



THE ROLE OF PRINCIPAL'S ACADEMIC SUPERVISION TO TEACHERS AT SMP NEGERI 1 KUALA NAGAN RAYA DISTRICT

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ABSTRACT

This research aims to determine the principal's academic supervision of teachers at SMP Negeri 1 Kuala and the obstacles to implementing academic supervision. The approach used is a qualitative approach. Data collection techniques are observation, interviews, documentation and questionnaires. Data were analyzed using the stages of data reduction, data presentation and drawing conclusions. The results of the research show that the implementation of the principal's academic supervision of teachers has been carried out well, the principal has carried out planning by preparing supervision instruments and informing the supervision schedule, implementing supervision using various techniques and principles. Evaluation and follow-up of academic supervision is carried out by discussing the results of supervision with teachers, schools also hold workshops/training with the aim of improving and increasing the quality of teachers in carrying out their duties at school. The implementation of academic supervision experiences obstacles that arise from teachers, namely lack of preparation of learning tools, teachers not mastering the material during the learning process and teachers lacking control over the class, where it appears that students are difficult to control during learning.

Keywords: Role, Academic Supervision, Principal, Teacher.

INTRODUCTION

Supervision and inspection are two concepts that cannot be equated. Compared to monitoring, supervision tends to be more authoritarian and power-oriented. On the other hand, supervision emphasizes promoting a family-friendly culture by encouraging service growth and fostering productive collaboration among educators, as tried by the principal or those involved democratically.

The principal, as a supervisor, has the expertise to c "Supervision and inspection are two concepts that cannot be equated. Compared to monitoring, supervision tends to be more authoritarian and power-oriented. On the other hand, supervision emphasizes promoting a family-friendly culture by encouraging service growth and fostering productive collaboration among educators, as tried by the principal or those involved democratically (Romadhon and MS 2021); (Zaeni, Abdullah, and Egar 2020). The principal, as a supervisor, has the expertise to create a conducive classroom atmosphere for learning (Resmiyati 2020); (Herman, AR, and Ibrahim 2022). The role of the principal is one of supervision, with the ultimate goal of improving the quality of education offered to students (Rosida 2019); (Iswani, Akmaluddin, and Novita 2024). Since the performance of the principal as a manager is crucial, and because the principal's performance is the key to increasing workplace productivity and performance (Budiman 2022); (Yusi, Yulaeha, and Aminuddin 2022), the principal's performance is a strong predictor of overall workplace productivity (Yohanah 2022); (Nabela and Happy Fitria 2021).

Coaching and professional development may be the only way to fully realize the potential of teachers and educational professionals in contributing to improving educational excellence standards (Tarhid 2017); (Rini n.d.). The principal's role can take various forms, one of which is directing supervision, where special attention is focused on teachers' efforts for professional growth (Agia and Sudrajat 2023). Although the government has made significant efforts to improve the quality of education by prioritizing the enhancement of professionalism, diversity, and teacher quality, the results have not been satisfactory due to various obstacles and deviations in the field implementation and lack of teacher involvement in policy-making (Handayani, Lian, and Rohana 2020); (Rosni 2021). Research on the role of academic supervision in improving teacher professionalism is necessary and needs to be conducted given the emerging challenges (D. Sari 2016). Therefore, something must be done to address this issue and help students succeed in school. One solution is to provide strict supervision of educators in the form of coaching or mentoring to help them improve and maintain high-performance levels towards the established targets (Sadtyadi 2016); (Hardipamungkas and Purnama 2020).

