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The Importance of Principal Academic Supervision in Improving Chemistry Learning

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Abstract

The purpose of this study is to find out the role of academic supervision of the principal in improving the quality of chemistry learning at SMA Negeri 2 Kayuagung. The data sources in this study are the principal and the chemistry teacher. This research use qualitative methods. Data collection techniques were observation, interview, documentation. Data were analyzed using theory Miles and Huberman. The results showed that the principal had played a role in improving the quality of chemistry's learning through academic supervision obtained from the results of interviews with principals and chemistry's teachers at SMA Negeri 2 Kayuagung. This research has never been done before by researchers because this research that had done before only focus on the result of supervision such as productivities outcomes not quality or performance, and this research contributes to school principals to improve the work environment and motivate and improve the quality of chemistry learning.

Keywords: Academic Supervision, Professional Competence of Teachers, Teacher Performance

1. Introduction

The instructor is not working in a vacuum when doing their tasks. As part of a "big engine" of national education, it is constrained by officially determined criteria for what to undertake. In the framework of teacher professionalism, when

teaching is regarded a professional employment, instructors are expected to be professional in carrying out their obligations (Sani & Maharani, 2017).

According to Mangkunegara (2018), the learning process offered is described as teacher performance as an attempt to improve current activities so that the educational goals established are met well through a learning activity carried out by the teacher in line with the aims and objectives.

The principal's supervisory function is measured by performance that results in organizational productivity and incentives for staff in the form of salary, benefits, job security, recognition from coworkers and superiors, and promotional chances for individual employees. This is consistent with motivational and health considerations. Employees often assess job satisfaction in terms of these incentives, which are the most concrete benefits they obtain from their jobs. Individuals might find job satisfaction through a sense of personal accomplishment at work as well as feedback on their performance (Zamroni, 2018).

Schools must be headed by a trained principal who has significant understanding of school administration, has a work ethic and organizational culture, and is resilient in dealing with all types of challenges, hurdles, and difficulties when carrying out his duties as a leader or manager (Ahmad, 2016).

Furthermore, Ahmad (2016) contends that under the supervision of a competent principal, students and instructors may develop to their full potential, resulting in improved education at the school he leads. As a leader, you must be able to guide, direct, and support the creation of a passionate, confident will in teachers, staff, and students in carrying out their tasks and in attaining goals.

According to the Ministry of National Education No. 143/MPK/1990, the Minister of National Education Decree No. 162/U/2003, and the most recent provisions with the Minister of National Education Regulation No. 13 of 2007, the Principal is a teacher who is assigned the position of Head of School for a four-year term of office to control the school. He is required to perform face-to-face in class for six hours each week as a teacher. As staff, the principal is a formal official whose appointment, direction, and responsibilities are governed by a set of regulations and procedures. He is accountable and responsible to his superiors.

Supervisory competency is one of the qualities required of school principals. According to Minister of National Education Number 13 of 2007, supervisory competence includes planning an academic supervision program to increase teacher professionalism, conducting academic supervision of teachers using appropriate supervision approaches and techniques, and following up on the results of academic supervision of teachers to increase teacher professionalism.

In order to increase school quality, principals must have knowledge and abilities in planning, executing, and following up supervision. Principal supervision activities are carried out through service and coaching activities to increase teacher quality by giving chances for teachers to develop professionally.

Supervision is an action that a leader must perform in relation to the leadership job he holds in order to preserve the quality of the institution's output. Its goal is to increase both quality and performance. The quality of current human resources may always be maintained and improved with advice and help (Arikunto, 2018).

Education is the foundation for developing exceptional human resources. The primary realm of education is school. Schools are one of the alternative educational institutions. The school has a vision, purpose, goals, and functions as an institution. Schools require expert employees, organizational work methods, and financial and non-financial assistance to carry out the purpose, realize the vision, achieve goals, and carry out its responsibilities.

It is represented in the efforts to implement changes in the way an institution is organized, the structure, methods, and systems of the organization in question so that it can better achieve its mission. As a result, modifications in educational institutions must encompass all of the components (Purwanto, 2017a).

