

The Role of the Principal in Increasing Teacher Performance Through Periodic Academic Supervision

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*Principal;
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Abstract

This research aims to describe the ideal role of the principal in carrying out academic supervision. A qualitative approach with a descriptive method is used in the research. Observations were made at SMP Negeri 1 Tamiang Layang, structured interviews with 12 teachers, and researchers carried out the collection of documentation. The data analysis technique used is the Miles and Huberman interactive model. Researchers used the triangulation technique to obtain redundant data. The results of the study describe the principal's academic supervision carried out in three main activities, namely; 1) planning stage; 2) implementation stages that refer to academic Supervision Development Module in the Implementation of the 2013 Curriculum of the Ministry of Education and Culture in 2018; and 3) follow-up stages as a form of input for improving teacher performance in providing learning. These three activities are a series of systematic activities that cannot be separated from each other. The role of the principal is emphasized in the pattern of coaching. It is because teachers are considered partners who can be invited to exchange ideas about various problems at school.

Abstrak

Kata kunci:

*Kepala Sekolah;
Supervisi Akademik
Pola Pembinaan*

Tujuan dari penelitian ini adalah memberikan uraian terkait bagaimana peran ideal Kepala Sekolah dalam menjalankan supervisi akademik. Pendekatan kualitatif dengan metode deskriptif digunakan dalam penelitian. Observasi dilakukan di SMP Negeri 1 Tamiang Layang, wawancara terstruktur dengan 12 guru, serta pengumpulan dokumentasi dilakukan oleh peneliti. Teknik analisis data yang digunakan adalah model interaktif Miles dan Huberman. Teknik triangulasi dilakukan peneliti untuk mendapatkan data yang redundan. Hasil penelitian mendeskripsikan supervisi akademik kepala sekolah dilaksanakan pada tiga kegiatan utama yaitu; 1) tahapan perencanaan; 2) tahapan pelaksanaan yang merujuk pada Modul Pengembangan Supervisi Akademik dalam Implementasi Kurikulum 2013 Kementerian Pendidikan dan Kebudayaan tahun 2018; dan 3) tahapan tindak lanjut sebagai bentuk masukan peningkatan kinerja guru dalam memberikan pembelajaran. Ketiga kegiatan ini merupakan rangkaian kegiatan sistematis yang tidak bisa dilepaskan satu sama lainnya. Peran kepala sekolah dititikberatkan pada pola pembinaan. Hal ini dikarenakan guru dianggap sebagai mitra yang dapat diajak bertukar pikiran dalam memikirkan berbagai permasalahan di sekolah.

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INTRODUCTION

Education has a significant role in building human resources. An education system is needed to produce whole people, namely, one that views quality as its primary goal (Mutiani et al., 2020; Nasution, 2016). Because education takes place in a school environment, the role of leadership is significant. As the primary power holder in the school, the principal needs to understand well how the supervisory management and leadership of the principal because the supervision and leadership of the principal are two things that are interrelated and strengthen each other (Ideswal et al., 2020).

Rules related to teacher competence are mentioned in Law on Teachers and Lecturers No. 14 (2005) and Government Regulation No. 19 (2005). These competencies consist of personality competencies, pedagogic competencies, professional and social competence (Ajasan et al., 2016; Mutiani, Supriatna, et al., 2021; Safrudin, 2011). The four competencies ideally exist in every teacher. Thus, teachers are required to master these competencies so that students can easily accept the knowledge given. In addition, teacher competence is also related to performance and professionalism.

The importance of teacher competence is then used as a reference for achieving the National Education Standards listed in the Presidential Regulation of the Republic of Indonesia Number 32 of 2013. Serious attention by the parties to efforts to fulfil and realize all these standards will determine the quality of education (Mutiani, Sapriya, et al., 2021). One effective way to improve the quality of education is by harmonizing the roles of principals and teachers. This is because the principal and teacher are the centre subjects of indirect interaction for students at school. The principal plays a leader, mentor, coach, and director for education staff and teachers. Specifically, principals can conduct periodic evaluations to support teacher performance improvement (Svinhufvud & Vehviläinen, 2013; Vehviläinen, 2009). This evaluation is then known as supervision. One supervision technique is academic supervision (Rahabav, 2016; Suhayati, 2013).

