

Implementation of Principal Academic Supervision in Improving Teacher Performance

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ABSTRACT

This study aimed to elicit empirical evidence regarding the effectiveness of principal academic supervision in enhancing teacher performance at Madrasah Tsanawiyah Aceh Barat Daya. It also determines how the execution of the principal's academic supervision affects teacher performance and hence the quality of education. Qualitative research was used in this study. The researchers employed a descriptive method in conjunction with a phenomenological qualitative approach to investigate a social phenomenon or human problem in this study. The data gathering strategies used in this study were structured interviews, observation, and documentation. Academic supervision of the principal at Madrasah Tsanawiyah in Aceh Barat Daya occurred according to the implementation plan, the material being coached, the implementation results, and the feedback from academic supervision implementation to improve the performance of class teachers.

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1. INTRODUCTION

Education is an activity with a specific goal of achieving balance and perfection in developing individuals and societies. Education has a significant role in building human resources, so we need an education system capable of producing whole people (Irmayani, Wardiah, & Kristiawan, 2018). One of them is the education system that prioritizes quality as the primary goal. Continuity of education usually occurs in the school environment, so the principal's leadership role is an essential factor. Suwartini (2017) said: "The principal as the main power holder in the school needs to understand well how the management of the supervision and leadership of the principal is because the supervision and leadership of the principal are two things that are interrelated and strengthen each other." This proves the need to implement school principal academic supervision in improving teacher performance and education quality (Fitria, 2018). Apart from teacher performance, quality improvement is also a priority in education. This is influenced by the supervision or supervision of the principal, who can oversee the scope of his

leadership, such as teacher performance to be professional and provide adequate facilities. Fitrah (2017) says: "One of the principal's success indicators is measured by the quality of education in the school he leads." In the context of education, the notion of quality includes the input, process, and output of education

Based on the role of principal academic supervision previously stated, it shows that the principal's leadership significantly influences teacher performance to improve the quality of education. Haris (2018: 249) says, "Educational supervision is a form of supervision carried out by the principal towards teachers during the learning process in class or outside the classroom." The purpose of supervision, in this case, is to help the minimum competency that must be mastered by the teacher because teachers who do not meet the competence are considered unproductive. This phenomenon proves that the supervision of the principal has an impact on good teacher performance. The low quality of education also influences problems in the school environment. This phenomenon requires an implementation or strategy of the principal as supervision to supervise so that teachers can work professionally. The purpose of implementing the supervision of principals in madrasah is to improve teacher performance according to procedures so that teacher performance can be carried out effectively. The success of students dramatically affects the ability of educators to manage to learn.

The principle is one of the components of education that has the most role in improving the quality of education. The principal must have a vision and mission and a comprehensive and quality-oriented education management strategy (Said, 2018; Ramadoni et al., 2016; Kodiran, 2017). Azuar et al. (2017) said that "the principal is a functional teacher who is given the task of leading a school where a teaching and learning process is held or a place where there is the interaction between the teacher who gives lessons and students who receive lessons." In addition, Suparman (2019: 16) said, "The principal is an educator or teacher who is given additional tasks to manage and lead a formal education institution appointed based on his duties and authorities by the government or education administering institution."

According to Slameto et al. (2017), performance can be divided into four, namely: (1) individual performance describes the implementation of one's duties so that it can provide results determined by the group or institution; (2) group performance describes the implementation of the main activities of a group to achieve the results determined by the institution; (3) the performance of the institution concerning the implementation of all the main activities of an institution to achieve the mission or vision of the institution; and (4) the performance of the program/policy concerning the implementation of activities in the program or policy that has been implemented so that it can achieve the objectives of the program or policy. Hasbi & Yusman (2016) said that "Teacher performance is the ability of a teacher to carry out learning tasks in schools/madrasahs and is responsible for the students under his guidance by increasing students' learning achievement." Teacher performance is an inseparable part of a system, starting from input, process, and output to achieve education goals.

A preliminary study at two MTsN in Aceh Barat Daya obtained information that these two madrasahs are excellent schools in the Aceh Barat Daya environment, where the principal is good at carrying out his duties and responsibilities as a leader. However, there are still some teachers who use less varied learning methods. The learning methods that teachers use tend to go in one direction. Then some teachers cannot improve the quality of being a professional teacher, even though a teacher should always improve and upgrade himself to become a good teacher professionally. The term supervision is also put forward by Kartini & Susanti (2019) "as a programmed effort to change or improve a person's behavior in carrying out their primary duties and responsibilities professionally. Alternatively, supervision is the process of assistance, guidance, and coaching from the supervisor (principal) to the teacher to improve the learning process.

