The Implementation of Principal's Academic Supervision in SD Negeri 1 Beti Jaya

Efriyanti[1]
[1]SD Negeri 1 Beti Jaya, Ogan Komering Ilir, South Sumatra, Indonesia

Corresponding author e-mail: efriyanti619@gmail.com

Abstract: Academic supervision is one of the main tasks and responsibilities of the principal. This study aims to describe the implementation of supervision of the principal of a public elementary school according to the perception of teachers. The study was conducted in Kayu Agung sub-district, Ogan Komering Ilir district, South Sumatra Province by distributing questionnaires to teachers. The research questionnaire used has been validated using the expert judgment technique. Data from the questionnaire were processed quantitatively using the percentage technique. The results of the study showed that the principal of SD Negeri 1 Beti Jaya studied had carried out academic supervision tasks. Of all the tasks, the task of motivating teachers to utilize information technology in learning in each subject is the task with the highest implementation. Conversely, the task with the lowest implementation is understanding the concepts, principles, theories/technologies, characteristics, and development trends of the learning/guidance process for each subject and is in the fourth indicator, namely planning supervision activities with teachers. Thus, the implementation of academic supervision of the principal at SD Negeri 1 Beti Jaya still needs to be improved.

Keywords: Main Tasks and Responsibilities, Perception of Teachers, Principal's Academic Supervision

A. Introduction

Every principal is a leader and person responsible for organizing quality learning in schools (Lisnawati et al., 2023). Therefore, principals need to develop the professionalism and performance of teachers in their schools. One effort that can be made is to carry out academic supervision (Amelia et al., 2022). In Indonesia, the competence of principals to carry out supervision has been mandated (Regulation of the Minister of National Education of the Republic of Indonesia No. 13 of 2007 concerning Principal Competency Standards). This regulation stipulates that the five principal competency standards are personality, social, managerial, entrepreneurial, and supervision competencies. Academic supervision should apply the right approach.

The supervision approach based on Erickson and Piaget's development theory is divided into four (Glickman et al., 2010); (1) Control directive style: This style is used when the teacher's self-development level is low. Teachers do not have the will or knowledge, are passive, and do not want to be involved in decision-making. Compared to teachers, supervisors are more committed to solving problems; (2) Informational directive style. This style is used when the teacher's development level is rather low. Teachers do not have the knowledge and experience and do not know what to do for their self-development. Supervisors care about teacher problems and act as the main source of information; (3) Collaborative behavior style: This style is used when the teacher's development level is moderate, the teacher and supervisor have the same level of expertise, and they are together committed to solving problems; (4) non-directive behavior style, used when the teacher development level is high, where the teacher has the expertise, initiative, and commitment to solve problems.

The supervisor should choose the approach that best suits the teacher's development level. Rahabav (2016) said that the right supervision approach can increase teacher work motivation in teaching, teacher readiness to teach, and the quality of the learning process. Effective academic supervision requires planning namely the process of setting supervision goals and strategies for achieving them that are considered effective for the targets set. This supervision planning needs to be carried out objectively, responsibly, and sustainably, based on national education standards and based on the needs of the school/madrasah (Sari, 2023).

Academic supervision that has been planned should be implemented well. Supervisors need to make preparations, schedules, and socialization in advance for the teachers who will be supervised. In addition, supervisors also need to choose the right supervision techniques and instruments (Hidayatulloh et al., 2023). Makawimbang (2011) mentions various supervision techniques that may be used; (a) Class visits and observations, Class visits and observations are aimed at finding information about how the learning process takes place in the classroom. The targets of the observation include the use of methods, tools, and teaching media; assignments to students; preparation of syllabuses; and classroom conditioning. The results of the observation become material for reflection and follow-up supervision; (b) Individual discussions, Individual discussions are a supervision technique where the supervisor and the supervisee meet and talk personally. In this personal meeting, the supervisor needs to develop the positive aspects of the teacher, encourage the teacher to overcome his difficulties, and provide direction on what the teacher should do to improve the quality of his teaching; (c) Group discussions, Group discussions are a meeting forum where people in it exchange ideas. The goal for teachers is to get strategies to improve the quality of teaching. This meeting forum can be in the form of workshops, training, technical guidance, teacher meetings, and others; (d) Teaching demonstration, Teaching demonstration is an activity where

professional teachers demonstrate effective teaching methods to other teachers. The hope is that teachers can learn from what is demonstrated in order to improve their teaching skills. The implementation of supervision activities ends with follow-up and reporting of results to teachers (Hagermoser Sanetti et al., 2018).

