (2023) where the role of educational supervision can be optimized to improve the quality of education in Indonesia, thereby producing a generation that is better prepared to face the demands of the future.

D. Conclusion

Based on the research results obtained by the researchers, the conclusions of this research are as follows:

1. The implementation of academic supervision by the principal to improve the performance of teachers at SMP Negeri 4 Air Sugihan, Ogan Komering Ilir Regency has been carried out steadily, but the principal still has to continue to strive to improve the implementation of academic supervision activities by increasing the schedule of supervision activities, so that the quality of SMP Negeri teachers 4 Air Sugihan in carrying out learning activities can determine the quality of the learning he provides to students.
2. The principal's strategy to optimize the implementation of academic supervision to improve teacher performance at SMP Negeri 4 Air Sugihan, Ogan Komering Ilir Regency must also be further optimized. In the strategy for implementing academic supervision activities, the principal has carried out pre-observation activities, planned academic supervision activities, carried out academic supervision activities, carried out evaluations and follow-ups, and has involved fellow teachers being supervised, but the effectiveness and role of fellow teachers is only limited to carrying out observations and assistance for school principals in supervising the academics of teachers who teach at SMP Negeri 4 Air Sugihan, Ogan Komering Ilir Regency.
3. Obstacles experienced by school principals in carrying out academic supervision activities to improve teacher performance at SMP Negeri 4 Air Sugihan, Ogan Komering Ilir Regency. The problem experienced by the head of SMP Negeri 4 Air Sugihan, Ogan Komering Ilir Regency in carrying out academic supervision activities is that there are official matters which sometimes make the head of SMP Negeri 4 Air Sugihan, Ogan Komering Ilir Regency unable to carry out his duties as a supervisor at the school so that he is tasked with carrying out academic supervision activities. Had to be delegated to another teacher who was a colleague of the teacher who would be supervised.

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