The assistance, guidance, or coaching is professional, carried out through dialogue to solve learning problems. Therefore, supervision is an activity that has been programmed or planned to improve someone in completing activities and being responsible for their work (Renata, Wardiah, & Kristiawan, 2018; Supradi, 2019). Supervision is the view of more skilled people to people with lower expertise. A

supervisor or a person who supervises is a professional when carrying out his duties (Kristiawan et al., 2018; Haris, 2018; Sumarto, 2020).

2. METHODS

The research approach used in this research is qualitative research. Qualitative research methods are social science research methods that collect and analyze data in words (oral or written). Human actions and researchers do not attempt to calculate or quantify qualitative data obtained and thus do not analyze the numbers. The performance of the data source sample is carried out purposively, and snowball, triangulation data collection techniques (combination of), the data analysis is inductive/qualitative. The results of the research emphasize meaning rather than generalization ". This proves that a qualitative research approach was carried out to determine the strategy for implementing the academic supervision of principals in improving teacher performance at MTsN 1 Aceh Barat Daya and MTsN 3 Aceh Barat Daya.

The research location is a part that cannot be overlooked because it has an essential role in the completeness of the research. For this reason, the authors chose the research location at MTsN 1 Aceh Barat Daya and MTsN 3 Aceh Barat Daya. This research was conducted in March 2021. The data collection technique used in this study uses interview guidelines, observation, and documentation. The data collection techniques in this study took several steps, namely observation, and interviews. Data collection was conducted through direct observation and in-depth interviews. The data validity in qualitative research refers to credibility, transferability, dependability, and confirmability standards. The data collection was through careful observation. The data analysis is employed with model analysis. Data analysis started with data collection, and data reduction and conclusions were made by interpreting the classification results of the study.

3. FINDINGS AND DISCUSSION

The school principal's academic supervision program to improve teacher performance

The results of the field review also prove that the school principal has compiled the preparation of the academic supervision program. The supervisor's role is to supervise and assist teachers in helping teachers real learning and improve their abilities to achieve the learning goals set for their students. This is by the results of interviews conducted with FR as follows:

"The role of the principal as a supervisor, where the principal will supervise all teacher activities or performance. The principal observes the teacher's activities in the implementation of learning and helps teachers improve better learning activities. Teachers will be guided by the principal so that the learning activities can improve student learning achievement in the future ".

The observations also show that the principal always conducts routine meetings every month. Then the results of the meeting held by the principal and the teacher board are documented so that the principal will see the *progress* or success of the results of the previously agreed meeting. The supervision program aims to describe all the activities carried out by the teacher. The principal also conducts evaluation and follow-up by preparing the various necessary instruments in other cases. The results of observations about the principal's academic supervision program in improving teacher performance can be seen in Table.

Table 1. Observation Results of the Principal's Academic Supervision Program Observable

Aspects	Indicator	Criteria		Description
		Yes	No	
Academic supervision program of principals in improving teacher performance	a) Develop an academic supervision program			The principal prepares an academic supervision program by detailing matters relating to the assessment of teacher performance in the learning process
	b) Is there a meeting agenda document provided			The principal, as a supervisor, also makes a meeting agenda document regarding the results of joint decisions in supporting learning success
	c) Develop a supervision program that reflects the types of activities			The principal, as a supervisor, has compiled a supervision program that reflects the type of activity. In this case, the activities carried out regarding teacher performance include the preparation of lesson plans, the availability of learning media, and learning strategies or methods.
	d) Develop a supervisory organization that reflects the existence of a mechanism for implementing activities			The principal supervises and provides direction and assessment of teacher performance in implementing previously planned supervision programs such as implementing learning activities following RPP, using media and methods in teaching, and being able to master.
	e) Reporting and follow-up, preparing various supervision instruments as needed			The school principal writes the results of the reports from the supervision so far regarding teacher performance. Then the principal also conducts an evaluation to correct deficiencies in implementing teacher learning so far.

The results of observations and interviews about the principal's academic supervision program in improving teacher performance show that the program prepared by the principal as a supervisor is related to teacher performance in the learning process. This supervision activity is carried out after the principal attaches a supervision decision and a schedule of supervision activities. Supervision activities are carried out to observe teachers' performance in and outside the classroom. Some teacher activities assessed by the head of the school include; the availability of lesson plans, providing learning media, providing strategies or learning methods, and how teachers manage to learn. The role of the principal in the preparation of the supervision program is to determine how much influence the teacher's performance has had in increasing student achievement so that it has an impact on the quality and quality of education.