From the initial observation in the field, it was found that SMP Negeri 1 Kuala in Nagan Raya Regency is an accredited A educational institution, accompanied by various achievements owned by SMP Negeri 1 Kuala. The principal of SMP Negeri 1 Kuala supervises by holding monthly meetings to assess underutilized programs and plan upcoming school activities while remaining vigilant about health protocols during the pandemic. Not only with face-to-face meetings, the principal also uses IT applications like Zoom and Google Meet. As a follow-up action, the principal will conduct virtual class visits during actual teaching hours to monitor the effectiveness of teachers in the classroom. Teachers are often given questionnaires as part of their self-

assessment activities, and the principal holds seminars and provides various types of coaching to improve teacher professionalism. The researcher found that the institution is unique because the principal, in conducting academic supervision, does not use supervision as a tool to find teachers' mistakes but rather for coaching teachers (Azizah et al. 2024).

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Research on the role of academic supervision in improving teacher professionalism is necessary and needs to be conducted given the emerging challenges. Therefore, something must be done to address this issue and help students succeed in school. One solution is to provide strict supervision of educators in the form of coaching or mentoring to help them improve and maintain high-performance levels towards the established targets. From the initial observation in the field, it was found that SMP Negeri 1 Kuala in Nagan Raya Regency is an accredited A educational institution, accompanied by various achievements owned by SMP Negeri 1 Kuala. The principal of SMP Negeri 1 Kuala supervises by holding monthly meetings to assess underutilized programs and plan upcoming school activities while remaining vigilant about health protocols during the pandemic. Not only with face-to-face meetings, the principal also uses IT applications like Zoom and Google Meet. As a follow-up action, the principal will conduct virtual class visits during actual teaching hours to monitor the effectiveness of teachers in the classroom. Teachers are often given questionnaires as part of their self-assessment activities, and the principal holds seminars and provides various types of coaching to improve teacher professionalism. The researcher found that the institution is unique because the principal, in conducting academic supervision, does not use supervision as a tool to find teachers' mistakes but rather for coaching teachers.

METHODS

The research method is qualitative with a descriptive type. Moleong (2018:4) defines qualitative research as a specific tradition in social sciences that fundamentally relies on observation of humans both in their environment and in their circumstances. This type of research is descriptive in nature. (Zulkifli 2018), defines descriptive research as a method to study the status of a group of people, an object, a set of conditions, a system of thought, or a class of events at the present time. The subjects of the research are the principal and teachers. Data collection uses interviews, observations, and documentation, and the analysis is descriptive qualitative. The data analysis technique is carried out in three steps: first, data reduction, which involves summarizing, selecting key points, and focusing on important aspects related to the implementation of supervision. Second, presenting the data by organizing the information systematically to facilitate the integration and connection between data in constructing the description of the supervision process in the school.

RESULTS AND DISCUSSION

Academic Supervision of the Principal to Teachers at SMPN 1 Kuala

The role of the principal in the implementation of academic supervision to teachers at SMP Negeri 1 Kuala, Nagan Raya Regency, involves several steps as described in the following opinion. To achieve educational goals, the role of the principal as a supervisor is very important because academic supervision is an activity carried out by the principal to improve the teaching process in order to meet the set standards and achieve better learning outcomes.

The findings of this study show that the implementation of academic supervision by the principal at SMP Negeri 1 Kuala is as follows:

1. Planning Stage of Academic Supervision:

In Conducting Academic Supervision, The Principal Needs To Plan The Supervision Activities That Will Be Carried Out. The First Step Taken By The Principal Of Smp Negeri 1 Kuala Is The Planning Of The Academic Supervision Itself. Observations In The Field Show That The Planning Stage Is Divided Into Several Steps, One Of Which Is The Information Stage Regarding The Time Before The Supervision. The Next Stage Of Academic Supervision Planning Is Preparation Or Planning, Where The Principal Plans The Time For The Supervision, The Target Teachers, And The Techniques To Be Applied During The Supervision (Hamdani et al. 2024). After Planning The Supervision Time, The Principal Informs The Teachers About The Schedule. This Time Information Serves As A Notification To The Concerned Teachers So That They Can Adjust And Be Aware Of The Supervision Schedule, Allowing Them To Prepare Themselves For The Supervision (Utomo, Egar, and Murniati 2023). In conducting academic supervision, the

