



SUPERVISION OF THE PRINCIPAL IN BUILDING THE ACADEMIC CULTURE OF TEACHERS AT SMA 1 SAMATIGA

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ABSTRACT

The research aims to explore the role of the principal as a supervisor in building the academic culture of teachers. The academic culture of teachers has characteristics that are closely related to the actualization of values, orientation, understanding and beliefs of students and all school residents about their dignity and dignity as students. The research method this time uses qualitative methods. Data collection techniques are carried out through observation and interviews. From the two data collected researchers are then analyzed to obtain research findings by reducing data, presenting and then drawing conclusions. The results showed that the role of the principal in building an academic culture requires academic competence in which a principal plans the program, and evaluates the results of the program run by the principal.

Keywords: *Supervision, Principal, Academic culture, Competence*

INTRODUCTION

Good education encourages people's attention to be more ready to know and keep up with the times. Education is very important to create a better quality of human beings (Komariah & Nihayah, 2023). The purpose of education is to humanize, mature, change behavior and improve quality as well as efforts that allow a person to mature and humanize his fellow man and even other living beings (Putri, 2023). In the education law, it 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 and skills needed by themselves, society, nation and state.

The role of teachers as professional educators does not meet the standards that have been set functionally. This is due to a number of teacher graduates who are not ready to become teachers and experience many limitations both in terms of academics and personality. Even in some areas the quality of teachers is still low (Wuryaningsih, 2023). The low ability of teachers will have an impact on students' competence in literacy and numeracy (Syarifuddin et al., 2022).

In fact, to achieve these competencies, teachers must have 4 main competencies, namely (1) pedagogic competence, (2) personality, (3) social and (4) professional competence. Teachers are required to always improve their skills in accordance with changing times. Skills that need to be improved include: pedagogic capacity, personal capacity, professional capacity and social capacity. Basic knowledge of pedagogic skills related to the ability to manage the learning process, professional skills related to mastery of learning materials, social skills related to communication skills, behavioral skills and personality related to the personality of educators from the results of reading and experience during interaction with the environment.

These four competencies are closely related to teacher academic culture, where academic habits will emerge along with improving teacher competence. Academic culture in a school environment is very influential to foster motivation so as to foster a high sense of optimism to want to learn with enthusiasm and full of focus so that it can be optimal in the learning process which then gets good achievement results (Kurniawansyah & Sumitro, 2020). Because academic culture is a totality of academic activity life that is lived and interpreted by academic citizens, especially in formal educational institutions (Ariyani et al., 2021)

In creating a conducive environment in schools that require a good academic culture, teachers have an important role because it is the teacher who must be able to translate and explain the values contained in the curriculum, process and then convert these values to students during classroom learning. The problem of creating an academic culture by implementing the right atmosphere is not something instant, achievable, and possible, but rather a complex process/effort that demands the socialization of academics, to familiarize them with the rules of repetition, carried out continuously.

However, in reality, these efforts are still not optimal and satisfactory. One of the causal factors is supervision performance. The supervision referred to here is the school principal who carries out his role and function as

supervision. The quality of a manager's work can be measured from labor productivity, while labor productivity is influenced by capacity factors and motivation factors. A successful school principal means achieving school goals and the goals of individuals within the school environment. Teachers are important figures and determinants of educational success. In general, they have creative potential and quite high performance given their educational background, but in implementation there are obstacles in efforts to improve education. You have various options in an efficient manner.

To overcome these obstacles, continuous development is needed through targeted and systematic programs for teachers in madrasas. The development program for teachers and educational staff trainers is called educational supervision, as one of the activities in educational management (Kurniawan & Hasanah, 2021). Teachers are always required to improve their skills in line with changing times. Skills that need to be developed. Pedagogic competence, personality competence, technical competence and social competence. Basic pedagogic skills are related to the ability to manage the learning process, technical skills are related to the management of learning materials, social skills are related to communication skills, behavior, and personality skills are related to the personality of educators from the results of reading and experience while interacting with the environment. Teachers work best when they are supported by a number of factors, including the principal. Therefore, by encouraging principals, teachers must provide tools, create a pleasant working atmosphere and provide opportunities for promotion, as well as provide proper rewards in both monetary and non-pecuniary forms.