The implementation of the principal's academic supervision program to improve teacher performance

Based on the review results of the initial problems at MTsN 1 and MTsN 3 Aceh Barat Daya, it shows that the implementation of learning so far has been carried out every year. Supervision carried out by the top consists of supervision in the classroom, which is better known as the continuous development program (PKB), and supervision outside the classroom related to the learning program. Teacher performance appraisal problems are carried out following the instruments under supervision. The purpose of supervision is carried out to guide the teacher councils who have not been able to apply for the teaching and learning process program or master the class. The learning applied by the two schools was in the form of the 2013 curriculum. The principal evaluated the instruments that had been provided previously. Some of the results of the interviews presented by Mr. FR as the principal at MTsN 1 Aceh Barat Daya are as follows:

"The implementation of supervision that I do every year is there. I do two types of supervision: supervision in the classroom or the continuous development program (PKB) and supervision outside the classroom regarding the learning program made by the teacher at the beginning of the semester".

The results of the interview presented by FR regarding the implementation of the principal's academic supervision program are as follows:

"The principal's academic supervision implementation also consists of summative and formative aspects. In summative, I supervise the teacher in the learning process from learning to closing. For clinical supervision, I only supervise the teacher council from outside. This means that I supervise the completeness of the teacher before entering learning and what programs are prepared by the teacher council for the learning process".

Evaluation is a systematic assessment of the benefits or uses of an object. In carrying out the evaluation, there are activities to determine the value of a program so that there is an element of decision-making about the value of a program, and there is a subjective element. One of the programs that need to be evaluated is an academic supervision program for school principals to improve teacher performance.

Based on the results of reviews at MTsN 1 and MTsN Aceh Barat Daya, the principal as the supervisor has conducted an evaluation or assessment of teacher performance. Supervision carried out by the top consists of classroom supervision and outside the classroom. In carrying out supervision activities, the supervisor has provided an assessment instrument that is used to assess the extent to which teachers have achieved their performance so that if some teachers have not carried out as expected, the supervisor who assesses will carry out further coaching.

In addition, the evaluation of the academic supervision of principals who review the work of teachers will also carry out fact-gathering activities about the learning process systematically to determine whether there has been a change in students and to what extent these changes affect the lives of students. The results of the field review also proved that some teachers were able to implement the supervision program specified by the supervisor. In this case, some teachers have been able to use the method correctly and take advantage of learning media to support PBM in the classroom. However, some teachers have not been able to master the class well because the teacher finds it difficult to determine a strategy or method that suits the student's condition.

The review results also prove that the supervision program implemented by the principal has been routinely implemented once every three months. In this implementation, the teacher provides an evaluation tool or an assessment instrument following the PBM activities to be implemented. The principal assesses how much the teacher has achieved in improving their performance so that the availability of this instrument will make it easier for the principal to describe the findings in the field. Follow-up academic supervision of principals in improving teacher performance is one of the solutions determined by the principal to improve teacher performance that is better than before. Based on the review of problems regarding the program, implementation and evaluation of the head of school's academic supervision in improving teacher performance has been implemented and directly reviewed

in the field. The review results show that the principal has been in the form of conducting academic supervision of teacher performance so far.

According to the teacher, performance appraisal instrument, the results of field observations show that some teachers have not implemented PBM following the four competencies, namely pedagogical competence, professional competence, social competence, and personality competence. In implementing the supervision program, to improve teacher performance in the future, it is necessary to carry out an agenda for meetings held at least once a month. This meeting activity will be used to share between fellow teachers solutions for improving their performance. In this case, as the principal with a visionary leadership style, all arguments, and opinions of the teacher will be reviewed and implemented according to previous expectations. In the next stage, in implementing future learning activities, it is expected that teachers need to choose a strategy, method, and learning model suitable for students' conditions. Teachers must master the class well because classroom mastery for teachers will get better results in learning activities. This is following the results of the interview presented by JE. It can be stated as follows:

"What I have seen is exciting learning so far because most teachers have been able to use the method well and utilize good learning media. However, some teachers still do not master the methods and use of methods and the use of media in the PBM process. So, these teachers are the ones we will coach together with senior teachers in the PKB (Sustainable Development Program), which we form together with supervisors.

