The Impact of Principal Academic Supervision on Teacher Professionalism

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Article History: Received on 2 May 2022, Revised on 3 June 2022, Published on 13 July 2022

Abstract

This study investigated the influence of academic supervision by the principal in improving the professionalism of TK Negeri Pembina North Indralaya teachers. The administrators and instructors provided data for this study. Data collecting methods include 1) interviews, 2) observation, and 3) documentation. Techniques for analyzing data include 1) data reduction; 2) data display; and 3) conclusion. The results obtained indicate that principals serve as educators, managers, administrators, supervisors, leaders, innovators, and motivators in increasing the professionalism of North Indralaya State Kindergarten teachers. This study is still in its early stages since it attempts to examine in depth the growth of teacher professionalism connected with the principal's academic supervision. This study contributes to school principals, who will increase teacher professionalism by expanding the role of academic monitoring.

Keywords: Academic Supervision; Principal; Teacher Professionalism

A. Introduction

A quality teacher is one who can create learning tools, manage learning, improve himself or herself or monitor advancements in the world of education so that they do not miss knowledge, and master teaching materials specific to the subject in which
they work. Certain credentials or abilities are required to become a teacher (Trianto, 2020).

The major purpose of the teacher is to create, manage, implement, and assess learning, the teacher is one component in teaching and learning activities and has a position that will impact the success of learning. Furthermore, the teacher's role in the teaching and learning process is extremely strategic and crucial. It is strategic because the teacher determines the depth and breadth of the subject matter, and it is decisive because the teacher sorts and chooses the subject matter to be presented (Aminatul, 2015).

Teachers are occupations in which certain talents are required. A teacher's responsibilities as a professional include educating, teaching, and training. Educating includes instilling life values, teaching means advancing science and technology, and training means honing student abilities (Kurniasih & Sani, 2017).

Teacher competence refers to teachers' ability and authority in carrying out their profession, whereas professionalism refers to the special qualities and behaviors that distinguish professional teachers. Teachers are also expected to be able to carry out KBM, which is an integral and reciprocal activity between teachers and students in instructional situations (Aminatul, 2015).

According to the National Education System Law of the Republic of Indonesia No. 20 of 2003, the position of a teacher as an educator is a professional role. Teacher professionalism must evolve in conformity with the times, science, and technology (Kurniasih & Sani, 2017).

The operational management at the school level has a big impact on teacher professionalism. National education is the result of a collaborative effort by all levels of government and society. Education may produce educated people who play a significant role in societal reform (Sukardi, 2019).

The administrator and the whole school community, both collectively and individually, play the most important roles in carrying out the school management pattern. The principal is the person in charge of keeping the school functioning smoothly (Mulyasa, 2017). Responding to the tasks, functions, and obligations of school principals, they should be professional and devoted, as well as having a strong dedication to their work. Principals must be actively involved in the development of all school workers (Priatna, 2018).
The principal's supervisory role is evaluating performance that results in outcomes for the organization and rewards for personnel in the form of salaries, benefits, job security, recognition from coworkers and superiors, and opportunities for advancement for individual employees (Sahertian, 2016). This is consistent with motivational and health-related variables. Employees in general generally assess job happiness in terms of this reward, which is the most basic item they receive from work. Individuals might receive job pleasure from their sense of personal success at work as well as feedback on their performance (Aminatul, 2015).

Supervisory competency is one of the qualities required of school principals. According to Permendiknas number 13 of 2007, supervisory competence includes planning academic supervision programs with the goal of improving teacher professionalism, carrying out academic supervision of teachers with appropriate supervision approaches and techniques, and following up on the results of academic supervision of teachers with the goal of improving teacher professionalism.

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, 2012).

Supervisors must guarantee that all teachers can carry out their responsibilities in a cooperative work environment. To determine the capacity of the teacher to be encouraged, an evaluation must be performed so that the monitoring program fits the demands of the instructor. Furthermore, after obtaining help and instruction from the supervisor, the teacher's ability can be determined through evaluation (Kompri, 2017).

Schools must be headed by a trained principal who has significant understanding of school administration, has a work ethic and organizational culture, and has the resilience to confront all types of issues, hurdles, and difficulties when carrying out his duties as a leader or manager (Adzkiya, 2021).

