

Practice of Principal Academic Supervision in Improving the Quality of Teacher Learning at JHS 25 Padang

*Yudela Arina, Septiara Yolanda, Yuni Revita, Sufyarma Marsidin, Rifma

Universitas Negeri Padang, Indonesia
*E-mail: yudelaarina55@gmail.com

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ABSTRACT

One important program that must be implemented in principle in teacher training to improve the quality of learning is the supervision of school principals in improving the quality of teacher learning. The purpose of this research is to learn about supervision actions or practices carried out by principals in schools to improve the quality of teacher learning. This research is expected to be able to assist school principals in improving the quality of learning through teacher supervision. However, the problem is that the supervision of school principals is still underutilized, which will hurt improving the quality of learning. The method used in this study uses a qualitative approach with a descriptive approach. Research instruments include observations, questionnaires, interviews, and documentation. Principals and teachers became the focus of the investigation. Based on research findings, the practice of supervising school principals in improving the quality of learning at Junior High School (JHS) 25 Padang is not optimal. This cannot be ignored because if this is not addressed immediately, it will hurt student learning parties' hope that this research will continue.

Keywords: Academic Supervision, Quality of Learning, Teacher Learning, Junior High School (JHS).



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INTRODUCTION

The transmission of information, behaviors, skills, attitudes, beliefs, and other elements to the next generation is sometimes referred to as education. Education and changes in student behavior are closely related. Therefore, according to (Maliha, 2021) education must be directed to produce quality human beings in the sense of mastering knowledge and being able to compete, and have noble and noble morals. According to Jelantik (2015); Fernandes *et al* (2020) education has a significant impact on human life and development because without education it will be difficult for humans to develop until they do not develop. Thus, the success of implementing education is largely determined by the ability of the principal in managing the resources that exist in school institutions. While the success of an institution lies in the ability of the principal in carrying out his duties, including in supervision or supervision activities at school.

Supervision according to Husniar (2020; Weiss & Weiss, 2001) is an activity to foster and serve so that everyone can improve their profession and improve learning. This includes stimulating, selecting positions for teacher growth and development, revising educational goals, teaching materials and learning methods, and assessing learning. Efforts made by school principals to train teachers are known as supervision (Iwantoro, 2015). This coaching aims to help teachers improve the quality of their teaching through planned lessons, classroom demonstrations, and rationally implemented changes. Academic supervision this is one of the best strategies for principals to use when mentoring teachers in academic monitoring schools. In addition, academic supervision serves as a tool for monitoring efficient learning (Harno, 2021).

The success of a learning process is determined by the ability of the teacher/educator to motivate students to actively participate in the learning process, the level of enthusiasm for learning, and the level of confidence in their learning abilities (Xu, 2012). In addition, it can be seen in terms of results; specifically, learning is considered to be of high quality if the instructor can influence all or most of the students to change their behavior beneficially. The teacher's role is to teach and guide students during the teaching and learning process so that they can reach their full potential and contribute to their community (Husniar, 2020). The educational process, as well as the need to develop students' skills and meet accountability criteria set by those in charge of funding and recipients of education graduates, can all be enhanced by the quality of teacher learning (Nova *et al.*, 2020). If a teacher can influence the behavior of his students, then an educational institution is considered qualified (Rohani, 2004).

The practice of supervision at JHS 25 Padang can be seen from the initial observations carried out by the researchers, it was found that the implementation of supervision at this school had been carried out regularly, however, because of the busyness and many tasks carried out by the school principal, he could not always supervise or make direct observations of the teacher who carry out learning in class, the principal sometimes supervises, directly and indirectly, the teacher, and he always asks for help from representatives and senior teachers to carry out supervision or supervision when he does not have enough time to do so. In the activity of improving the quality of learning, several things become obstacles for teachers, such as in terms of the learning media used, such as damaged focus and also the internet network which does not reach all rooms in the class. Some children have an interest in and motivation to learn low. Of course, we understand. In this case, the active role of the school principal is very important in dealing with this obstacle. In educational institutions, the quality of learning from teachers is important to consider because if a school has good quality learning, of course, it can improve the quality of schools and can produce professional teachers at JHS 25 Padang. Based on the background explained the formulation of the problem from this research is how the practice of supervising school principals in improving the quality of teacher learning in JHS? this research aims to see, know, and describe how the practice of supervising school principals improve the quality of teacher learning at JHS 25 Padang.