principal needs to plan the supervision activities that will be carried out. The first step taken by the principal of smp negeri 1 kuala is the planning of the academic supervision itself (Raberi, Fitria, and Fitriani 2020). The observations in the field show that the planning stage is divided into several steps, namely the information stage before supervision. The next stage of academic supervision planning is preparation or planning, which is the stage where the principal plans the time for the supervision, the target teachers, and the techniques that will be applied during the supervision. After planning the supervision time, the principal informs the teachers of the schedule. This time information is provided to the concerned teachers so they can adjust and be aware of the supervision schedule, allowing them to prepare themselves for the supervision (Nurohiman 2023); (S. M. Sari et al. 2023); (Parida, Lian, and Sari 2020)(Herdiyana and Rohendi 2021). The next stage of academic supervision planning is preparation before the supervision is carried out. The preparation for academic supervision requires readiness from both the principal and the teachers, where the principal, as the supervisor, prepares the materials related to the academic supervision, while the teacher being supervised prepares the materials that will be assessed, ensuring that the implementation can be carried out properly and in accordance with the existing guidelines (Nadiya 2023); (S. M. Sari and Manurung 2023).

2. Implementation Stage Of Academic Supervision

After planning the academic supervision, the next step taken by the principal at smp negeri 1 kuala is the implementation of the supervision. Based on the interview with the principal, it was stated that the supervision conducted at smp negeri 1 kuala occurs twice per semester. The first is the supervision of teaching materials, and the second is clinical supervision, which is conducted while the teacher is teaching in the classroom. Teaching material supervision involves reviewing the teaching materials that the teacher will use in their lessons, with the aim of correcting any deficiencies in the teaching materials. Meanwhile, clinical supervision is carried out through direct observation of actual teaching activities, involving face-to-face interaction and communication between the supervisor and the teacher being supervised, and working towards developing further steps for performance improvement (Fitriyani et al. 2024); (Rambe 2019).

In the implementation of academic supervision, there are several aspects that must be used by the principal. Academic supervision from the perspective of implementation includes several aspects, one of which is the consistency in applying the principles and techniques in carrying out the supervision. The first aspect is the principles used in supervision (Handayani, Lian, and Rohana 2020); (ANDAYANI 2021); (Nurchaeni, Wuryandini, and Miyono 2023). In carrying out academic supervision, the principal or supervisor must base their actions on the existing principles of academic supervision to ensure that the

implementation is truly effective and in accordance with the established guidelines for academic supervision (Romadhon and MS 2021); (Romadhon and MS 2021).

The principles used by the principal in supervision at smp negeri 1 kuala, according to the results of interviews with the principal and teachers, are the objective principle, which means providing feedback based on the aspects present in the instruments, and the humanistic principle, which means being able to create harmonious, open, honest, and enthusiastic human relationships (Fauzyah 2020). The academic supervision activities carried out at smp negeri 1 kuala by the principal or supervisor use the humanistic principle, meaning they are able to create a harmonious, open, honest, enthusiastic, and patient relationship, and the objective principle, meaning the supervision is carried out according to the aspects of the instruments and should be implemented based on a professional relationship between the supervisor and the teacher being supervised, not based on personal relationships (Anwar 2020). The second aspect is the techniques used in the implementation of academic supervision. In conducting academic supervision, the principal, as the supervisor, applies supervision techniques. Therefore, each principal as a supervisor must have adequate skills and abilities in applying the appropriate supervision techniques when carrying out academic supervision in the classroom (Marharjono 2020); (Febrianti, Hariandi, and Alirmansyah 2021). The technique used by the principal at smp negeri 1 kuala is the individual technique. This supervision technique is carried out by the principal while the teacher is conducting the learning process in the classroom using the supervision instruments (Harefa and Sumiyati 2020).