Prasojo & Sudiyono (2011) suggest several actions as a follow-up to a supervision report, namely; a) reviewing the summary of the assessment results; b) if the objectives of academic supervision and learning standards have not been achieved, the supervisor should re-evaluate the knowledge, skills, and attitudes of teachers who are the objectives of coaching or redesign the teacher's academic supervision program for the next period; c) making an action plan for the next academic supervision; d) implementing the action plan in the next period. The study above shows that academic supervision needs to be planned, implemented, and evaluated systematically by the principal. This study aims to obtain a description of the implementation of academic supervision of the principal of SD Negeri 1 Beti Jaya according to teachers. The results of this study have theoretical benefits in Indonesia, namely enriching the study of academic supervision of principals in this country.

B. Methods

This research is quantitative descriptive research. The research took place at SD Negeri 1 Beti Jaya, Kayu Agung District, Ogan Komering Ilir Regency, South Sumatra. The research respondents included all teachers at the school, totaling 16 people. They were asked to fill out a questionnaire developed based on a theoretical study of the implementation of academic supervision. The development of the questionnaire resulted in seven indicators, namely (1) the principal's understanding of the concepts, principles, theories/technologies, characteristics, and tendencies of the development of the learning/guidance process for each class, (2) teacher guidance in compiling the syllabus for each subject in accordance with the applicable curriculum, (3) teacher guidance in selecting and using learning strategies/methods/techniques by looking at the RPP or teaching modules, (4) collaborative planning of supervision activities with teachers, (5) monitoring the implementation of learning carried out by teachers, (6) evaluation of learning activities carried out by teachers, and (7) motivating teachers to utilize information technology in each subject. The research questionnaire was closed with two answer choices, namely "yes" and "no.". Respondents chose their answers by putting a cross (x) or checklist (√). This questionnaire with a firm answer type such as "yes" and "no" needs to apply the Guttman scale. The Guttman scale is a two-interval scale used to obtain firm answers from respondents, such as "yes" or no". To test its validity, this study uses expert judgment involving experts in the field of educational supervision. The research data were analyzed using quantitative descriptive data analysis techniques with percentage measurement techniques. This

technique allows for a description of data that shows the implementation of the principal's academic supervision tasks.

C. Results and Discussion

The results of the study showed that according to teachers, the principal at SD Negeri 1 Beti Jaya had carried out academic supervision tasks with a score of 92.86%. In other words, 15 teachers received academic guidance or supervision from their principal. The results of the study in more detail are presented in Table 1. Development of teacher professional competence through teaching supervision

No	Indicator	Yes	Percentage	No	Percentage
1.	Understand the concepts, principles, theories/technologies, characteristics, and development trends of the learning/guidance process for each subject	14	87,5%	2	12,5%
2.	Guide teachers in compiling the syllabus for each subject in accordance with the applicable curriculum.	15	93,75%	1	6,25%
3.	Guide teachers in selecting and using learning strategies/methods/techniques by looking at the RPP/Teaching Module.	15	93,75%	1	6,25%
4.	Carrying out supervision activity planning with teachers.	14	87,5%	2	12,5%
5.	Monitoring the implementation of learning carried out by teachers.	15	93,75%	1	6,25%
6.	Conducting evaluation of learning activities carried out by teachers	15	93,75%	1	6,25%
7.	Motivating teachers to utilize information technology in learning in every subject	16	100%	0	0%
	Average	**14,85%**	**92,86%**	**1,14**	**7,14%**