In addition, teachers must have a drive that comes from themselves to succeed their careers as educators, teachers and coaches, so that school goals are achieved. Creating a conducive school environment requires a good academic culture. The teacher plays an important role, because the teacher is a person who must be able to translate and describe the values contained in the curriculum, then change these values to students through the learning process in the classroom (Khaerul Anwar, Nia Kurniawati, 2022). The problem of creating an academic culture by creating a conducive climate is not instantaneous, easily achieved and just happens, is a complex process / effort and requires socialization for the academic community to get used to the rules. But in fact, these efforts are still not optimal and satisfying. One of the influencing factors is the performance of the supervisor, supervisor here refers to the principal who carries out his role and duties as a supervisor. The quality of a supervisor's performance can be measured from labor productivity, while ability and motivation factors affect labor productivity.

The headmaster who is the main authority in the school must understand how well the leadership and leadership management by the principal, because the leadership and leadership of the principal are two things

that are interrelated and mutually reinforcing. This academic culture will be very important in the school because the instillation of academic values will at least make students feel exceptional in the school environment. Standards are also set to help students learn. The atmosphere of academic culture cannot be realized and realized by itself, but must be through planning, organizing, operating and managing. Academic culture is a set of values, rules, knowledge, experience, attitudes, time and roles acquired in the process of higher education interaction. Supervision that is carried out constructively and creatively that encourages teacher initiatives to actively create an atmosphere of creativity in providing learning services to students.

With these problems. Researchers are interested in researching the role of the principal as a supervisor in building teacher academic culture, this research is important to obtain information about the conditions of implementing academic supervisor culture in the teaching and learning process of teachers at the senior high school level, especially in building teacher academic culture. Departing from the above problems, researchers are interested in conducting research on principals as supervisors in building teacher academic culture. This study is important to collect information about the actual situation of school supervision for the teaching and learning process of teachers in Senior High School, especially in building teacher academic home culture. In an effort to find solutions to problems that arise in the implementation of school supervision, supervisors hold a dialogue on the study of educational problems, their development and implementation with the aim of improving the professional ability and commitment of teachers.

In line with the above, SMA 1 Samatiga located in Kecamatan Samatiga applies a good academic culture in every aspect of the school, especially human resources. As a result, SMA 1 Samatiga has established a good school culture and a good academic culture. With the right support, your child will grow and thrive in a supportive school culture. Efforts to improve the quality of learning are created from a strong sense of school residents. Tolerance, mutual respect and encouragement are productive and constructive work environments. Academic culture is very important in the school environment because academic values are instilled, at least students feel the extraordinary school environment, standards are in shape to help students learn. From the implementation of teacher academic culture, researchers are interested in researching with the title "The Role of the Principal as a Supervisor in Building Teacher Academic Culture at SMA 1 Samatiga

METODE

The main data collection techniques of qualitative research are participant observation and in-depth interviews, and document review, the purpose of

which is not only to gather information but also to reveal the meaning of the research environment. To obtain the necessary information for the study, field investigations were carried out, ie. Researchers go directly into the field to obtain information and responses from principals, curriculum assistants and teachers on topics discussed by the author and observe developments that occur in the field.

In this study, researchers are directly involved in research that will be carried out in the field directly. Researchers will make previous observations in the field to see and observe the phenomena that occur at the location. Then later will conduct interviews with sources related to the problems to be studied. After the data is collected, the researcher will manage the collected data in a report in descriptive form in accordance with the order of existing problems so that later it becomes a complete report.

RESULTS AND DISCUSSION

The Principal's Ability as a Supervisor in Building a Teacher's Academic Culture

The principal as a leader must have a high social spirit in order to establish good cooperation with partners who support academic progress. This is done with the aim of creating a quality school both in terms of student achievement and teacher professionalism in teaching. Therefore, the principal must have a high social role in order to establish good relations with the parties, for the progress of the school he leads.

Based on the results of research that has been conducted, it shows that the ability of supervisors to build academic culture programmatically is quite good. The following is an explanation of the supervisor's ability to plan the teacher's learning culture. 1) Critically analytical, supervisors can develop teachers' creative thinking attitudes to get various solution options to problems faced when planning academic supervision programs. Rewarding scientific achievements, supervisors can instill mutual respect for teacher achievements by awarding them. Reading habits, supervisors can plan literacy learning with active participation of teachers (maximum 2 books / week). In scientific discussions, supervisors can develop an annual program of academic supervision to improve teacher professionalism which begins with a discussion between supervisors and MGMP administrators, representatives, and senior teachers. Honesty, supervisors can instill an honest attitude towards teachers by planning learning processes that grow and adjust to the characteristics of the school. Innovative, supervisors can plan to form innovative attitudes in teachers through the teaching and learning process not only based on textbooks but with comparative research, etc. Research habits, supervisors can familiarize teachers

with research for the benefit of teachers. Thinking rationally, supervisors can prepare learning management to make it easier for teachers to implement PBM effectively and efficiently.

