

Principal's Academic Supervision Management of Teachers' Performance

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Abstract: Talking about education cannot be separated from the term quality. The quality indicator itself can be measured by supervision activities that can be carried out by the principal as the leader of the institution as a body that accommodates community aspirations regarding improving the quality of education. The role of the principal should be able to make breakthroughs in terms of managing teachers' performance. This is a library research, that utilizes library sources that are carried out by tracing and reviewing primary and secondary literature, books on academic supervision, the role of the principal and school committee, building a climate of cooperation and other scientific papers. The results state that the success of the principal in improving teachers' performance is highly dependent on the supervision management carried out including the stages of preparation, implementation, evaluation and follow-up. The ability of the principal to build a good climate of cooperation with the school community will make it easier for his institution to achieve common policies and goals in terms of controlling the quality of education in his institution on an ongoing basis. This article concludes the management of academic supervision of the principal could improve teachers' performance.

Keywords: Management, Principal's Academic Supervision, Teachers' Performance

A. Introduction

The quality of education is determined by the quality of the educational resources themselves. The educational resources in question are the principal with his role as the leader of the institution and teachers with their performance. The principal is responsible for the management of the provision of quality, effective and efficient education. Likewise, teacher's performance is expected to be able to provide a great contribution to education in the school environment, especially in terms of learning, because student success is largely determined by the performance of professional teachers in carrying out their duties, functions and roles as educators (Seriyaniti, et. al., 2020).

The success or failure of the quality of education is highly dependent on the success of the principal in building management in his institution. One aspect that can measure the quality of education in schools is through academic supervision activities and the role of the community in this case represented by the school committee which acts as a controller of the quality of education. It must also be recognized that the performance and competence of teachers are still relatively low.

The importance of improving teachers' performance and competence has not escaped from the attention of the government as stated in the Ministry of National Education Number 16 of 2007 concerning the determination of competency standards that must be possessed by teachers. These teacher competencies include pedagogical competence, professional competence, personality competence and social competence. High-performing teachers can be demonstrated by their professionalism in mastering the four competencies above. Teacher's performance is the ability of a teacher to carry out actions in accordance with the goals that have been set, including aspects of planning teaching and learning programs, implementing the teaching and learning process, creating and maintaining optimal classes and assessing learning outcomes (Raberi et al., 2020).

In their performance, teachers are influenced by several factors such as the level of teacher's education, teaching supervision, teacher's self-development programs, a conducive climate, facilities and infrastructure, physical and mental conditions of teachers, the principal's leadership style, welfare guarantees and school managerial abilities. Indirectly, the main indicators of teachers' performance are motivation and work goals. Performance is determined by the goals to be achieved and to do so requires a motive or why he does the work. Without the motivation to achieve goals, performance will not work. As a supervisor, the principal certainly knows the situation and conditions of the school and also the strengths and weaknesses of teachers so that he has the responsibility to improve the ability of teachers to manage learning activities at school and has an important role in the development and progress of the school. Supervision carried out must be based on the correct principles and techniques of supervision and aims to help teachers through support and evaluation in the learning process in order to improve student learning outcomes.

In addition to the principal's supervision, teachers' performance can also be influenced by the role of the school community. From the explanation above, it can be understood that the quality of education is highly dependent on the quality of teachers' performance. Teacher's performance is also greatly influenced by the role of the principal as a supervisor of the quality of teacher performance. The school community actually accommodates the participation of stakeholders to participate in school management in accordance with their roles

and functions, both with regard to planning, implementing, and evaluating school programs proportionally in order to realize a "School Community" that has loyalty to improving school quality (Samsidar, 2018). However, looking at the phenomena that exist in educational institutions, I still find that many principals have not maximized their function as supervisors and there is still little contribution from the school committee in terms of improving teachers' performance. Therefore, in this article the author would briefly describe the management of academic supervision of the principal in improving teacher's performance at SD Negeri 1 Betijaya.