The academic supervision function is an improvement effort as a continuous process and is carried out continuously. Academic supervision upholds the practice of continuous quality improvement as a fundamental principle and integrated management. The role of the principal's academic supervision and the professionalism of teachers in schools is enormous. Referring to the research conducted by Mackinnon (2004), academic supervision can increase the relationship of trust between principals and teachers. The impact of the trust relationship helps provide effective communication so that learning for participants is more conducive (Mackinnon, 2004).

Academic supervision is the basis or foundation of professional supervision activities (Ajasan et al., 2016; Suhayati, 2013). The focus of the study is the assistance system carried out by school principals to improve the professional abilities of teachers (Nordentoft et al., 2013). Thus, the teacher can handle the main task of teaching students. This research aims to describe the ideal role of the principal in carrying out academic supervision. In addition, however, they can create a set of programs and procedures for schools to improve and improve the quality of learning.

Research on the importance of academic supervision has been loved as a reference in the evaluation of learning. However, in this study, it was stated that the principal has a central role in the succession of academic supervision. Thus, ideally, research is used as input for the ideal role of the principal. The principal not only functions as a leader but also acts as a provider of input to the renewal of learning initiated by the teacher. The connection between the principal and the teacher is expected to underlie effective learning in schools.

METHODS

In describing the research, a qualitative approach with descriptive methods is used. A qualitative approach is a structured procedure (Creswell, 2010; Elliott & Timulak, 2005). Descriptive data is described in the form of spoken and written words based on the observed behaviour. What is

inherent in the qualitative approach is the natural setting (Hamilton & Finley, 2019). Therefore, the researchers observed how the role of the principal in conducting academic supervision. Researchers look for direct sources based on three stages of data collection, namely; 1) Observations at SMP Negeri 1 Tamiang Layang; 2) Interviews with 12 teachers; 3) Documentation related to research. The qualitative approach recognizes the object of research as it is, not manipulated, based on the flexibility of the research problem (Hennink et al., 2020; Lambert & Lambert, 2012). It means that the object is relatively unchanged. The analysis technique uses an interactive model from Miles and Huberman. Data reduction is dominated by interview data (Denzin & Lincoln, 2002). It is because the results of interviews were found out of the research context. Displays data in the form of narrative text. They improved the validity of research data by conducting member checks, extending observations in February 2020, and triangulating data. The collected data is then compared with the research focus (Creswell, 2010; Park & Park, 2016). In general, the research data describe that the principal's role in improving teacher performance through academic supervision emphasises mentoring. Aspects of mentoring for teachers develop their ability to manage the learning process to achieve learning objectives.

FINDINGS AND DISCUSSION

The scope of the principal's duties can be classified into two central aspects: work in school administration and work related to educational professional development. According to the perception of many teachers, the success of the principal's leadership is mainly based on his ability to lead (Hadis & Nurhayati, 2010). The key to the smooth work of the principal lies instability and emotion, as well as self-confidence. It is a psychological basis for treating their staff fairly, providing exemplary behaviour, behaviour and carrying out their duties. In this context, school principals must display their ability to foster cooperation with all personnel in an open working climate that is a partnership and increases active participation from the parents.

The principal, as a communicator, has the task of being an intermediary to continue instructions to teachers. It means that the principal as personal aspirations of the school to the agency to the teachers and channelling the aspirations of school personnel to vertical agencies and the community (Makawimbang, 2011). Communication patterns from schools are generally familial by taking advantage of their free time. The flow of information delivery occurs in two directions, namely top-down and bottom-up communication (Ancok, 2012; Barinto, 2012). In education, what is meant by quality has an understanding following the meaning contained in the learning cycle. In short, it can be mentioned several critical words of understanding quality, namely: according to standards, development needs, and the global environment (Behlol et al., 2011).