These changes occur in an institution's structure, procedures, personnel, and systems, as well as the process of change itself, concerns how schools as institutions are organized so that they can carry out their mission effectively. Individual businesses and institutions develop their skills and performance in respect to their goals, resources, and environment during the change process. Change cannot occur without the assistance of human resources, which are assets that may contribute more to the achievement of corporate goals.

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Education must touch the foundation for providing character to the goal and mission of education, namely profound attention to lofty moral and spiritual ethics, while developing development human resources. In this case, systemic improvements to all components of education, such as improving the quality of education and equitable distribution of teachers, enhanced curriculum, learning resources, adequate facilities and infrastructure, conducive learning climate, and supported by government policies (political will), both centrally and in the regions, including the principal's policy, have an impact on educational quality (Sanjaya, 2014).

The principal's task as an educational leader is to carry out leadership functions, both related to goal achievement and the creation of a conducive school climate for the creation and implementation of a good learning process by collaborating and protecting teachers as partners in achieving educational goals. As a manager, the principal must be able to: (1) plan, in the sense that the principal must really think about, formulate in a program the goals and actions that must be taken; (2) organize, in the sense that the principal must be able to direct and influence all human resources and material resources; (3) the success of the school is dependent on the principal's ability to organize and utilize various sources in achieving goals; (4) Leading in the sense that the principal may guide and influence all human resources to perform their important obligations; and (5) Controlling, in the sense that the principal receives assurance that the school is on track to meet its objectives. If there is a mistake in the current components of the school, the principal must issue instructions and direct the correction (Hendarman & Rohanim, 2018).

The management skill of the principal in making a choice or policy to be used in the execution of learning in the school has a great impact on the high and bad quality of education in schools. Weaknesses in education administration, as well as incorrect policies or judgments made by school principals, are major reasons of poor educational quality (Hasibuan, 2017).

One of the most significant aspects of school administration is decision making in the form of policies, which is the primary responsibility of a leader. The decision maker who makes the decision processes decision making/policy. These decisions will result in activities that will allow the management process to

be carried out. This choice will either initiate or terminate activities (Mulyasa, 2017).

The researchers discovered several intriguing facts at SMA Negeri 2 Kayuagung, such as the fact that out of 10 instructors who have acquired a certificate of certification allowance, 5 teachers have not received their full rights owing to a shortage of teaching hours. So far, this has been their issue since they have been obliged to split teaching hours and certification money. Then, in general, the chemistry instructors at SMA Negeri 2 Kayuagung have not been as effective as planned, with some teachers still bringing just teaching material books to the classroom and without bringing learning materials such as lesson plans, syllabus, lists present, and lists of values. Furthermore, according to the findings of interviews with chemistry teachers, some teachers are still hesitant to employ chemistry teaching aids to aid in the learning process in class.

Indeed, based on the chemical teaching aids observed at SMA Negeri 2 Kayuagung, their chemical teaching aids were fairly extensive. However, some chemistry instructors, such as those at SMA Negeri 2 Kayuagung, complain about a shortage of teaching aids at their school and are forced to create their own. As a result, the factor of managing academic supervision carried out by the principal is expected to play a role in improving the quality of learning, particularly in learning chemistry at SMA Negeri 2 Kayuagung, in achieving the professionalism of a teacher without ignoring various factors such as economics and geography.

This research has never been done by researchers before, because previous researchers only saw the results of supervision in the form of outcomes-productivity in the form of feedback from performance results, not the quality of a performance, and this study also discussed the role of school principals in helping solve problems in a learning process that was obtained from interviews with chemistry teachers.

2. Methods

SMA Negeri 2 Kayuagung is the research site. This study is based on an examination of the application of principal supervision in increasing the quality of chemistry learning at SMA Negeri 2 Kayuagung. This is a qualitative study with the goal of gaining a thorough knowledge and interpretation of the significance of

the occurrences in the area. Interviews and documentation were used to collect data from 9 teachers that teach chemistry in each of SMA Negeri 2 Kayuagung. Data analysis was carried out in several processes, including data reduction, data display or presentation, generating conclusions, and data verification.