B. Methods

The research method used is a library research, that utilizes library sources that are carried out by tracing and reviewing primary and secondary literature on academic supervision, the role of the principal, building a climate of cooperation and other scientific papers. This method is the author's choice because the problems that the author wants to raise require answers through literature studies.

C. Results and Discussion

Principal's Academic Supervision Management

Management according to G. R. Terry is a process consisting of planning, organizing, implementing, and supervising to achieve goals. In defining management as the activity of managing people, decision making, and the process of organizing by using resources to complete predetermined goals. The definition of management as the ability or skill to obtain a result in order to achieve goals through the activities of other people. This is different from James A. F. Stoner, who stated that management is the science and art of planning, organizing, directing, coordinating and supervising resources, especially human resources in achieving predetermined organizational goals (Marfinda, 2022). Institutional management that functions to measure the quality of education, one of which is through academic supervision management. Academic supervision is a supervision that focuses on observing academic problems. Efforts to improve teachers' performance through academic supervision are essentially an effort by a supervisor to help teachers improve their pedagogical competence in managing classroom learning. Glickman stated that academic supervision is a series of activities to help teachers develop their ability to manage the learning process in order to achieve learning goals. Thus, the essence of academic supervision is not at all to assess teachers' performance in managing the learning process, but rather to help teachers develop their professional abilities. Although the ability of teachers to carry out the learning process is the main target of academic supervision activities (Bahri, 2014).

Based on several opinions of experts on the definition of management, it can be concluded that management is a science in an effort to achieve goals by collaborating and optimizing human resources, funds, facilities and infrastructure and other sources. In academic supervision is how teachers present content, prepare syllabus, lesson plans or teaching modules, manage classes, select strategies, models or learning methods, use of media and implementation with technology, learning processes and learning outcomes.

The Principal's Role as a Supervisor

Supervisor is the authority given to someone who has a profession and meets the requirements to carry out coaching and guidance towards improving the quality of education. Two main competencies that are very directly related to supervision activities towards educational units are managerial supervision and academic supervision, where managerial supervision is intended to improve the quality of school management, while academic supervision is intended to improve the quality of teacher teaching which ultimately improves the quality of graduates (Rangkuti, et al., 2023).

The principal is essentially a teacher who is given additional duties as a leader in an educational institution. In this case, the principal carries out his duties by acting in accordance with the basis of scientific principles to improve the quality of education. Regarding the implementation of supervision, especially academic supervision, the principal must have the ability to analyze problems sharply, logically and have the sensitivity to understand the environmental conditions in his institution, not just relying on sight with the naked eye. The principal's academic supervision is educational supervision that is directly within the scope of learning activities carried out by teachers with the aim of improving the quality of the learning process and outcomes. In terms of the academic supervision program, the principal is in principle a professional assistance to teachers, through a systematic planning cycle, careful observation, and objective feedback, so that in that way teachers can use this feedback to improve their teaching performance (Suhayati, 2013). In understanding the principles of academic supervision, the principal must be responsible for implementing academic supervision management in schools consisting of planning, implementation, evaluation and follow-up.

Stages of Principal Academic Supervision

At the planning stage, what the principal must do before conducting supervision is to create an academic supervision program that contains activities to improve the professional abilities of teachers in terms of the ability to describe the curriculum into semester programs, the ability to prepare teaching plans or lesson units, the ability to carry out teaching and learning activities well, the

ability to assess the learning process and results, the ability to provide feedback regularly and continuously, the ability to create and use simple teaching aids, and the ability to utilize the environment as a source and media for teaching (Suhayati, 2013). At the planning stage of academic supervision, the principal identifies problems, analyzes problems, formulates ways to solve problems, implements problem solving, evaluates and follows up.

