



Implementation of Academic Supervision by School Principals in Developing the Professional Competence of Elementary School Teachers

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Abstract: This study aims to describe the implementation of academic supervision by the principal in developing the professional competence of teachers at elementary school. This research uses a case study method. The subjects or respondents of this study are the principal and teachers of SDN 03 Wukirsawit, Jatiyoso, Karanganyar. The types of data include results from observations, interviews, and documentation. Data validity was ensured through source triangulation. The data analysis technique used is interactive analysis, which consists of data collection, data reduction, data presentation, and conclusion drawing/verification. The results of the study indicate that: (1) the principal has designed a systematic classroom observation program, including preparation, implementation, and discussion of observation results; (2) the implementation of supervision involves assessments through pre-observation, observation, and post-observation; (3) the results of the supervision are analyzed to identify the weaknesses and strengths of the teachers; (4) principles such as practicality, objectivity, cooperation, family-like atmosphere, democracy, comprehensiveness, and continuity have been applied by the principal.

Keywords: academic supervision, principal, professional competence of teachers, elementary school

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Introduction

The principal plays a very important role in influencing the system within the school (Tanjung, 2021). Operationally, the principal is at the forefront of coordinating efforts to improve the quality of learning. One of the competencies that a principal must possess is supervisory competence. According to the Ministry of National Education Regulation No. 13 of 2007, supervisory competence includes planning academic supervision programs to enhance teacher professionalism, conducting academic supervision of teachers using appropriate approaches and techniques, and following up on the results of academic supervision to improve teacher professionalism.

The new paradigm of educational management aims to improve quality effectively and efficiently, granting principals broad authority in planning, organizing, implementing, and controlling education in schools (Hasbi, 2021). As stipulated in the Ministry of Education and Culture Regulation No. 6 of 2018 regarding the assignment of teachers as principals, a principal must have the established standard competencies. These competencies include: Personality Competence, Managerial Competence, Entrepreneurial Competence, Supervisory Competence, and Social Competence. Tanjung (2022) argues that supervision is an effective way to improve the quality of education through the roles of principals and teachers. Therefore,

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the role of the principal in conducting supervision is crucial in the implementation of education, as principals and teachers directly interact with students during the teaching and learning process. Thus, the principal's task of conducting supervision is a frontline contribution to the overall improvement of educational quality.

The role of academic supervision by principals and teacher professionalism in schools is significant. Continuous and ongoing supervision by the principal can improve the quality of learning, which ultimately enhances the quality of education in Indonesia. Academic supervision serves as the foundation for professional oversight activities, focusing on the assistance provided by principals to improve teachers' professional abilities, enabling them to better handle their primary task of educating students. As inspirational leaders, principals should encourage improvements in the internal management of schools to facilitate learning processes that stimulate students to achieve high learning outcomes (Sulaeman, 2022). To support the desired school conditions, principals should be able to set the direction for change, align work relationships within the school, and enhance achievement motivation. One of the principal's tasks is to supervise learning.

Supervision is a specially designed process to help teachers and supervisors study their daily tasks in schools, enabling them to use their knowledge and skills to provide better services to students and their parents, as well as to make schools more effective learning communities. A professional principal will positively impact and fundamentally renew the education system in schools. However, previous research indicates that educational administration is still ineffective, with low school leadership, ineffective management of educational staff, the absence of a culture of quality, minimal participation from school members and the community, lack of transparency in management, resistance to change (both psychological and physical), and the lack of continuous evaluation and improvement. Effective academic supervision requires conceptual, interpersonal, and technical skills. According to Glickman (in Supriani, 2022), every principal must have technical skills to apply appropriate supervision techniques in conducting academic supervision. These techniques include individual and group supervision.

Zulfakar (2020) states that academic supervision by principals can improve the learning process if done according to established principles. Therefore, principals, as supervisors, are required to conduct academic supervision to enhance the learning process. Principals are responsible for improving school quality through achieving National Education Standards (SNP)

within their authority. The function of these standards is to provide a foundation for planning, implementing, and overseeing education to achieve high-quality national education. The aim of these standards is to ensure the quality of national education to educate the nation's life, develop civilization, and build a dignified national character.

Learning leadership is the action taken by principals to develop a productive and satisfying working environment for teachers, ultimately creating more conducive learning conditions for students (Kemdikbud, 2017). One of the human resources in educational administration is the principal (Tanjung, 2020). Principals play a crucial role in influencing the school system. Operationally, the principal is at the forefront of coordinating efforts to improve the quality of learning.

To produce good supervision aligned with management approaches, it is necessary to follow principles and components to ensure that the management approach can be evaluated for success. According to Stoner (in Nadeak, 2020), management is the process of planning, organizing, leading, and controlling the efforts of organization members and the use of all other organizational resources to achieve organizational goals. The management approach is expected to maximize the academic supervision process in schools.