Table 1 shows that there are differences in the scores of the implementation of academic supervision tasks. The highest score, which is 100% (16 teachers), is in the seventh indicator, namely "motivating teachers to utilize information technology in learning in each subject". This means that the principal has motivated his teachers when carrying out supervision. The lowest score of 87.5% (14 respondents) is in the first indicator, namely understanding the concepts, principles, theories/ technologies, characteristics, and development trends of the learning/ guidance process for each subject, and is in the fourth indicator, namely planning supervision activities with teachers. The results of the study showed variations in the implementation of academic supervision tasks by the principals in the three schools studied. This condition needs attention considering the importance of academic supervision to strengthen or develop teacher competence. The following is a

discussion of the results of the study on the implementation of academic supervision of the principals presented per indicator in sequence.

(1) Understanding the concepts, principles, theories/technologies, characteristics, and development trends of the learning/guidance process for each subject. Understanding the concepts, principles, theories/technologies, characteristics, and development trends of the learning/guidance process for each subject is one of the indicators of the implementation of the principal's academic supervision. This understanding is important for the principal to have, considering his/her duties as the planner and main implementer of academic supervision. The success of this academic supervision process will be realized if supported by the principal's conceptual skills (Karakose et al., 2021). The results of the study, according to the majority of respondents, namely 87.5% or 14 teachers, showed that the principal understood the concepts, principles, theories, characteristics, and development of the learning process. The principal's understanding of the development of concepts, theories, and the learning process will make it easier for them to guide teachers (Kraft & Gilmour, 2016). It is hoped that academic supervision, the main target of which is the development of teacher teaching skills, can produce changes in teachers that have a major impact on the quality of learning.

(2) Guiding teachers in compiling the syllabus for each subject in accordance with the applicable curriculum. The learning process is a core school activity that is directed at school progress. The success of the learning process requires thorough teaching preparation from teachers. In other words, teachers need to compile a syllabus, which is a design of learning materials presented sequentially as part of the curriculum document before carrying out teaching. The syllabus is an important component in learning, so it needs to be seriously prepared by teachers (Flores, 2016). Guidance on compiling the syllabus by the principal of SD Negeri 1 Beti Jaya according to teachers has been carried out by the principal, although not always. This is indicated by the answer "yes," which is limited to 15 teachers or 93.75%. In other words, the principal sometimes does not provide guidance on compiling the syllabus to his teachers. This condition needs attention considering the important role of the principal as a controller of learning quality. Moreover, teachers often encounter problems compiling the syllabus within the framework of the 2013 curriculum that is currently running and expect the principal to be a place to ask questions and seek enlightenment.

(3) Guiding teachers in choosing and using learning methods by looking at the Lesson Plan or Teaching Module. Lesson plan is a plan that describes the procedures and organization of learning to achieve one basic competency that has been set in the content standards and described in the syllabus. The

broadest scope of lesson plan includes one basic competency consisting of one or more indicators for one or more meetings. Lesson plan functions as a reference for teachers to carry out learning activities to be more focused and effective. Its elements include competency standards, basic competencies, learning objectives, teaching materials, time allocation, learning methods, and student characteristics. These elements are considered in determining learning methods. Guidance for teachers by the principal of SD Negeri 1 Beti Jaya regarding lesson plan or teaching modules was carried out with a score of 95.75%. In other words, 6.25% of respondents, or 1 teacher, did not receive guidance in compiling lesson plan or teaching modules. This might happen if the teacher does not make lesson plan or teaching modules. This condition should not continue considering the central role of the lesson plan or teaching module as explained earlier. Testa & Frascheri (2015) added that learning planning is important as a barometer to measure the success or "failure" of learning. In the context of supervision, the lesson plan, or teaching module, will inform the quality standards of learning to teachers and supervisors. Thus, the lesson plan, or teaching module, helps provide standards for teacher teaching competencies on certain lesson topics as a basis for supervisors to make assessments. The results of the assessment become input for the development of teacher competencies needed, which, when carried out, will have an impact on improving the quality of learning.

