

Principle Academic Supervision in Elementary School

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Abstrak

This study aims to determine how academic supervision by school principals affects teacher performance in improving the quality of education. This research was conducted at State Elementary School 10 Belimbing with a descriptive qualitative research type. The sources of informants were a school principal, 6 class teachers, and 24 students from grades I-V. Data collection techniques are more in-depth interviews, observation, and documentation. Data analysis methods are carried out through data collection, data reduction, data display, and data verification in drawing conclusions. This study revealed that the teacher's understanding of the Principal's academic supervision was good. This is evidenced by how all teachers understand their duties, know the purpose of academic supervision, and know the techniques or methods of academic supervision. The implementation of the school principal's academic supervision has been going well; where in the process, there is planning, measuring teacher performance, coaching/implementing academic supervision, assessing the success of academic supervision, and revising the academic supervision program. The role of the school principal's academic supervision looks good, where 1) the performance of all teachers is following their expertise such as mastering the material, mastering teaching strategies and methods, having the ability to manage classes, and being able and expert in carrying out learning evaluations; 2) the teacher's attitude and actions look good where the willingness and sincerity in participating in school academic supervision activities; 3) teachers already have the will and participation in the implementation of academic supervision even though the time for carrying out academic supervision is limited; 4) it can be seen that student learning outcomes have increased optimally with academic supervision.

Keywords: *Academic Supervision, Elementary Schools, Principals.*

Abstrak

Supervisi Akademik Kepala Sekolah di Sekolah Dasar khususnya bagi daerah-daerah terpencil sangat diperlukan bagi guru dalam membantu menyelesaikan permasalahan dalam proses pembelajaran. Penelitian ini bertujuan untuk mengetahui bagaimana supervisi akademik oleh kepala sekolah terhadap kinerja guru dalam meningkatkan mutu pendidikan. Penelitian ini dilakukan pada Sekolah Dasar Negeri 10 Belimbing dengan jenis penelitian kualitatif deskriptif. Sumber informannya seorang kepala sekolah, 6 guru kelas, dan 24 siswa kelas I-V. Teknik pengumpulan data lebih banyak pada wawancara mendalam, observasi, dan dokumentasi. Metode analisis data dilaksanakan melalui koleksi data, reduksi data, display data, dan verifikasi data dalam pengambilan kesimpulan. Dalam penelitian ini terungkap bahwa, pemahaman guru terhadap supervisi akademik kepala sekolah sudah

baik. Hal ini dibuktikan bagaimana semua guru memhami tugasnya, mengetahui tujuan supervisi akademik, mengetahui teknik atau metode supervisi akademik. Pelakasnaan supervisi akademik kepala sekolah sudah berjalan dengan baik, dimana dalam prosesnya terdapat perencanaan, melakukan pengukuran kinerja guru, melakukaan pembinaan/pelaksanaan supervisi akademik, melakukan penilaian keberhasilan supervisi akademik, dan melakukan revisi program supervisi akademik. Peran dari supervisi akademik kepala sekolah terlihat baik, dimana 1) kinerja semua guru sudah sesuai dengan keahliannya seperti penguasaan materi, menguasai strategi dan metode mengajar, memiliki kemampuan mengelola kelas, dan mampu serta ahli melaksanan evaluasi pembelajaran; 2) sikap dan perbuatan guru terlihat baik dimana kemauan dan kesungguhan dalam mengikuti kegiatan supervisi akademik sekolah; 3) para guru sudah memiliki kemauan dan keikutsertaan dalam terlaksanaan supervisi akademik walaupun waktu dalam pelaksanaan supervisi akademik terbatas; 4) terlihat hasil belajar siswa meningkat secara optimal dengan adanya supervisi akademik.

Kata Kunci: Kepala Sekolah, Sekolah Dasar, Supervisi Akademik.