The results of a similar interview put forward by FR can be stated as follows:

"Follow-up that must be fulfilled in the future, it is hoped that to support teacher PBM, the availability of administrative supervision needs to be increased, such as the availability of laboratory rooms equipped with valuable materials and tools, then the use of multipurpose buildings can be done in the future to improve students' skills in practice, not only an understanding theory."

The results of interviews and observations at MTsN 1 and MTsN 3 Aceh Barat Daya show that the principal is one of the supervisors in supervising all teacher activities or performance. Academic supervision of the principal has made every effort possible to provide supervision, direction, and teaching teachers about doing a good performance as an educator. Teachers always provide direction to teachers so that they can exemplify the four competencies that educators must possess, namely pedagogical competence, professional competence, social competence, and personality competence. These four competencies must be able to be instilled in a teacher or educator. The results of observations and interviews about the principal's academic supervision program in improving teacher performance at MTsN 1 and MTsN 3 Aceh Barat Daya show that the program prepared by the principal as a supervisor is related to teacher performance in the learning process. This supervision activity is carried out after the principal attaches a supervision decision and a schedule of supervision activities. Supervision activities are carried out to observe teachers' performance in the classroom and outside the classroom. Some teacher activities assessed by the head of the school include; the availability of learning tools (RPP), providing learning media, providing strategies or learning methods, and how teachers manage to learn. The role of the principal in the preparation of the supervision program is to determine how much influence the teacher's performance has had in increasing student achievement so that it has an impact on the quality and quality of education (Erwin, Arafat, & Wardiah, 2020).

The academic supervision program of school principals to improve teacher performance is one of the plans prepared to assess teacher performance. Syukri et al. (2016) also stated that "supervision activities are efforts made by a person to get a change by improving and improving quality, especially in improving the quality of learning in class." According to the explanation of UUSPN 1989 UUSPN Article 52, the word supervision is included in a series of supervision activities: the supervisor's efforts to provide supervision, encouragement, and protection for the education unit concerned, which is expected to improve the quality of education and its services. In the academic supervision of the principal, the program planned to improve teacher performance is to supervise all activities carried out by the teacher. As the supervisor of the role of the principal who has the task of supervising and

evaluating teacher performance, the principal must know all aspects that can measure teacher performance to achieve it or not.

The efforts of teachers in the school principal's academic supervision program to support teacher performance are most important in the section on pedagogical competence. However, as a teacher who has professionalism at work, the teacher must be able to instill four competencies, including; pedagogic competence, professional competence, social competence, and personality competence. Ajasan et al. (2016) said that the academic supervision program consists of the annual, semester, and monthly programs. In preparing a supervision program, always involve senior teachers and coordinate with school supervisors so that they can be given directions and suggestions for the smooth running of academic supervision. The school principal's academic supervision program was prepared to refer to the identification of problems faced by teachers based on the analysis of the results of the previous year's supervision and strategic environmental analysis, which is often called a SWOT analysis, which is then poured into the Academic Supervision Plan (RKA) program in the form of a semester program (Fathurrochman, Danim, Anwar & Kurniah, 2021).

The principal's academic supervision program aims to describe all the activities carried out by the teacher. Activities carried out by the teacher related to learning activities in the classroom. In this case, the principal's academic supervision program is a plan carried out by the principal to improve teacher performance, so the programs carried out by teachers such as; conduct direct supervision of the class, holding meetings, providing guidance, and fostering teachers who have not been able to improve the quality of their work. Before carrying out supervision activities, the principal will first issue a decree (SK) attached to the supervision schedule. It is intended that the teacher has thorough preparation in implementing learning. Supervision is not only carried out in the classroom but also outside the classroom. One of the competencies that a school principal must have following the Minister of National Education Regulation No. 28/2010 is supervisory competence. To carry out this supervision, the principal must have three academic supervision competencies, namely: (1) planning an academic supervision program in order to increase teacher professionalism; (2) carrying out academic supervision of teachers using appropriate approaches and supervision techniques; and (3) following up on the results of academic supervision of teachers in order to increase teacher professionalism (Permendiknas No.13 of 2007).

The initial review results at MTsN 1 and MTsN 3 Aceh Barat Daya have been implemented annually. Supervision carried out by the top consists of supervision in the classroom, which is better known as the continuous development program (PKB), and supervision outside the classroom related to the learning program. Teacher performance appraisal problems are carried out following the instruments under supervision. The purpose of supervision is carried out to guide the teacher councils who have not been able to apply for the teaching and learning process program or master the class. This follows what was stated by Jumadah et al. (2016). The implementation of supervision is related to how a supervisor carries out what has been planned, and then the implementation is also carried out directly in the classroom when the teachers teach, see and pay attention to how the teacher teaches. And the suitability of teaching materials for students.