(4) Planning supervision activities with teachers. Academic supervision needs to be carried out systematically so that it can run well and achieve the set goals. Consequently, academic supervision requires planning. The scope of academic supervision planning, namely: (1) curriculum management, (2) preparation for the implementation and assessment of learning by teachers, (3) achievement of graduation competency standards, process standards, content standards, and their implementing regulations, and (4) review of learning quality. This planning should pay attention to the principles of objectivity, responsibility, and continuity based on National Education Standards and based on the needs and conditions of the school. The results of the study showed that the majority of teachers, namely 87.5%, said that the principal of SD Negeri 1 Beti Jaya had planned his supervision and involved teachers in the process. This means that before the supervision was carried out, the principal confirmed the teacher's willingness to be supervised and scheduled joint supervision. Next, the principal reviews the lesson plan or teaching module syllabus, checking the teaching material procedures, teaching aids or media, and assessment tools that will be used by teachers in the learning process that will be supervised. If necessary, the principal also helps teachers plan learning consisting of the preparation, implementation, and evaluation phases.

(5) Monitoring the implementation of learning carried out by teachers. Monitoring of learning activities is carried out during one school year. This activity is important to ensure whether learning is in accordance with the plan and leads to the achievement of targeted competencies as stated in the lesson plan or teaching module. According to the majority of respondents (93.75%), the principal has carried out learning monitoring. Monitoring is a series of activities aimed at providing information about the causes and effects of a policy that focuses on activities being implemented. The goal is to find out whether ongoing activities are in accordance with the planning and procedures that have been agreed upon. The results are useful for the next activity process.

(6) Conducting evaluation of learning activities carried out by teachers. The results of the study, according to the majority of teachers (93.75%), showed that the principal had carried out an evaluation of learning activities. Yang (2024) explained that evaluation is (1) a process/activity to determine educational progress by comparing the level of achievement of educational goals with the goals that have been set, and (2) an effort to obtain feedback. This feedback should really be followed up for educational improvement. The implementation of the evaluation must follow the principles of evaluation so that it can run optimally and in accordance with the objectives of the evaluation. The principal evaluates the teacher's teaching ability during the learning process. The evaluation compares the teacher's actual teaching skills with those expected as stated in the lesson plan and the level of achievement of learning objectives. Good teacher teaching skills require mastery of the material being taught and also teaching techniques that are adjusted to student characteristics. This requires mastery of knowledge, technology, pedagogy, and content. Furthermore, the results of the evaluation of these learning activities will be input for the principal to determine the next steps for coaching.

(7) Motivating teachers to utilize information technology in learning in each subject. The development of teacher professionalism in the context of academic supervision not only focuses on improving teachers' knowledge and teaching skills but also on renewing their commitment, willingness, and work motivation. Motivation in this case not only concerns the issue of work ethic but also the use of information technology in learning. The results of the study, according to the majority of teachers (100%), showed that the principal of SD Negeri 1 Beti Jaya had provided motivation to teachers to utilize Information Technology (IT). The use of IT in learning is an urgent demand today. The rapid flow of information and various sources of information make teachers not the only source of learning. However, teachers still have a strategic role in learning. Therefore, the use of information and

communication technology in schools should start from a strategic starting point, namely teachers (Mahdum et al., 2019).

D. Conclusions

The principal of SD Negeri 1 Beti Jaya in Kayu Agung District, Ogan Komering Ilir Regency, South Sumatra, has carried out academic supervision. They understand the concepts, principles, theories/technologies, characteristics, and development trends of the learning/guidance process for each subject; guide teachers in compiling the syllabus for each subject within the framework of the 2013 curriculum and the independent curriculum; guide teachers in choosing and using learning strategies/methods/techniques by looking at the lesson plan or teaching modules; plan supervision activities with teachers; monitor the implementation of learning; evaluate learning; and motivate teachers to utilize information technology. Of the seven tasks, the task of motivating teachers to utilize information technology in learning in each subject is the task with the highest implementation. Conversely, the task with the lowest implementation is understanding the concepts, principles, theories/technologies, characteristics, and development trends of the learning/guidance process for each subject and is in the fourth indicator, namely planning supervision activities with teachers. Further research needs to be expanded by widening the scope of the population area. In addition, to gain a deeper understanding of this topic, research should not only use a quantitative approach in the form of a survey but also use a qualitative approach.