METHODS

Field research was conducted by researchers at JHS 25 Padang in this research. As for researchers using qualitative methods or approaches. The intention of researchers to interpret, describe, and phenomena that exist or occur in the field are analyzed in detail as well as in-depth. Usman & Akbar (2011) reveals a method or procedure used which has systematic steps or stages to study, know, and understand something is the meaning of the method itself. According to Arina (2021) basically, the research method is the scientific method used by researchers so that they obtain certain data with certain uses and purposes. Moleong (2011) argues that in qualitative research, the main sources are actions and words, such as documents and others are additional data. The principal of JHS 25 Padang and several teachers who were there became the source of data in this study. Observation, documentation, and interviews are the data collection techniques. This study uses the following data analysis techniques, namely data reduction, data presentation, and conclusion.

RESULTS

3.1 Supervision practice at JHS 25 Padang

Realizing quality learning cannot be separated from the role and responsibility of the teacher in carrying out the teaching and learning process in schools. Teachers are required to be able to carry out learning optimally starting from planning, implementation, evaluation, and follow-up of learning given to students. Therefore, learning required teachers who are competent in organizing learning. Supervision is one of the efforts that can be made by the principal in improving the quality of learning carried out by the teacher. In an interview with the principal of JHS 25 Padang, the supervision carried out was in the form of direct and indirect supervision. This direct supervision is marked by the implementation of face-to-face supervision between supervisors and teachers when carrying out learning in the classroom and outside the classroom, while indirect supervision is carried out by sharing supervision media facilities such as meetings, training, and upgrading (Fauzi *et al.*, 2021). Accordingly, based on interviews with several teachers at JHS 25 Padang, direct supervision was carried out in the form of class visits, while indirect supervision was in the form of involving teachers in upgrading and training activities. However, during the interview, there was a teacher who revealed that he had not received class visits from the school principal. Apart from that regarding class visits conducted by the school principal, the teacher with the initials NS revealed that "Yes, but not too often" In this case the school principal also said that "Not so often, about 15% of the teachers I monitor". While the types of supervision carried out by the principal of JHS 25 Padang are academic supervision, administrative supervision, and clinical supervision.

In carrying out supervision at JHS 25 Padang, the school principal admitted that before supervision was carried out, the school principal first informed the teacher and made a supervision schedule which was carried out at least once each semester. The same thing was also expressed by the teacher with the initials A who said that "During academic supervision, yes because it is scheduled, but sometimes it is sudden". During a class visit in the form of direct observation by the principal, if the principal finds a teacher making mistakes in learning, the principal will call and convey this to the teacher concerned personally. The same thing was also expressed by the teacher with the initials NS "... yes, the principal called the teacher concerned to correct the mistakes so that the future would be better and no more mistakes would occur". The purpose of this call is to confirm and provide guidance to the teacher concerned. According to Wahyudi (2022) in carrying out supervision in the form of class visits, some stages need to be carried out by the school principal, namely; 1) the preparation stage, namely the supervisor makes a plan regarding time, goals and how to observe during class visits; 2) the observation stage, namely the supervisor observes the course of the ongoing learning process; 3) the final stage of the visit, namely the supervisor and teacher together make an agreement to discuss the results of the observation; and 4) follow-up stage.

In addition to class visits, the form of supervision carried out at JHS 25 Padang is to involve teachers in training and upgrading activities. Where after the teacher attends the upgrading, the principal will evaluate the results of the upgrading. However, several teachers revealed that they did not know about the evaluation and follow-up of the results of the study. Here, the teacher with the initials AJ said that "I didn't know when I never had". According to Zaenab (2015) argue that upgrading is an effort in education and experience to improve the quality of teachers which is useful for adjusting their knowledge and skills by the abilities and development of knowledge in their respective fields.

