

## **THE IMPACT OF ACADEMIC SUPERVISION ON IMPROVING THE QUALITY OF TEACHING IN SCHOOLS**

**Dedi Sahputra<sup>1</sup>, Syarfuni<sup>2</sup>, Siti Mayang Sari<sup>3</sup>**

<sup>1</sup>Universitas Bina Bangsa Getsempena, Banda Aceh, Indonesia

\* Corresponding email: *dedisahputra238@gmail.com*

### **ABSTRACT**

This research aims to analyze the impact of academic supervision on the quality of teaching in schools. This research uses a pre-test and post-test experimental design with an experimental group, where the teachers who are research subjects are given treatment in the form of academic supervision, then the quality of their teaching is measured before and after the treatment. The population of this study consisted of 59 teachers in the city of Jantho, all of whom were sampled using total sampling techniques. Data was collected through a questionnaire instrument filled out by teachers before and after academic supervision, which measured two main variables, namely academic supervision and teaching quality. To analyze the data, the Wilcoxon test was used because the data obtained was not normally distributed. The research results showed that there was a significant difference in the quality of teaching before and after academic supervision, with Asymp scores. Sig. (2-tailed) of 0,000. These findings indicate that academic supervision has proven effective in improving teacher teaching competence. This research suggests the need for continuous implementation of academic supervision to improve the quality of learning in schools.

**Keywords:** academic supervision, teaching quality.

## INTRODUCTION

Teachers are one of the important components in the world of education who play a key role in the teaching and learning process. The performance and quality of teachers directly influences the achievement of educational goals in schools. As educators, teachers not only transfer knowledge, but also shape students' character and competence, which makes them a determining factor in overall educational success. Therefore, every discussion regarding curriculum updates, procurement of learning aids, and improving the quality of human resources in education, always focuses on the role of teachers. This emphasizes how strategic the teacher's position is in creating an effective educational environment, because the quality of teaching provided by teachers will greatly influence student learning outcomes and future educational developments. In other words, improving teacher quality is the first step to creating quality and sustainable education (E. Mulyasa, 2017).

Teachers must have extensive knowledge and expertise in a particular field, and are responsible for transferring this knowledge to others. Through an effective learning process, teachers not only convey lesson material, but also guide students to develop the skills and competencies they need in life. With such an important role, teachers contribute greatly to improving the quality of human resources. The education provided by teachers will equip students with the knowledge, skills and attitudes needed to face future challenges, thus supporting the creation of individuals who are more qualified and ready to compete in society (Tilaar, 2017).

Basically, the quality of education is influenced by various factors that are interrelated and influence each other. These factors include curriculum, facilities, learning environment, and teacher quality. The success of the teaching and learning process in the classroom is very dependent on the competence and dedication of a teacher. The quality of teaching provided by teachers will influence students' understanding and motivation in learning. Therefore, the role of teachers in improving the quality of education is vital, because teachers are the main key in creating effective and quality learning (Sardiman. A. M, 2018). Teachers have an important role in the success of the teaching and learning process that occurs in the classroom (Usman, 2018).

The reality in the field is that many teachers are not optimal in creating quality learning. If the teacher's performance is good then the quality of education is also good. This is in line with the opinion of Mulyasa (2017) who states that high and low quality or educational outcomes are greatly influenced by teacher performance in terms of the quality of the learning process provided by teachers to students.

In the interest of improving teacher performance, teacher human resource (HR) management must be improved, improving the quality in order to become professional and quality teachers. Furthermore, Masaong (2018) stated that performance is more often referred to as achievements that are able

to produce output of increasing quality, are able to show the community in the form of good service to students and are able to follow the dynamics of community needs which are always changing according to the progress and demands of the times. Therefore, supervision is very helpful in improving teacher performance in improving the quality of teaching (Supardi, 2018).

Academic supervision plays a very important role in improving teacher performance and the quality of classroom teaching. Through academic supervision, teachers receive constructive feedback regarding the teaching methods they use, as well as suggestions for improvement and competency development. This supervision not only aims to supervise, but also to support teachers in improving their professional abilities, either through training, discussion or direct guidance. With effective academic supervision, teachers can be more motivated to improve the quality of teaching, which in turn will have an impact on improving student learning outcomes. Therefore, academic supervision is one of the key factors in creating a better and higher quality learning environment. Mulyanti et al. (2024) said that the performance produced by teachers cannot be separated from the contribution of academic supervision carried out, teaching experience and professional competence.

The influence of academic supervision on the quality of teaching is very high, considering the vital role of teachers in creating quality education. Although efforts have been made to improve the quality of education, challenges in ensuring effective and sustainable teaching still remain. Academic supervision, as a form of professional coaching carried out by school leaders or educational institutions, is believed to have great potential in improving teacher performance. With structured supervision, teachers will receive the direction and feedback needed to develop teaching methods that are more innovative and appropriate to student needs. This research is important to provide empirical evidence regarding the extent to which academic supervision can influence the quality of teaching, as well as how this has a direct impact on student learning outcomes. It is hoped that the results of this research can provide recommendations for educational policy, especially in terms of planning and implementing more effective supervision programs in schools.