Both the term professionalism and the word professionalism are etymologically related, as they both derive from the word professional. It signifies extremely competent of performing the task. Education is also used in the sector of job based on competence (skills, honesty, and so on). There are three types of obligations that cannot be avoided in the teaching profession: professional chores, social tasks, and personal activities. In addition, skilled professional teachers (Supardi, 2018).

Subject instructors have frequently met barriers in the learning process at TK Negeri Pembina North Indralaya. The statistics reveal that instructors frequently confront numerous challenges that impede the learning process while carrying out their tasks. There are teachers who can handle these obstacles well, but many are not (Results of the preliminary interview with the Head of the North Indralaya TK Negeri Pembina), it is stated that the teaching and learning process has not been running effectively, teachers
are still encountering obstacles when delivering learning materials, and teacher professionalism needs to be improved. This is due to a variety of circumstances, including both internal issues, such as instructors who are not yet productive and are frequently late, and external problems, such as teachers who do not completely comprehend lessons connected to the curriculum 2013.

Several problems were discovered during the author's initial observations from April 1, 2022 to April 20, 2022, including a lack of supervision from the principal on teacher performance, some teachers who have many additional tasks, causing the main task to be disrupted, some teachers who have not mastered IT, and some teachers who do not meet their competency standards as teachers.

Academic supervision, principal leadership, salary, incentive, punishment, and other variables all have an impact on teacher professionalism. The difference between past research and what the researcher conducted is the research location, demographic, sample size, and theory employed by earlier and present researchers. Ester Manik (2017) focuses on issues of supervision and job design that are related to employee performance. Baihaqi's (2018) study focuses on the influence of the Principal's Leadership Style and Work Motivation on Teacher Performance at Ma Ma'arif Selorejo Blitar. Meanwhile, this study is being conducted at the North Indralaya TK Negeri Pembina to investigate the impact of the principal's academic supervision in promoting teacher professionalism. This study is still in its early stages since it attempts to examine in depth the growth in teacher professionalism connected with the principal's academic supervision. This research is likely useful for school principals who will improve teacher professionalism by expanding the role of academic monitoring.

B. Methods

This study was conducted in the Pembina State Kindergarten in North Indralaya. The implementation period is from April 1 to April 20, 2022. The research backdrop is carried out in stages, including preparatory study, pre-field stage, field stage, data analysis stage, and preparation stage. The qualitative research approach was employed in this work. Data for this study were acquired from administrators and teachers at TK Negeri Pembina North Indralaya. The researchers concentrated on the implementation of the principal's supervision in this study, beginning with planning, choosing the instrument, implementing, providing feedback, and following up on the results of supervision. The findings of supervision on improving teacher performance at North Indralaya TK Negeri Pembina were then presented. Observation, interviews, and documentation are examples of data collecting procedures. The data analysis included data reduction, data presentation, and generating conclusions.
C. Results and Discussion

The results showed that principal's role as an educator has played a role in improving the professionalism of the TK Negeri Pembina North Indralaya teachers. This is accomplished through activities carried out by the principal in character development based on educator values, such as: (1) providing understanding to students; (2) fostering teachers on how to deliver effective and efficient learning materials; (3) providing guidance for teachers in order to develop the potential of these teachers in teaching; and (4) encouraging teachers to always follow developments in the field of education.

Principals as managers in managing resources to achieve institutional goals effectively and efficiently: (1) the principal's ability to develop programs; (2) the principal's ability to prepare the school organization; (3) the principal's ability to mobilize teachers; and (4) the principal's ability to optimize educational facilities. The principal as administrator is responsible for managing resources in order to achieve institutional goals in an effective and efficient manner, which include: (1) the ability to develop programs; (2) the ability to organize school organization; (3) the ability to move teachers; and (4) the ability to optimize educational facilities. The principal's role as supervisor (1) ability to develop educational supervision programs; (2) ability to implement supervision program; and (3) the ability to utilize the results of supervision. The principal's role as a leader plays a role in influencing people to work together in achieving a common vision and goals, which include: (1) having a strong personality; (2) ability to provide clean, transparent, and professional services; and (3) understanding the condition of the school community.

The learning process provided by the instructor in each class who assists in educating pupils at the Pembina North Indralaya Kindergarten may be deemed to be professional in carrying out their duties as teachers. According to the findings of interviews with each class instructor, the teacher stated that he had prepared ahead of time to construct learning resources. The instructor stated that the lesson plans were submitted to and approved by the principal. According to the teacher, the lesson plans were created in compliance with the curriculum.