Related to the description above, supervision refers to services that guide, facilitate, motivate, and evaluate teachers in teaching and learning performance and professional development and build academic culture (Nadiya & Suklani, 2023). Good supervision is the supervision of activities carried out by a professional to help teachers and other education personnel improve teaching materials, methods, and assessments by encouraging, coordinating and directing school learning objectives (Armada, 2023; Nurul Zahriani & Wahyuni, 2021; Susmia, 2022).

Monitoring or evaluation can show whether a strategy is being implemented.

Based on the results of studies that have been conducted, it shows that the supervisor's ability to build a teacher's academic culture is very good. The following explains the supervisor's ability to implement the teacher's academic culture of analytical thinking, supervisors can apply the teacher's creative thinking attitude to get various solutions to problems faced during the preparation of the academic supervision program; Rewarding scientific achievements, supervisors can encourage mutual respect for teacher achievements by rewarding outstanding teachers, either through congratulations, charters, or announcement of awards at ceremonies to motivate other teachers; Scientific discussions, supervisors can assign academic supervision to senior representatives and teachers to meet requirements such as: forming teams to conduct academic supervision, assigning representatives and senior teachers according to subjects; Honesty, supervisors can foster honest attitudes towards teachers by establishing Learning Process Plans (RPP) that develop and are in line with the character of the school and according to the development of the government curriculum, for example: there are many character values' Innovative, supervisors can instill innovative attitudes in teachers through teaching and learning processes that are not only textbook-based but also with electronic media or comparative research; A supervisor can help a teacher to get used to doing research for the benefit of the teacher.

Based on this, this activity aims to enable teachers to work in a coordinated and responsible manner. Organizational coordination is an active arrangement, not a passive arrangement, in the form of establishing rules for all movements, activities and performance between superiors and subordinates with duties, obligations and authorities that are interrelated, for what purpose the coordination is. avoid confusion, overlap in activities that cause waste and adversely affect morale and work order (Aaron, 2022; Larantuka, n.d.). With

that, it is hoped that teachers will easily achieve the goals and ideals of these educational goals.

Evaluation of Program Results

Based on the results of studies that have been conducted, it shows that the supervisor's ability to build a teacher's academic culture is very good. The following is an explanation of the supervisor's ability to monitor the results of a teacher's academic culture. A critical culture of analysis and innovation. Academic supervision can be used in the evaluation of school programs in the academic field, for example: evaluating the development of integrated programs with character values, completing teaching aids and multimedia; Culture of habitual reading and rational thinking. The results of academic supervision assessment can be tracked to improve teacher professionalism, for example: the effectiveness of learning methods, suitability of learning materials, effectiveness of assessment techniques; A culture of honesty and a culture that values scientific achievement. The results of the school supervision assessment can be followed up by holding workshops and inviting the authorities in accordance with the results of the school supervision evaluation; This is in accordance with Miranti's view, (2023; Rostiani et al., (2023; Sanusi et al., 2023) that managers as supervisors have the ability to compile, run monitor programs, and use the results. The results of monitoring or hereinafter referred to as the results of supervision are used to compile the next program at the next supervision time. The follow-up program is given to all teachers, both those who are already high performers and those who still need intensive coaching and supervision.

CONCLUSION

The results of the research conducted by the researchers can be drawn from several conclusions as follows: The principal of SMA 1 Samatiga has good supervision competence in building teacher academic culture. The principal is able to plan, implement and follow up on results in the teacher's academic culture. The academic culture of teachers consists of: First. Critically analytical. Second. Appreciate scientific achievements. Third. Reading habits. Fourth. Scientific discussion. Fifth. Honesty. Sixth. Innovative. Seventh. The habit of researching. Eighth. Think rationally. If the role of the principal as a supervisor is good, the academic culture will be well built. The principal of SMA 1 Samatiga has two motivations, the first is intrinsic motivation where the principal has expectations for him to become a better school manager and build a good work ethic every day. Second, extrinsic motivation where the principal builds good interpersonal relationships with colleagues and has good working conditions. Every activity cannot be separated from these obstacles. First, the culture of student discipline when entering class in the morning because it can

be very heterogeneous, many students come from various directions, so it also affects the teacher.

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