Learning activities are based on the 2013 curriculum. It is also adjusted to the development of the current curriculum in the form of the 2013 curriculum. The determination of learning is following the curriculum to create an atmosphere of teaching and learning activities that is more student-centered than the teacher. Before carrying out supervision activities, the principal must first notify the supervision schedule of each teacher who will be supervised. The implementation of the PBM, which is supervised, is from the way the teacher teaches, methods, teaching media, class mastery, and evaluation techniques that the teacher does on students until the teacher closes the lesson. Administrative techniques are carried out at the beginning of the semester. In this case, the principal continuously checks the completeness of the learning program, both syllabus, prota, prosem, lesson plans, and other programs (Utomo, 2017).

Evaluation is a systematic assessment of the benefits or uses of an object. Mahirah (2017) says that "evaluation, in general, can be defined as a systematic process to determine the value of something (provisions, activities, decisions, performance, processes, people, objects and others) based on certain criteria thorough assessment." To determine the value of something by comparing it with criteria, evaluators can directly compare it with general criteria. They can also measure something being evaluated and compare it with specific criteria. In carrying out supervision activities, the supervisor has provided an assessment instrument to assess the extent to which teachers have achieved their performance. If some teachers have not met expectations, the supervisor who assesses will carry out further coaching. The evaluation of the supervision program that the principal most prioritizes is educational supervision related to the implementation of the curriculum, PBM, and evaluation (Fathurrochman, Danim, Anwar & Kurniah, 2021). Then in the administrative supervision section, the school principal conducts an assessment or evaluation in the form of personal, material, financial or infrastructure administration. In the implementation of supervision, the principal has been well controlled because the principal can assess the overall supervision program to improve teacher performance (Tobari., Kristiawan, & Asvio, 2018).

Some of the supervision activities carried out by teachers still have several obstacles, including some teachers in the implementation process that do not adapt to the implementation of the curriculum, do not provide learning tools (RPP), and do not provide exciting learning media. However, not all aspects have not improved teacher performance. Some teachers have carried out the totality in supporting their performance. Follow-up in academic supervision activities is a new step determined by the principal in handling all teacher performance activities. In this case, the principal has conducted an evaluation or assessment of teacher performance in advance so that the principal can follow up on improvements that must be made to improve teacher performance in the future. This can be done after the supervisor or principal conducts direct supervision in the real work of the teacher. In this case, the principal and teacher must have time to solve these problems (Kristiawan & Lian, 2019).

This follows what Ajasan et al. (2016) stated "the ambitions of academic supervision faced by school principals in improving teacher performance are: they do not have enough time to evaluate so that teachers do not have time to correct their shortcomings. Meanwhile, the efforts made by the principal in addressing this problem were not sufficient time, namely by arranging the format of the academic supervision instrument because of the relatively short time ". The problems encountered in the field show that some teachers have not implemented PBM through the teacher performance appraisal instrument. In carrying out the supervision program to improve teacher performance, it is necessary to carry out a meeting agenda held at least once a month (Musyafaah, 2017). This meeting activity will be used to share between fellow teachers solutions for improving their performance. In this case, as the principal with a visionary leadership style, all teacher arguments and opinions will be reviewed and implemented according to previous expectations (Mastur, Afifulloh, & Dina, 2020). In implementing future learning activities, it is expected that teachers need to choose a strategy, method, and learning model following students' conditions. Teachers must master the class well because classroom mastery for teachers will get better results in learning activities.

4. CONCLUSION

The academic monitoring program of the school principal has been linked to classroom learning activities to improve teacher performance. The principal's academic supervision program should be implemented to improve teacher performance, which involves carrying out supervisory activities in the teaching-learning process. Principal academic supervision program evaluation by giving an assessment instrument used to assess the extent to which the teachers have achieved their performance. If some instructors have not met expectations, the supervisor who assesses will carry out further coaching. This is a new step that the principal has decided to take in dealing with all aspects of teacher performance: monitoring the principal's academic supervision. Principal academic oversight was planned and implemented well ahead of time, and it has been implemented following the pandemic-

focused teaching and learning process, which has made use of IT infrastructure. According to a researcher's recommendations, school principals should be provided with training and other activities that help teachers overcome online learning difficulties. Other academics should use this study as a reference for future research on the implementation of teacher academic monitoring to raise teachers' professionalism independently.

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