Teachers who design instruction do not report to the principal. The teacher said that the learning was carried out in accordance with the learning device's recommendations. The teacher stated that in carrying out the learning process, some
students frequently employed teaching aids, while others stated that it relied on the learning content provided whether or not props were required. The teacher stated that when carrying out the learning process, some students used companion books in addition to the handbooks, while others relied solely on the handbooks.

Instructors have carried out learning activities outside the classroom while carrying out the learning process, and there are teachers who claim they have never carried out learning activities outside the classroom while carrying out the learning process. The teacher stated that at the end of each class, he always examines the learning results. Every mid-semester, the teacher stated, he examines the learning results. Every semester, the teacher stated, he examines the learning results. The instructor stated that at the conclusion of the school year, he always examines learning results. The instructor said that the learning content was delivered in accordance with the learning activity planned. The teacher stated that while some of the materials he employed instructional aids as a source of learning, others did not. According to the teacher, when giving learning information via media/tools, pupils attempted to grasp the subject. The teacher stated that he would assist pupils who were having difficulty learning. The teacher stated that he would direct pupils to carry handbooks when taking part in learning activities. If there were pupils who were frequently disobedient, the instructor advised them to seek advice and therapy. The teacher stated that he had offered assistance and counseling to pupils who had interests and abilities, as well as inspiration to inspire individuals to reach their goals.

The instructor has conducted learning activities outside of the classroom as part of the learning process. An evaluation is performed at the conclusion of each class to determine the learning outcomes that have been given. Every mid-semester, the instructor reviews the results of the learning process that has been presented. Every semester, the instructor assesses the learning results. At the end of each learning year, the teacher examines the learning results. The instructor delivers the learning content in line with the learning activities that have been planned. Students participate actively and creatively in the learning process offered by the teacher. The instructor uses media/tools as learning resources to provide learning materials. Students comprehend the information offered by the teacher via media/learning tools.

Students with learning disabilities are guided by the teacher. Students who are having problems learning are guided and directed by the teacher. The teacher instructs pupils to always carry a handbook with them so that the students' learning process is enhanced. Students that cause problems are guided and counseled by the teacher. When male pupils annoy female classmates, the teacher gives advice and counseling.

Teachers are educators whose primary responsibility is to educate, in the sense of growing students' realms of creativity, taste, and intention as the application of the
ideal notion of education. Cognitive flexibility and psychological openness are two of the teacher's personality traits. We hope that instructors will be able to compete and work professionally in the future (Sukardi, 2019).

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The operational management at the school level has a big impact on teacher professionalism. National education is the result of a collaborative effort by all levels of government and society. Education may produce educated people who play a significant role in societal reform (Sukardi, 2019). The administrator and the whole school community, both collectively and individually, play the most important roles in carrying out the school management pattern. The principal is the person in charge of keeping the school functioning smoothly (Mulyasa, 2017).

Responding to the tasks, functions, and obligations of school principals, they should be professional and devoted, as well as having a strong dedication to their work. Principals must be actively involved in the development of all school workers (Priatna, 2018). As a school leader, the principle must be able to convert his talents via leadership, guidance, and empowerment of all school members (Nurbaiti et al., 2019). The principal's supervisory role is evaluated based on performance that results in productivity outcomes for the organization and rewards for personnel in the form of salaries, benefits, job security, recognition from coworkers and superiors, and opportunities for advancement for individual employees (Sahertian, 2016).

Fahmi's (2017) research, with the title "Efforts by Principals in Improving Teacher Professionalism at Madrasah Tsanawiyah Negeri Babat," is one example of pertinent research. According to the findings of his research, the principal's attempts to promote teacher professionalism at the Stabat State Tsanawiyah Madrasah were successful, which was consistent with the program that the madrasah principal had executed. This study is similar in that it looks at principal and teacher professionalism. The difference is that Fahmi (2017) investigates the efforts of school principals in increasing teacher professionalism at Madrasah Tsanawiyah Negeri Babat, whereas researchers investigate the role of academic supervision by school principals in increasing teacher professionalism at the North Indralaya State Kindergarten.