3. Results and Discussion

According to the findings of a study conducted with the principal and nine teachers about the role of the principal's academic supervision in improving the quality of chemistry learning at SMA Negeri 2 Kayuagung, the principal's academic supervision as an educator, manager, administrator, supervisor, leader, innovators, motivators, and entrepreneurs performed well. According to the study's findings, the principal plays a role in academic supervision to improve the quality of chemistry instruction. This is evident from the results of interviews conducted with each school administrator and instructors that teach chemistry topics by managing the school and determining the direction of the school as an educational institution by developing the intended vision, purpose, and accomplishment objectives.

The principal has played a role in conducting academic supervision to improve the quality of chemistry learning by developing strategies, solving problems creatively, and providing direction to teachers who teach chemistry subjects to develop learning tools in accordance with the curriculum to improve the quality of chemistry learning. Then, every semester, request reports from the chemistry teachers on the learning outcomes that have been provided to students and the challenges they have when delivering the learning process. Furthermore, sending chemistry instructors to participate in education and training provided by the District and Provincial Education Offices. Principals also provide academic supervision by understanding the competence of chemistry instructors who teach and how to overcome student learning issues, as well as understanding how teachers express the chemistry learning process so that student accomplishment can improve.

Based on Ernawan (2017)'s relevant research work titled "Academic Supervision of Principals, Teacher Professionalism, and Educational Quality." His research indicated that the principal's academic supervision and teacher

professionalism had a favorable and significant influence on the quality of public elementary school education in Purwakarta Regency, both partially and concurrently. This suggests that the higher the quality of education, the greater the academic supervision of the principal and the professionalism of the teacher.

Furthermore, Ujarwanto (2017) discovered that the academic supervision of the principals of MI Hidayatul Muttaqin Blayu and SD Negeri Sukanyar 1 Wajak can improve the performance of PAI teachers by using a collaborative approach model, with the strategy of delegation, vice principals, and senior teachers carrying out supervision, using direct and indirect supervision techniques. The principal and appointed senior instructors evaluate the principal's academic supervision at the conclusion of the semester to gauge the amount of achievement that has been achieved by the principal.

According to Ahmad (2016), based on theoretical research, students and instructors can grow according to their potential under the supervision of a competent principal, which would enhance education in the schools he leads. As a leader, you must be able to guide, direct, and support the creation of a passionate, confident will in teachers, staff, and students in carrying out their tasks and in attaining goals.

According to Minister of National Education Regulation No. 13 of 2007, the principal is a teacher who is appointed as the leader of the school for a four-year tenure. He is required to perform face-to-face in class for six hours each week as a teacher. As staff, the principal is a formal official whose appointment, direction, and responsibilities are governed by a set of regulations and procedures. He is accountable and responsible to his superiors.

The school as a system contains interconnected components that contribute to the attainment of goals. Students, curriculum, instructional materials, instructors, principals, other education employees, environment, facilities, learning processes, and results or outputs are among these components. All of these elements must evolve in response to the needs of the times and the environmental changes that occur around them. Of course, change is required for development. This evolution should begin with the causes of the organization's failure to perform as planned (Yunus, 2017).

It is represented in the efforts to implement changes in the way an institution is organized, the structure, methods, and systems of the organization in question so that it can better achieve its mission. As a result, modifications in educational institutions must incorporate all components (Purwanto, 2017b).

These changes occur in an institution's structure, procedures, personnel, and systems, as well as the process of change itself, concerns how schools as institutions are organized so that they can carry out their mission effectively. Individual businesses and institutions develop their skills and performance in respect to their goals, resources, and environment during the change process. Change cannot occur without the assistance of human resources, which are assets that may contribute more to the achievement of corporate goals.

4. Conclusions

According to the study's findings, the principal played a role in academic supervision in increasing the quality of chemistry learning at SMA Negeri 2 Kayuagung. It is clear that the principal decides the course of the school as an educational institution by developing the intended vision, purpose, and accomplishment targets. The principal then develops and employs ways to increase the quality of chemistry learning. The principal also addresses difficulties creatively in order to increase the quality of chemistry study.

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