E. Acknowledgement

References

Amelia, C., Aprilianto, A., Supriatna, D., Rusydi, I., & Zahari, N. E. (2022). The Principal's Role as Education Supervisor in Improving Teacher Professionalism. *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, *7*(1), 144–155. https://doi.org/10.31538/ndh.v7i1.2075

Flores, M. A. (2016). Teacher Education Curriculum. In *International Handbook of Teacher Education* (pp. 187–230). Springer Singapore. https://doi.org/10.1007/978-981-10-0366-0_5

Glickman, C. D., Gordon, S. P., & Ross-Gordon, J. M. (2010). *Supervision and Instructional Leadership: A Developmental Approach*. Boston: Allyn and Bacon.

Hagermoser Sanetti, L. M., Williamson, K. M., Long, A. C. J., & Kratochwill, T. R. (2018). Increasing In-Service Teacher Implementation of Classroom Management Practices Through Consultation, Implementation Planning, and

Participant Modeling. *Journal of Positive Behavior Interventions*, 20(1), 43–59. https://doi.org/10.1177/1098300717722357

Hidayatulloh, A., Akhyak, A., & Safi'i, A. (2023). Supervisory Strategy of Inner Madrasah Aliyah Education Improving the Professionalism of Madrasah Heads. *Journal of Instructional and Development Researches*, 3(5), 188–200. https://doi.org/10.53621/jider.v3i5.256

Karakose, T., Polat, H., & Papadakis, S. (2021). Examining Teachers' Perspectives on School Principals' Digital Leadership Roles and Technology Capabilities during the COVID-19 Pandemic. *Sustainability*, 13(23), 13448. https://doi.org/10.3390/su132313448

Kraft, M. A., & Gilmour, A. F. (2016). Can Principals Promote Teacher Development as Evaluators? A Case Study of Principals' Views and Experiences. *Educational Administration Quarterly*, 52(5), 711–753. https://doi.org/10.1177/0013161X16653445

Lisnawati, A., Auliadi, Adhari, F. N., Hanipah, R., & Rostika, D. (2023). Problems of Facilities and Infrastructure in Learning in Elementary Schools. *Jurnal Pendidikan Tambusai*, 7(3), 30987–30993. https://doi.org/10.31004/jptam.v7i3.12045

Mahdum, M., Hadriana, H., & Safriyanti, M. (2019). Exploring Teacher Perceptions and Motivations to ICT Use in Learning Activities in Indonesia. *Journal of Information Technology Education: Research*, 18, 293–317. https://doi.org/10.28945/4366

Makawimbang, J. H. (2011). *Supervision and Improvement of Education Quality*. Alfabeta.

Prasojo, L. D., & Sudiyono. (2011). *Educational Supervision*. Gava Media.

Rahabav, P. (2016). The Effectiveness of Academic Supervision for Teachers. *Journal of Education and Practice*, 7(9), 47–55.

Sari, N. N. (2023). Managerial Supervision and Performance of School/Madrasah Principals in Improving Education Quality. *PPSDP International Journal of Education*, 2(2), 338–351. https://doi.org/10.59175/pijed.v2i2.134

Testa, S., & Frascheri, S. (2015). Learning by Failing: What We can Learn From Un-Successful Entrepreneurship Education. *The International Journal of Management Education*, 13(1), 11–22. https://doi.org/10.1016/j.ijme.2014.11.001

Yang, F. (2024). Enhancing Course Evaluation with Achievement Pathways in Outcome-Based Education Frameworks. *Education Science and Management*, 2(1), 10–24. https://doi.org/10.56578/esm020102