INTRODUCTION

Education in this era requires an education that has better credibility and quality education in the field of Human Resources (HR) development as stated in RI Law No. 20 of 2003 concerning the National Education System indicated in article 3 regarding the basis, functions, and objectives. Especially regarding the quality of education, which is developing along with the development of technology in the all-sophisticated or digital era. However, growth is uneven. In this digital era, all people or stakeholders who take shelter in the education sector are required to be more efficient and effective in managing education. This applies to all levels of education, including the elementary school.

Improving the quality of education is expected to make the learning process for students more effective and efficient and able to become students who are creative and innovative, and in the quality learning process presented for that, schools identify what must be achieved (Tengko et al., 2021; Saragih et al., 2022). The increasing quality or good learning outcomes in schools should closely relate to the quality of teaching teachers (Sanoto et al, 2021; Sakdiah & Syahrani, 2022; Snoek, 2021). The problem that often occurs regarding the need for more quality education is caused by a lack of teacher competence (Sabariah, 2022).

At several points, determining the quality of education that is urgent is about an effective and efficient learning process. The learning process requires a professional teacher. Professional comes from the word profession in English called profession. Zahroh explained "Profession is an occupational activity that requires particular skills that cannot be held by just anyone, but requires certain training and education. A teacher is a professional job (Zahroh, 2018).

A teacher is a professional position requiring special skills and expertise in the learning process (Gunawan, 2019; Sarpiati, 2022; (Aristantia & Tastin, 2015). In line with PP No. 74 concerning Teachers in article 1 paragraph (1), teachers are educators' professionals. To create professional teachers, they need to have characteristics. These characteristics, according to Zahroh, include 1) healthy physical condition with no body defects; 2) having a good mentality or personality; 3) mastering knowledge or scholarship. 4) have reliable skills (Zahroh, 2018).

An effort improves teacher's professionalism in increasing knowledge or scientific skills to carry out seminar training activities in professional and career development (Pratiwi et al., 2021; Veldhuizen et al., 2020; Zulkifli & Royes, 2017) which is stated in Law No. 14 of 2005 concerning Teachers and Lecturers. Article 10, paragraph (1) explains that "Teacher competence includes professional competence, pedagogical competence, personal competence, and social competence obtained through professional education".

One of the containers for developing teacher competence is the academic supervision of the school principal. Academic supervision has the goal of assisting teachers in developing skills or abilities in achieving learning and educational goals that have been planned for their students (Rofiki, 2019; Nurhattati, 2021). In principle, those who assist teachers in developing professional skills in the learning process are school principals through academic supervision (Shang et al., 2019). This means that the Principal has contributed to the changes that exist within the teacher. For this reason, this research tries to find out whether it is true that the role of the school principal through supervision affects teacher performance (Leniwati & Arafat, 2017). This research is unique from previous studies. This study focuses on the Principal's academic supervision of teachers. In contrast, previous research has focused little on teacher academic supervision.

METHOD

This research is a type of field research (field research) descriptive research that is a study to provide a real picture of the field from the results of observations or observations. The approach used is a qualitative descriptive research method. Data collection techniques used in this study are observation, interviews, and documentation.

Sources of information in this study were informants who were asked for information about the data needed and needed in this study, namely: Primary data details obtained from interviews and observations from a school principal, 6 teachers, namely class teachers, and 24 school students at State Elementary School 10 Belimbing. Secondary data, namely data that supports primary data, namely literature, and the state of the school through documentation data related to the research.

In principle, the researcher's position in qualitative research is as a planner, executor, data collector, data interpreter, data analysis, and finally, a reporter of the research product (result). This study uses analytical techniques in data reduction, data presentation, and conclusion. In addition, for data validation techniques, researchers use increased persistence, triangulation (source, technique, and time), use of reference materials, and implementation of member checks.

RESULTS AND DISCUSSION

Teacher's understanding of the Principal's academic supervision at State Elementary School 10 Belimbing

Based on the findings of these researchers through interviews, observations, and documentation that has been done to the Principal, teachers, and students at State Elementary School 10 Belimbing, it

shows that all informants know their duties as teachers well in carrying out the learning process in class, they are responsible and carry out their duties as class teachers. They understand their duties. In line with PP No. 74 concerning Teachers in article 1 paragraph (1), it is stated that: "Teachers are professional educators with the main task of teaching, educating, directing, guiding, training, evaluating, and assessing students in PAUD/Early Childhood Education pathway formal education, SD/Elementary Education and SMA/Secondary Education."