Considering that upgrading is held in the central and regional areas, the school principal must manage and guide the implementation of follow-up (follow-up) of the results of the upgrading so that it can be practiced by teachers (Syamsuddin, 2022). Upgrading becomes a forum for teachers to develop their competence and teaching skills so it is very important to carry out evaluation activities and follow up with the school principal on the results obtained by the teacher from the upgrading activities that are followed so that the results can be shared with other teachers. So that the upgrading followed by the teacher is not merely a requirement but can provide benefits for other teachers, especially in improving the quality of learning.

3.2 The quality of teacher learning at JHS 25 Padang

To improve the quality of learning by teachers, the principal of JHS 25 Padang examines teacher readiness in learning such as lesson plans and learning media to be used. The principal revealed that "usually at the beginning of the semester the teachers submit the tools, then recapitulate the curricula of the teachers who submit, specifically the lesson plan is submitted once a month, so that the teacher makes it not all at once but in stages, perhaps in the middle of implementation there are changes made by Teacher". Examination of teacher teaching tools was carried out by forming a special team which was expressed by the principal of the school "Through the help of the process standard team that I have formed in the school development team". Making learning devices is the main task of learning planning made by teachers such as syllabus, annual program, semester program, teaching materials, lesson plans, and learning media that will be used, beforehand they must be examined and evaluated first by the school principal before being used during the process. learn how to teach. It is intended that the lesson plan made by the teacher is truly appropriate for students by the development of students.

The quality of learning carried out by the teacher cannot be separated from the use of various learning media. The results of interviews with principals and teachers regarding the use of learning media by teachers have been used as optimally as possible, the principal revealed that "almost 95% of teachers can use instructional media, I also require them to use it to the fullest, but due to limited in focus, there are several classes that must take turns using it. However, for teachers who are less able to operate learning media, there are several efforts made by the principal, including 1) Carrying out the Teachers Working Group (KKG) subjects which are held every weekend; 2) asking Information and Communication Technology (ICT) teachers to assist teachers who need this assistance; 3) provide training from teachers in schools who are proficient in using instructional media. The use of learning media is important in teaching and learning activities organized by teachers, without the use of learning media by teachers, learning will feel boring for students. Purwanti (2021) suggests 4 roles and functions of learning media namely; 1) capturing the object of a certain event; 2) manipulating certain objects, events, and circumstances; and 3) making students.

3.3 Academic Supervision to improve teacher learning at JHS 25 Padang

In carrying out supervision by the principal in improving the quality of teacher learning at JHS 25 Padang, the principal explained that several obstacles made supervision not optimally carried out, namely regarding time, because many school activities were often delayed in the implementation of supervision which resulted in not being by the planned time other than In addition, there are still facilities and infrastructure in the class that are not complete, such as in focus. The teacher with the initial Y also expressed a similar view

that "In Focus, which was damaged, the internet network did not reach the classrooms". In solving these problems, the efforts made by the school principal are to form a monitoring team whose task is to remind the implementation of supervision and procure in focus in stages by the existing budget.

CONCLUSIONS

Based on the findings regarding the practice of supervising school principals in improving the quality of teacher learning at JHS 25 Padang, the supervision carried out by the principal is in the form of direct supervision such as class visits, and indirect such as carrying out upgrading and training activities and KKG, the type of supervision carried out is supervision academic supervision, administrative supervision, and clinical supervision. Implementation of supervision activities is carried out regularly at least once in a previously scheduled semester and instructs teachers to use learning media in carrying out the teaching and learning process. The obstacles faced by school principals in carrying out supervision are 1) time because many school activities are often delayed in the implementation of supervision which results in not being by the planned time besides that; and 2) there are still facilities and infrastructure in the class that are incomplete, such as in focus. Suggestions are given for further research improvement. Because this research was only conducted in one school, JHS 25 Padang, as a result, there was no comparison with the results of research at other schools. It might be better for future researchers to examine more than one school so that it can be used as comparison material.

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