Based on this background, this study aims to describe the implementation of academic supervision at SDN 03 wukirsawit, Jatiyoso, Karanganyar, including planning, implementation, follow-up, and principles of academic supervision. This research is expected to provide a comprehensive insight into how academic supervision is conducted in elementary schools and offer recommendations for improvements that principals can apply to enhance teachers' professional competence. Through this study, effective strategies for academic supervision that can improve the quality of education in schools are also expected to be identified.

Method

The type of research used in this study is a case study method. According to Rahayu (2020), descriptive analysis is an empirical examination that investigates a specific phenomenon or symptom in a real-life setting. The results of this study are collected using primary and secondary data. The approach used in this research is a qualitative approach. According to Bogdan and Taylor (in Bahri, 2021), the qualitative approach is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior.

The subjects or respondents of this research are the principal and teachers of SDN 03 wukirsawit,

Jatioso, Karanganyar. The data collection techniques used in this study are observation, interviews, and documentation. The aspects observed in this research pertain to the implementation of academic supervision management by the principal in enhancing teachers' professional competence. The interview technique used in this study is structured interviews, which are conducted using various established guidelines. Questions are arranged according to the information needs, ensuring that every question necessary for revealing empirical data is included. Data collection using documentation methods is carried out to obtain data about the institution's condition (research object), specifically the implementation of academic supervision management by the principal in improving teachers' professional competence.

The instruments used in the research are observation guidelines, interview guidelines, and checklists. The interview guideline contains a list of questions conducted through interviews. Checklists are used to cross-check data or documents from the school, the principal, and the teachers. The data analysis technique used is inductive analysis. In this research, after data collection, the analysis activities follow the pattern of interaction between data reduction, data display, and conclusion drawing or verification, which is an interactive cycle in the sense that qualitative analysis is a continuous, repeated, and ongoing effort.

Result and Discussion

Findings on the Implementation of Academic Supervision by the Principal in Developing Teachers' Professional Competence. This section outlines the research findings on the implementation of academic supervision by the principal in developing teachers' professional competence. The study aims to understand the extent of planning, implementation, follow-up, and principles of academic supervision applied by the principal, and their impact on improving teachers' professional competence. The findings obtained from observations, interviews, and document analysis will be presented systematically, starting from the planning of supervision which includes preparation and goal setting, the implementation of supervision which involves observation methods and direct interaction between the principal and teachers, to follow-up which includes feedback and improvement plans.

1. Planning of Academic Supervision

The principal formulates a class observation program. Class observation is one of the best ways to provide learning supervision as it allows for the observation of teacher activities, student activities, and arising issues (Karimulah & Ummah, 2022; Nurakmal, Syaodih & Muchtar, 2022). The principal plans the program for a semester or annually. The program is

flexible, depending on the number of teachers to be observed. The observation mechanism includes: (1) **Preparation considerations:** teachers are informed by the principal that an observation will take place, agreement between the principal and teachers on the benchmarks for observation; (2) **Observer's attitude in the Classroom:** greet the teaching teacher, find a discreet seat, do not correct the teacher's mistakes in class, record all activities, prepare a checklist; (3) **Discussing observation results:** the principal prepares a list of questions, schedule a conversation, choose a conversation venue, maintain a friendly and sympathetic attitude, not monopolizing the conversation, stay focused on observation data during the conversation, allow the teacher to dialogue and express opinions, teachers' weaknesses should motivate them to improve, provide easy and practical suggestions for improvement, agree on improvements collaboratively and pleasantly; (4) **Conversation report:** document the discussion results for each observed teacher, include date, goals, obtained data, discussion notes, problem-solving, and suggestions in the document.

2. Implementation of Academic Supervision

The principal evaluates each teacher through pre-observation, observation, and post-observation. Each teacher is assessed based on the analysis of the completeness of teaching documents or lesson planning administration and classroom teaching activities according to the existing teacher performance assessment tools. The principal, as a supervisor, initially approaches the teachers to be supervised. The principal applies individual supervision techniques through classroom visits and observations.

Classroom visits are a technique for the principal as a supervisor to observe the teaching process in the classroom (Burhanuddin, 2017). The goal is to evaluate and help teachers overcome difficulties and problems in the classroom. The principal may or may not inform the teacher in advance, depending on what issues need to be identified. Meanwhile, classroom observation involves closely watching the teaching process. The goal is to obtain objective data on aspects of the learning situation and teachers' difficulties in improving the teaching process. Through these activities, the principal can evaluate the variety of teaching methods used by the teacher and students' mental reactions during lessons.

The principal has fulfilled their duties in carrying out academic supervision activities, including lesson planning, teaching implementation, and assessment activities. These supervision activities involve examining teacher administration documents and classroom teaching observations, as well as evaluating and observing the assessment of the learning process.

During the learning observation, the principal monitors the process from the introduction, core activities, to the closing stages. In this observation, the principal evaluates the process and the results conducted by the teacher during the learning process, including oral and written final tests.

3. Follow-Up of Academic Supervision

The results of academic supervision are analyzed by the principal. Teachers who encounter problems and weaknesses in lesson planning, implementation, or assessment are given solutions by the principal. For teachers with weaknesses, the principal provides constructive feedback, hoping they can accept and act on the improvement suggestions. The principal also re-establishes the academic supervision program. The indicators for academic supervision instruments are created based on the analysis of previous supervision results.