In addition to knowing the duties of a teacher, all research subjects also know what is meant by the Principal's academic supervision which is shown from the research results that academic supervision is a series of activities in helping teachers to develop skills or abilities in playing themselves as managers and educators in learning (Nurhattati, 2021; Schwager et al., 2014).

Furthermore, all subjects or informants in this study also knew the purpose of the Principal's academic supervision. The Principal's academic supervision has the goal of assisting teachers in dealing with various problems that exist in class as a result of the learning process and in developing the ability of teachers as professional teachers and can solve problems encountered for smoothness and convenience in the learning process (Zulfakar et al., 2020; Puroila et al., 2021).

Techniques or methods of implementing academic supervision in elementary schools, especially in 10 Belimbing Public Elementary Schools, lead to helping teachers improve the quality of learning, which can improve student learning outcomes. Several techniques or methods or methods of academic supervision are carried out in an effort to develop the ability of teachers to teach by holding meetings at each supervision visit (Mulla & Krishnan, 2022). As stated by Nurhattati that "Supervision techniques that can be implemented in an effort to foster teacher teaching skills are meetings for each supervision visit, curriculum laboratory, professional bulletins, teacher assessments, learning demonstrations, curriculum development, field trips, workshops, professional readings, visits between classes, and school community surveys" (Nurhattati, 2021).

All teachers at State Elementary School 10 Belimbing know well that the technique or method of implementing the school principal's academic supervision is by conducting class visits, class observations or observations, individual meetings, and self-evaluation. The knowledge possessed by all informants regarding the technique or method of implementing academic supervision by the Principal makes class teachers understand well to carry out learning in class, and it can be ensured that learning in class can run smoothly, effectively, and efficiently (Meng & Zhao, 2018).

In addition to knowing the purpose of the Principal's academic supervision carried out in class towards teachers and the purpose of carrying out principal academic supervision in class to teachers and knowing the method or technique of implementing Principal's academic supervision in elementary schools, the six teachers as informants already knew the process of implementing the academic supervision of school principals in the Belimbing 10 State Elementary School.

The method or technique for supervising the academic Principal of the State Elementary School 10 Belimbing is by carrying out individual techniques and group techniques. Individual techniques are carried out by the school principal, namely by conducting class visits, class observations or observations, individual meetings, and sharing in groups with teachers who have been under the academic supervision of the school principal (Matahela & Van Rensburg, 2022).

Based on the results of the study, it can be concluded that all class teachers at State Elementary School 10 Belimbing have optimally understood the process of implementing the school principal's academic supervision. This is in accordance with the opinion of Benjamin S Bloom, who revealed that when someone already knows or understands something, it will be seen if someone has been able to understand or understand it with the ability to recall it. This can be interpreted as repeating information or interpreting more detailed information using their own language (Saputra, 2022).

Implementing academic supervision of school principals at State Elementary School 10 Belimbing

Based on the findings of the researchers through interviews, observations, and documentation with the Principal, several teachers, and several students regarding the implementation of the Principal's academic supervision at State Elementary School 10 Belimbing, it shows that the implementation of the Principal's academic supervision at the Elementary School is carried out by the Principal to all teachers at State Elementary School 10 Belimbing carried out in the learning process took place in class to each teacher properly. The implementation of academic supervision is usually carried out twice in one semester (Nugraha, 2014; Martínez A. & Perticará, 2020).

As stated by Nurhattati, the implementation of the Principal's academic supervision at the Belimbing 10 State Elementary School includes: 1) planning the implementation of academic supervision; 2) measuring teacher performance; 3) conducting coaching on the results of academic supervision; 4) assess the success of academic supervision; 5) revise/improve the academic supervision program (Nurhattati, 2021).