## **METHODS**

This research uses experimental research with the aim of testing the effect of academic supervision on teaching quality. The research design used is a pre-test and post-test experimental design with an experimental group, where the teachers who are research subjects will receive treatment in the form of academic supervision, then changes in the quality of their teaching will be measured before and after being given supervision. The research population is all 59 teachers in the city of Jantho, and because the population is relatively small, this research uses total sampling, where all teachers in the

population will be used as the research sample. Data collection was carried out using a questionnaire instrument which was distributed to teachers before and after academic supervision. This questionnaire is designed to measure two main variables: academic supervision and teaching quality. Data analysis was carried out using the Wilcoxon analysis technique to compare differences in teaching quality before and after academic supervision, because the data obtained was not normal.

## RESULTS AND DISCUSSION

In this section, the results of research will be presented which aims to examine the effect of academic supervision on the quality of teaching at Jantho City Middle School. Based on the experimental design used, data was obtained through questionnaires filled out by 59 teachers before and after being given academic supervision. The results of this research will reveal the extent to which academic supervision can influence changes in teaching quality, which is measured based on predetermined variables. To analyze the data, relevant statistical techniques were used, namely the Wilcoxon test, to compare differences in teaching quality before and after supervision. Thus, in this section the main findings obtained from data analysis will be discussed, namely as follows.

**Table 1. Effect of Academic Supervision on Teaching Quality**

	Posttest - Pretest
Z	-6.693 <sup>b</sup>
Asymp. Sig. (2-tailed)	.000

The Wilcoxon test results shown in table 1 show that there is a significant influence between academic supervision and teaching quality. Based on the test results, the Z value obtained was -6.693 with Asymp. Sig. (2-tailed) is 0.000, which is smaller than the significance level of 0.05. This shows that there is a significant difference between the quality of teaching before and after academic supervision is provided. In other words, academic supervision has been proven to have a positive impact on improving the quality of teaching carried out by teachers. These results indicate that academic supervision has a very important role in improving the effectiveness of teaching in the classroom, so it can be hoped that it can be applied more widely to support the development of teacher professionalism.

In addition, the negative Z value (-6.693) indicates that changes in teaching quality tend to increase after being given academic supervision. This illustrates that there has been an improvement in the quality of their teaching after receiving supervision treatment. Thus, academic supervision not only provides constructive feedback, but also encourages teachers to improve their

teaching methods, both in terms of classroom management, interaction with students, and the use of more varied learning media.

The results of this test also show that the effect of academic supervision on teaching quality is statistically significant, which strengthens the argument that academic supervision plays an important role in teacher professional development. Therefore, implementing effective academic supervision can be an effective strategy for improving the quality of learning in schools. This research provides empirical evidence that supports the need to improve the implementation of academic supervision in various educational institutions, to ensure that teachers can continue to develop and provide higher quality teaching to students.

The results of this research show that there is a significant influence between academic supervision and the quality of teacher teaching. Based on the Wilcoxon test results, the Z value obtained was -6.693 with Asymp. Sig. (2-tailed) of 0.000, which shows that changes in teaching quality before and after academic supervision are indeed very significant. This confirms that academic supervision plays an important role in improving the quality of teaching carried out by teachers. Academic supervision provides teachers with the opportunity to receive feedback, both in the form of direct guidance and evaluation of their teaching methods, which ultimately contributes to increasing the effectiveness of classroom teaching. These results are in line with research by Mailani, Ikrima, M. Nazir (2023) which found that there was a significant influence from the academic supervision of school principals on the quality of learning in SDITs throughout Kuantan Singingi Regency.

Based on the Minister of National Education Regulation Number 19 of 2007 which was issued on 23 May 2007, it is explained that school principals have a very important role in implementing academic supervision. The school principal is responsible not only for formulating and implementing the supervision program, but also ensuring that the results of supervision are used optimally to improve the performance of the school or madrasah. Thus, academic supervision is not just an evaluative activity, but is a tool for developing teacher professionalism and improving the quality of learning in schools. In line with this, Mulyasa stated that the main aim of academic supervision is to improve teachers' professional abilities, so that they can carry out a more effective learning process. Academic supervision is expected to provide constructive feedback for teachers in identifying strengths and weaknesses in their teaching methods, as well as providing opportunities for self-development. Thus, supervision not only functions as a monitoring tool, but also as a coaching tool that encourages teachers to continue to improve the quality of their teaching (H. E. Mulyasa, 2017)

One aspect that can be explained from the results of this research is the importance of communication that occurs between teachers and supervisors during the academic supervision process. With supervision, teachers receive clear direction about the strengths and weaknesses in their

teaching. This provides opportunities for teachers to engage in self-reflection and continuous improvement. Apart from that, academic supervision also provides motivation for teachers to continue to improve and develop teaching methods and techniques that are more innovative and in line with students' needs.