Murtafiah's (2018) study, "The Role of Principals in Improving Teacher Professionalism at MIN Panjang Ambarawa." The findings of his study show that
teachers' professionalism in implementing learning at MIN Panjang Ambarawa can be evident in the management of learning that teachers do from pre-teaching activities (preparing lesson plans), the teaching and learning process, and evaluation. Other than teaching, this may be demonstrated in the implementation of school administrative responsibilities and extracurricular activities. The principal's duty entails coaching both individually and in groups. The principal's personalized supervision includes class visits, individual conversations, trips between classes, and self-assessments. The principal supervises groups in a variety of ways, including teacher meetings, comparative studies, the purchase of bulletins or periodicals, and seminars or training activities. This study is similar in that it looks at principal and teacher professionalism. The difference is that Murtafiah (2018) investigates the role of school principals in increasing teacher professionalism at MIN Panjang Ambarawa, whereas researchers investigate the role of academic supervision by school principals in improving teacher professionalism at TK Negeri Pembina North Indralaya.

Muslikhah's (2018) research stated that the principal of SD Negeri 02 Gawanan improved teacher professionalism by providing motivation and a sense of security at work, establishing professional working relationships, self-actualization and teacher self-development, sharing ideas, cooperation in prevention and improvement, and quality improvement. learning. The principal's challenges as a supervisor in fostering teacher professionalism at SD Negeri 02 Gawanan include unfulfilled facilities and infrastructure, a lack of trust in senior teachers, and the school's financial situation. The principal's efforts as a supervisor in overcoming numerous challenges in promoting teacher professionalism at SD Negeri 02 Gawanan include finishing facilities and infrastructure, being flexible and communicating well with teachers and staff, and generating funding sources. This study is similar in that it looks at principal and teacher professionalism. Muslikhah (2018) investigates the Principle's Function as Supervisor in Developing Teacher Professionalism at SD Negeri 02 Gawanan, whereas the researcher investigates research on the role of academic supervision by the principal in enhancing teacher professionalism at TK Negeri Pembina North Indralaya.

Muhtarom's (2018) research revealed that the execution of primary supervision at MI Ma’arif Mayak Tonatan Ponorogo proceeded through three stages: planning supervision, implementing supervision, and assessing supervision. The technique utilized for supervision is both direct and indirect, but it is closer to the human supervision approach. While the approaches employed are two, individual techniques such as class visits, class observations, private meetings, and self-assessment have not been implemented, and group strategies such as teacher meetings and discussions have. This study is similar in that it looks at principal and teacher professionalism. The distinction is that Muhtarom (2018) investigates the Role of Principal Supervision in Improving Teacher Professionalism (Case Study at MI Ma’arif Mayak Tonatan Ponorogo), whereas researchers investigate the role of
principal academic supervision in improving teacher professionalism at TK Negeri Pembina North Indralaya (Dewi and Singh, 2022).

Merlia (2017) stated that the implementation of supervision is still not ideal for teachers in the effective learning process, as evidenced by the efficacy of learning carried out by instructors who still do not satisfy the professional skills of teachers. Following the establishment of supervision, the madrasah's head does something natural to give direction and coaching to instructors. In order to strengthen the abilities of educational staff, open two-way communication, and delegate authority, the position of the madrasa head as a leader must be able to give direction and supervision. This study is similar in that it looks at principal and teacher professionalism. Merlia (2017) investigates the Supervision Role of Madrasah Principals in Improving Teacher Professionalism at MTs Futuhiyah 2 Gunung Batu Bukit Kemuning, North Lampung, whereas researchers investigate the role of academic supervision by school principals in improving teacher professionalism at TK Negeri Pembina North Indralaya. It was similar with Supriono (2019). Particularly the research conducted by Merlia and Muhtarom, that the professionalism of the TK Negeri Pembina North Indralaya teachers can be improved through the principal's role of academic supervision (Sari and Boussanlègue, 2022; Agustina and Saxena, 2022).

D. Conclusion

As an educator, the principal has helped to improve the professionalism of the instructors of TK Negeri Pembina North Indralaya. As a manager, the principal is responsible for managing resources in order to fulfill institutional goals in an effective and efficient manner. The principal is responsible for managing resources in order to achieve institutional goals in an effective and efficient manner. Principals play an important role in attempts to improve the professionalism of teachers and other education employees. The principal influences individuals to collaborate in order to attain a common vision and goals. The principle is a dynamic and creative individual who is not bound by routine. The principle must be able to give encouragement in order for all aspects of education to grow professionally.

E. Acknowledgement

We would like to express our special thanks and gratitude to Principal of TK Negeri Pembina Indralaya Utara, and Universitas Islam Negeri (UIN) Fatmawati Sukarno who gave us the support to do this wonderful project.

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