The role of the Principal's academic supervision on teacher performance in improving the quality of education at State Elementary School 10 Belimbing

Based on the results of research findings through interviews, observations, and documentation with school principals, class teachers, and students regarding the role of school principals' academic supervision on teacher performance in improving the quality of education at State Elementary School 10 Belimbing it shows that teacher performance in the Principal's academic supervision at State Elementary School 10 Belimbing has been implemented by all teachers properly. The performance of all these teachers is in accordance with their work and expertise in carrying out their duties in the learning process (Bahri, 2014). The teachers as informants were supervised by the Principal, who knew that these teachers had teaching preparation or lesson plans, had mastered the material that was transferred or taught to students, had mastered the methods or ways of teaching teachers in conveying learning in class, were able to manage the class. And capable of carrying out learning assessments or evaluations for students (Musyadad et al., 2022; Boukis et al., 2020; Lalupanda, 2019). This is in accordance with Saondi's opinion that teacher performance indicators include; 1) Have the ability to make teaching planning and preparation (RPP). 2) Mastering the material to be transferred to students. 3) Mastering teaching strategies and methods. 4) Have the ability to manage the class. 5) Have the ability and expertise in carrying out learning evaluations and assessments (Hardono et al., 2017; Saondi et al., 2021; Bujuri, et al., 2021).

In addition to carrying out professional teacher performance in the Principal's academic supervision role, attitudes or actions in carrying out the supervision are also needed where all research

subjects also have a good attitude towards the implementation of the Principal's academic supervision with these attitudes and actions, namely a sense of will and sincerity and interest in supervising the school principal from the teachers at State Elementary School 10 Belimbingso that they can develop their professional skills, career skills, and be able to carry out their duties as a teacher in delivering learning material in class effectively and efficiently (Purbasari, 2015; Gratrix & Barrett, 2017).

In addition to the attitude of openness or the willingness and seriousness of the teachers at State Elementary School 10 Belimbing for the Principal's academic supervision, there are several factors that influence the implementation of the Principal's academic supervision process at the Elementary School. These factors are influenced by the presence of supporting and inhibiting factors or constraints of the informants. Factors from within as supporting factors for the informants, namely having a motivation or enthusiasm for work, happy doing, sincerity, and having the discipline to exercise awareness and willingness in the process of academic supervision of the Principal in the elementary school. External factors as inhibiting factors are the existence of facilities that are less than optimal in this case, and there is a lack of time in the process of implementing the school principal's academic supervision (Astuti, 2017; Gerald et al., 2008).

The implementation of the school principal's academic supervision is a form of effort to improve the quality of education at State Elementary School 10 Belimbing; in this case, it has been carried out by informants, namely teachers and students; it has been proven that there is an increase in optimal learning outcomes with the results of the school principal's academic supervision. We can see an increase in the quality of this education from the products or learning outcomes of students, from what was previously better or improved (Setiani, 2020). This is in accordance with Nurhattati's opinion, quality in this case is the result of justifying something (Nurhattati, 2021).

Based on the results of the study, it can be concluded that the implementation of the Principal's academic supervision at the State Elementary School 10 Belimbing has been carried out optimally and has been good. The implementation of the Principal's academic supervision, in general, to help teachers overcome problems in the learning process carried out in class has also been going well.

CONCLUSION

Based on the results of research conducted by researchers on the Academic Supervision of Principals at State Elementary School 10 Belimbing, it can be concluded that teachers' understanding of the Principal's academic supervision at State Elementary School 10 Belimbing is good. In addition, the implementation of the Principal's academic supervision at the State Elementary School 10 Belimbing has been going well. As well as the role of the school principal's academic supervision on teacher performance in improving the quality of education at State Elementary School 10 Belimbing has been well implemented.

Suggestions conveyed in this study are for school principals to further improve the quality of coaching for teachers and students to be of higher quality. For teachers, those are always to enhance the learning process so that learning objectives can be achieved in improving the quality of education, for

students to be able to increase awareness themselves to learn in achieving academic and non-academic achievements, and for future researchers to be able to examine the exact accuracy.

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