One of the embodiments of education management is the implementation of academic supervision. Academic supervision is a series of activities to help teachers develop their learning ability to achieve learning objectives (Makawimbang, 2011; Suhayati, 2013). Academic supervision is inseparable from teacher performance assessment in managing learning. The practical reflection of teacher performance assessment in academic supervision is to see the actual conditions of teacher performance to answer questions, for example, what is happening in the classroom? What are the teachers and students doing in the classroom? In the classroom, is that meaningful for teachers and students? What has the teacher done in achieving academic goals? What are the advantages and disadvantages of teachers and how to develop them?. Based on the answers to the questions, information was obtained about the teacher's ability to learn.

Academic supervision is not limited to a series of activities. However, academic supervision is information input to make the next academic supervision program (Alam et al., 2021; Pahlawanti et al., 2020). Therefore, academic supervision is not only carried out once during an academic year. However, it must be carried out periodically and planned. Factually, it cannot be denied that the obstacle to supervision in the educational environment is the effort to change autocratic and corrective behaviour into constructive and creative behaviour. The attitude of openness and

prioritizing positive human relations from a supervisor (principal) arouses the desire and sincerity of teachers to improve or develop their professionalism following the demands of their duties (Saihu, 2020). This is where the role of the school is needed. Based on the research results, the role of the principal in conducting academic supervision at SMP Negeri 1 Tamiang Layang includes three dimensions, namely, plan academic supervision work programs, implementation of academic supervision, and follow-up academic supervision. Based on the results of interviews with the Principal of SMP Negeri 1 Tamiang Layang Mr SDN, that;

"In realizing the school's mission, namely improving students, teachers, and education staff, one of them is needed integrating and quality teacher development. This guidance is expected to be able to provide stabilization for teachers to develop quality learning tools. It is essential as a leader to listen and pay attention to learning problems in the classroom. This due to the different characteristics of students and the challenges of increasing student competency achievements".

The principal believes that quality achievement is strongly influenced by an integrated coaching pattern based on the interview results above. Thus, at the planning stage of academic supervision, a decision is drawn in the form of a problem-solving step or the implementation of a directed work. Of course, this takes into account the achievement of the objectives of the activity. Therefore, he is planning for academic supervision as a program of activities or plans to be carried out in carrying out academic supervision activities involves two main aspects that must be included in planning for academic supervision, namely scheduling when supervision is carried out and targets to be achieved.

Principals pay attention to three aspects in planning supervision, namely; 1) Planning must be comprehensive, meaning that it must be comprehensive and cover various aspects of supervision. All stages to be achieved in supervision must be an inseparable unit; 2) Planning must be cooperative, meaning that planning must involve many people related to supervision because a supervisor will need the help of others in carrying out his supervision, and 3) Planning must be flexible, meaning that the plans made should not be rigid but open space for dialogue. It accommodates changes that occur on the ground without having to obscure the plan itself.

In carrying out academic supervision, a principal must carry it out according to the correct stages to make it easier for the principal and the supervised teacher. Academic supervision carried out by the principal monitors four activities, namely: 1) Supervision of Learning Devices based on the Academic Supervision Development Module in the Implementation of the 2013 Curriculum of the Ministry of Education and Culture in 2018, there are 12 components of learning tools that are the object of supervision (Education Calendar, Annual Program, Semester Program, Syllabus, RPP, Lesson Schedule, Daily Agenda, KKM Documents, Attendance List, Grade List, Teacher Manual, and Textbook); 2) Implement RPP Monitoring Supervision which refers to learning management as minister of Education and Culture No. 22 of 2016 concerning Process Standards; 3) Implementing Supervision of the Learning Process which is divided into pre-learning, learning, and post-learning; and 4) Implementing Supervision of Learning Outcome Assessment that the teacher has implemented is a series of stages of implementing the principal's academic supervision. Therefore, this activity must obtain data related to teacher competence in carrying out assessments of learning outcomes. Based on the results of an interview with a teacher, Mrs RLW, it was stated that:

"The Principal provides a dialogue room for each teacher if things are not pleasing during the academic supervision. It is because a series of academic supervision activities are pretty time-consuming. In addition, to provide harmony and comfort so that teachers do not feel pressured during the implementation of academic supervision".