Teachers who excel are given certificates of appreciation by the principal. These teachers are expected to serve as references for their colleagues. Conversely, teachers with deficiencies are provided with academic supervision materials tailored to their needs. Follow-up supervision is crucial for both teachers and the principal. It needs to be planned, executed, and evaluated to ensure that supervision genuinely impacts teachers' performance improvements positively.

4. Principles of Academic Supervision

The principles of supervision include being practical, objective, cooperative, familial, democratic, comprehensive, and continuous (Nurakmal et al., 2022). These principles have been applied by the principal: (1) **Practical:** Supervision can be easily conducted by both the principal and teachers, without strict rules complicating the process; (2) **Objective:** Supervision is based on actual conditions. The principal provides feedback according to the indicators in the academic supervision instrument. Objective supervision ensures fair and accurate teacher performance evaluations, providing clear and constructive feedback to help teachers understand their strengths and weaknesses. This approach avoids personal bias, creating a professional and supportive environment for teacher development. It also enhances the credibility of the supervision process and teachers' trust in the results and recommendations; (3) **cooperative:** Academic supervision involves mutual sharing between the principal and teachers to find the best solutions to problems. Teachers and the principal collaborate to address teaching issues. Open dialogue and constructive discussions support and motivate teachers to improve their performance. This cooperative approach encourages new and innovative ideas in the teaching process, creating a harmonious and

productive work environment where everyone feels valued and plays a crucial role in achieving educational goals. It also builds mutual trust and a shared commitment to continuously improving educational quality; (4) **Familial:** The principle of familial relations emphasizes mutual sharpening, affection, and nurturing. This principle is evident when supervision is conducted in a non-rigid atmosphere, using semi-formal language. The principal uses the supervision instrument to provide feedback, aligning suggestions with the indicators. Supervision is conducted honestly, patiently, with humor, and maintaining openness. Teachers are treated as work partners rather than subordinates, aiming to maximize learning outcomes in school; (5) **Democratic:** Academic supervision upholds the principles of deliberation and discussion, fostering a strong sense of family, and being open to others' opinions in solving field problems. The principal does not dominate the supervision process or exert power; (6) **Comprehensive:** The goal of academic supervision is to develop teacher professionalism, motivate teachers, and monitor teacher quality. Academic supervision enhances teacher professionalism, providing solutions for challenges faced in their duties. Comprehensive supervision motivates teachers to seek solutions for all encountered issues to successfully perform their tasks; (7) **Continuous:** Supervision is conducted continuously, with results from previous supervision informing subsequent sessions. This ensures that identified improvements are followed up and evaluated in the next supervision, making the process a continuous and dynamic cycle where feedback and improvements are consistently applied. This creates a culture of continuous quality improvement, ensuring every teacher has the opportunity to develop and enhance their competencies gradually and consistently.

Overall, the implementation of academic supervision by the principal has shown a positive impact on developing teachers' professional competence. With careful planning, effective implementation, continuous follow-up, and the application of appropriate supervision principles, academic supervision serves as a powerful tool for improving education quality. This study's results are expected to serve as a reference for principals and stakeholders in optimizing academic supervision as a primary strategy for enhancing the quality of education in elementary schools.

Conclusion

This research provides a comprehensive picture of the implementation of academic supervision by school principals in developing the professional competence of teachers at SDN 03 wukirsawit, Jatiyoso,

Karanganyar. Through analysis of planning, implementation, follow-up, and principles of academic supervision, several main findings can be concluded as follows: (1) The school principal has designed a systematic classroom observation program, including preparation, implementation, and discussion of observation results. This program is structured flexibly based on the number of teachers who need to be observed. The observation mechanism is carried out with clear steps to ensure objectivity and openness in providing feedback; (2) Implementation of supervision involves assessment through pre-observation, observation and post-observation. The principal applies an individual approach with class visits and classroom observations, providing opportunities to evaluate and assist teachers in overcoming difficulties in learning. This process includes assessing administrative documents as well as direct observation of classroom learning activities; (3) Supervision results are analyzed to identify teacher weaknesses and strengths. The principal provides solutions to problems faced by teachers, as well as awards for teachers who demonstrate superior performance. This supervision follow-up is planned and evaluated continuously to ensure continuous improvement; (4) Principles such as practical, objective, cooperative, family, democratic, comprehensive and sustainable have been implemented by the school principal. These principles ensure the implementation of supervision that is easy, fair, collaborative, friendly, democratic, covers all aspects of professional development, and is sustainable. This creates a supportive environment for the development of teacher competence.

Overall, the implementation of academic supervision by school principals shows a positive impact on the development of teachers' professional competence. Through careful planning, effective implementation, continuous follow-up, and the application of appropriate supervision principles, academic supervision can function as a powerful tool for improving the quality of education. It is hoped that the results of this research can be a reference for school principals and stakeholders in optimizing academic supervision as the main strategy for improving the quality of education in elementary schools.

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