Nur Asnani Nasmin et al. (2023) stated that academic supervision can improve the quality of learning. By considering the importance of academic supervision, the principal as an educational leader in the school needs to ensure that supervision is carried out effectively and continuously. A supervision program that is structured and based on real needs in the field will provide more optimal results in improving the quality of teaching and learning. Therefore, the implementation of appropriate and targeted academic supervision is very important to create a quality and professional educational environment. Furthermore, Ramadhani et al. (2024) also highlighted the importance of supervision in improving the quality of education in Indonesia by emphasizing that effective supervision can be the key to improving the quality of teaching and learning, as well as supporting the sustainable development of teacher professionalism.

In addition, the improvement in teaching quality seen after academic supervision can be attributed to the teacher's increased ability to manage the class and utilize learning media. The supervision and guidance provided during academic supervision allows teachers to be more creative in creating a conducive and interesting learning environment for students. Teachers who are involved in supervision tend to have a better understanding of how to deliver material effectively, and are more open to the use of technology and other teaching aids, which in turn improves the quality of the teaching and learning process. Wiranti (2021) states that a professional teacher is an individual who has expertise in the field of teaching and is able to carry out his duties and functions as an educator. Teaching experience greatly influences teacher performance, and teachers' years of service is an important indicator in measuring their competence. The longer the teaching experience, the better the teacher's abilities and competencies, because this experience becomes a benchmark in developing effective teaching skills in accordance with their field.

However, the results of this research also show that to achieve optimal impact, academic supervision needs to be carried out on an ongoing basis and with an appropriate approach. Supervisors must have good communication skills and be able to provide constructive feedback, not just evaluative criticism. Thus, the quality of academic supervision must be the main focus in improving the quality of teaching. As a recommendation, implementing an academic supervision program that is structured and based on the needs of each teacher will be more effective in improving the quality of teaching in schools, especially in the city of Jantoh.

## CONCLUSION

Based on the results of this research, it can be concluded that academic supervision has a significant influence on improving the quality of teaching. The Wilcoxon test results show that there is a significant difference in the quality of teaching before and after academic supervision is provided, with the Asymp value. Sig. (2-tailed) of 0.000, which means academic supervision is effective in improving teacher teaching competence. Structured supervision and providing constructive feedback enable teachers to identify strengths and weaknesses in their teaching methods, as well as develop better teaching skills. Therefore, academic supervision can be considered as an important factor in efforts to improve the quality of education, and should be implemented on an ongoing basis to support teacher professional development.

## REFERENCES

- Mailani, Ikrima, M. Nazir, mas'ud zein. (2023). Pengaruh Supervisi Akademik Kepala Sekolah Profesionalitas Guru Terhadap Kualitas Pembelajaran. *Didaktika: Jurnal Kependidikan*, 12(4), 1061–1076.
- Masaong, A. K. (2018). *Supervisi Pembelajaran dan Pengembangan Kapasitas Guru. Memberdayakan Pengawas Sebagai Gurunya Guru*. Alfabeta.
- Mulyanti, S., Hariyati, N., Tri, D., Wardoyo, W., & Khamidi, A. (2024). Pengalaman Mengajar , dan Kompetensi Profesional dengan Kinerja Guru. *Journal of Education Research*, 5(3), 3436–3442.
- Mulyasa, E. (2017). *Revolusi Mental Dalam Pendidikan*. Rosda Karya.
- Mulyasa, H. E. (2017). *Penelitian Tindakan Sekolah*. Rosda Karya.
- Nur Asnani Nasmin, A., Arifin, N., Rahman, D., UIN Alauddin Makassar, P., Swasta Islam Terpadu Al Hikmah Amanah Ummah Maros, S., & Tinggi Ilmu Tarbiyah Al-Chaeriyah Mamuju, S. (2023). Supervisi Akademik Dalam Meningkatkan Kualitas Pembelajaran. *Journal of Management Education*, 3(1), 2809–5979.
- Ramadhani, I. S., Febriani, F., Rizqa, M., Fitri, I., Islam, U., Sultan, N., Kasim, S., Baru, S., & Pekanbaru, K. (2024). *Pentingnya supervisi dalam meningkatkan kualitas pendidikan di indonesia*. 2(6), 297–303.
- Sardiman. A. M. (2018). *Interaksi & motivasi belajar-mengajar*. Rajagrafindo Persada.

Supardi. (2018). *Kinerja Guru*. Raja Grafindo.

Tilaar, H. A. R. (2017). *Pendidikan, Kebudayaan, Dan Masyarakat Madani Indonesia*. Rosda Karya.

Usman, U. (2018). *Menjadi Guru Profesional*. Remaja Rosdakarya.

Wiranti, R. (2021). Pengaruh pengalaman mengajar dan motivasi mengajar terhadap profesionalisme guru taman kanak-kanak se-kecamatan Way Jepara. *Jurnal Humaniora Dan Ilmu Pendidikan*, 1(1), 27–37. <https://doi.org/10.35912/jahidik.v1i1.297>