The next stage is the follow-up to academic supervision. Follow-up academic supervision is the final stage that the principal must carry out. Compared to the planning and implementation stages, this stage is quite a concern for the principal. It happens because of the high workload of the

principal, namely in terms of the principal's managerial and administration, so that the principal only focuses on planning work programs and implementing academic supervision. In addition, the lack of understanding of the importance of academic supervision carried out by school principals resulted in less intense follow-up supervision programs, even though teachers needed the results of follow-up academic supervision to improve their teaching performance.

The supervision system in schools, in general, is running effectively, especially concerning teacher professional development efforts. However, the implementation of new supervision is limited to the physical aspect and formal administration and has not paid attention to the supervision of learning implementation (Rahmatullah et al., 2019). However, even though the principal's academic supervisor role is not carried out effectively, the principal shows a deep concern for teaching and education problems. The principal always provides time and opportunities for dialogue and helps teachers understand and solve problems education they face (Nwaokugha & Danladi, 2016).

Through academic supervision carried out by the principal, teacher development must focus on what is already his responsibility as a teacher at SMP Negeri 1 Tamiang Layang. Teachers should be considered partners who can be invited to exchange ideas about various educational problems in schools. This kind of coaching pattern can bridge better interpersonal relationships between the two. Supervision results need to be followed up to have a tangible impact on improving teacher performance (Behlol et al., 2011). This real impact is expected to be felt by the community and stakeholders. The follow-up is in the form of reinforcement and awards given to teachers who have met the standards,

It happens because of the teacher's lack of interest in improving performance. With the communication and function of the principal as a supervisor, it is hoped that the teacher will not focus on learning and administration activities in the classroom. Through academic supervision, teachers are expected to understand that professionalism is also related to performance productivity. The results of teacher competency development and improvement can be bridged with the results of input (follow-up) activities of academic supervision. The principal can stimulate teachers to participate in scientific activities such as workshops, seminars, follow-up training, and further education. Thus, teachers are expected to improve their level of professionalism with productivity as a teacher.

CONCLUSION

Academic supervision is the basis or foundation of professional supervision activities, which is the study of the assistance system carried out by school principals to improve the professional abilities of teachers. The importance of the role and function of teachers in the world of education, the principal, has a vital role in managing school management and improving teacher performance. The establishment of regular and planned academic supervision provides input on the shortcomings faced at the managerial level and education implementation. Thus, in carrying out academic supervision, school principals are required to carry out three main activities, namely; 1) planning stages that emphasize the principles of comprehensive, cooperative, and flexible; 2) implementation stages that refer to Academic Supervision Development Module in the Implementation of the 2013 Curriculum of the Ministry of Education and Culture in 2018; and 3) follow-up stages as a form of input for improving teacher performance in providing learning.

These three activities are a series of systematic activities that cannot be separated from each other. The pattern of coaching the Principal at SMP Negeri 1 Tamiang Layang towards teachers can be said to be good. This is because teachers are considered partners who can be invited to exchange ideas about various educational problems in schools. This kind of coaching pattern can bridge better interpersonal relationships between the two. As explained in the result and discussion, the connection relationship between the principal and teachers is the basis for learning. This is obtained based on the results of academic supervision carried out. However, this study has limitations where

the scope of the research is only in one school. The problems of inter-school learning practices are undoubtedly diverse. Thus, further research is needed to provide generalizations about the role of the principal in academic supervision.

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