3. Evaluation Stage Of Academic Supervision

After conducting academic supervision of the teachers, the next step is evaluation. The evaluation is divided into several stages, the first of which is the evaluation in academic supervision carried out by the principal or supervisor of the teacher, aiming to improve any deficiencies in the teacher's performance in the classroom, both academically and in terms of behavior and engagement. The principal's evaluation can be done in various ways; if the evaluation is conducted simultaneously for many teachers, it can be done in a group or through a meeting at the end of the month or semester. Evaluation can also be done individually (Gunawan and Sunarman 2017); (Harefa and Sumiyati 2020).

In evaluation, it is important for the principal to understand the strengths and weaknesses of the teacher in the teaching process, as the main goal of academic supervision is to assess the teacher's ability to plan, implement teaching activities, and conduct assessments of learning outcomes, and to utilize these assessments to improve the teaching process. Additionally, it aims to create a conducive learning environment by effectively using available learning resources and developing appropriate teaching strategies,

methods, and techniques (Wicaksono and Rachmadyanti 2016); (Sa'adah et al. 2018). The evaluation conducted by the principal in the academic supervision at SMP Negeri 1 Kuala is done individually, where the principal calls the teacher to provide feedback on the weaknesses in their performance and discusses ways to improve it in order to enhance the teacher's performance in future teaching activities. The results of the principal's evaluation of the teacher's performance at SMP Negeri 1 Kuala show that two teachers were rated as "Good," while one teacher received a rating of "Very Good." After the evaluation, the next step is for the principal to follow up on the supervision. The follow-up to academic supervision is the final stage of the supervision process. It is expected that the follow-up will result in improvements in the teacher's performance after being supervised by the principal, such as teachers becoming more professional in teaching, leading to improved student learning outcomes.

Follow-up supervision is very important for both the teacher and the principal. Therefore, follow-up needs to be implemented. It is a part of the cycle of effective supervision, and it must be planned, carried out, and evaluated by the principal to ensure that supervision has a positive impact on the teacher's performance improvement. The follow-up actions taken by the principal at SMP Negeri 1 Kuala include providing the results to the supervised teachers so they can correct mistakes and deficiencies, as well as giving praise to teachers who have performed well in their teaching. Additionally, academic supervision follow-up is carried out by organizing workshops provided by the education office for all teachers, including those at SMP Negeri 1 Kuala.

In the implementation of academic supervision at SMP Negeri 1 Kuala, Nagan Raya, several obstacles were found, such as the lack of preparation from the teachers being supervised. Teachers may also have limited mastery of the material, ineffective utilization of learning time, students who are not focused and hard to manage, and teachers not fully mastering the classroom. Another obstacle is the lack of support from the school in terms of teaching media, laboratory tools, and learning materials. Thus, the implementation of academic supervision at SMP Negeri 1 Kuala still faces challenges. These challenges arise from the individual teachers being supervised, in terms of their competencies, as well as from the lack of support from the school in providing adequate resources for effective teaching and supervision.

CONCLUSION

The implementation of academic supervision carried out by the principal or supervisor towards teachers at SMP Negeri 1 Kuala has been carried out well. However, in reality, there are still obstacles affecting the implementation of academic supervision. These obstacles stem from the

teachers themselves and the support from the location or school. Factors influencing an individual's performance can come from within the individual, such as motivation, skills, and education, as well as external factors, such as the work environment, salary levels, workplace conditions, and others. The implementation of academic supervision at SMP Negeri 1 Kuala has been carried out effectively. The principal has planned the process by preparing instruments and scheduling the supervision, which is conducted using various techniques and principles. Furthermore, evaluation and follow-up activities have been implemented, including discussions with teachers and the organization of workshops aimed at enhancing teacher competencies. However, some challenges were encountered during the supervision process. These include inadequate preparation by teachers in preparing teaching materials and lesson plans, limited mastery of the subject matter during the teaching process, and insufficient classroom management skills.

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