The implementation of supervision is not only visiting teachers and checking files or seeing the implementation of teaching in class, but it is necessary to drastically rethink the existing supervision model to achieve good learning outcomes. From the aspect of the implementation of academic supervision, the principal is guided by and refers to the academic supervision implementation planning program and implements it according to plan. Academic supervision implementation activities that are not in accordance with the plan are categorized as deviant implementation. Implementation of academic supervision that is in accordance with the plan will facilitate control, be measurable, effective and efficient (Muslim, 2018).

The implementation will run well if all the plans that have been prepared are well prepared. The target of academic supervision activities is to develop and improve the learning process which consists of learning systems, learning methods, learning media, preparation of learning devices in the form of syllabus and lesson plans, and evaluation of learning outcomes. Thus, the essence of academic supervision is not at all to assess the teacher's performance in managing the learning process, but rather to help teachers develop and improve their pedagogical competence and professionalism in the teaching and learning process in the world of education (Iskandar, 2020).

The next stage of academic supervision is the evaluation and follow-up stage. Evaluation activities are activities to review the success of the process and results of the implementation of supervision. Evaluation is carried out comprehensively. The target of the supervision evaluation is aimed at everyone involved in the supervision implementation process. The results of the supervision evaluation will be used as a guideline for compiling the next planning program as a follow-up to supervision. Evaluation is guided by the objectives that have been set and the objectives of supervision are formulated according to the character and objectives of the school. The supervision implementation procedure takes three stages, namely preliminary meetings, observations of educators who are teaching, and feedback meetings.

Group supervision evaluation can be carried out by the principal at routine monthly, semester and annual meetings either at the beginning or at the end of the new school year. Evaluation through routine teacher meetings is as carried out by the principal by providing motivation, guidance and direction to teachers and educators. This routine teacher meeting is a form of evaluation and

academic supervision of the principal in assessing and improving pedagogical competence and teacher performance to be more professional so that the quality of learning increases as expected. Follow-up to academic supervision is carried out by evaluating all teachers in general in every annual, monthly and weekly meeting. After the principal obtains the results of what is the academic supervision assessment by assessing teaching materials and class visits, in the weekly program there is an evaluation in the form of a briefing which is carried out every Saturday. In the forum, the results of the supervisor team are explained, not personally, but rather mistakes are mentioned so that all teachers are able to evaluate themselves. Follow-up to academic supervision carried out by the principal and supervisor team is carried out by evaluating teachers personally by calling them to the principal's office and in groups through routine meetings.

In the implementation of the evaluation, the shortcomings of each learning process will be conveyed and what needs to be improved. After carrying out this stage, the principal through his deputy carries out daily control by visiting classes to check the attendance of teachers in each class and is carried out 3 times a day, namely every morning, after rest and after performing the Dhuhur prayer. This is done to optimize the learning process, so that the expected learning process can be achieved. Evaluation of the implementation of supervision provides benefits for the principal and teachers. The principal can find out to what extent the target has been achieved in implementing the improvement of his abilities. Teachers are also expected to be able to accept the evaluation results openly, and accept suggestions and directions from the principal or supervisor for improvement. To follow up on the findings, the principal analyzes and evaluates all findings from the results of observations of teacher learning implementation activities, both regarding the completeness of learning devices and the implementation of student learning activities in the classroom (Iskandar, 2020).

Improving Teachers' Performance through Academic Supervision Activities

Etymologically, the term performance comes from the word job performance or Actual performance which means work achievement or actual achievement achieved by someone. In developing teacher performance management, the principal must be able to build clear expectations and an understanding of the essential work functions expected of teachers such as the extent of the teacher's work contribution to achieving educational goals in schools and doing the job well, how teachers and principals work together to maintain, improve, or develop existing teacher performance, how work performance will be measured and recognize performance barriers and try to eliminate them (Mirawati & Rahmawati, 2017).

To improve teacher performance in implementing the teaching and learning process, teachers are not only supervised but also must be motivated to always improve their performance through education and training, seminars, workshops, coaching, comparative studies and cooperation between principals and teachers, teachers and teachers, and teachers with other schools. Good principal supervision supported by the role of the school committee can create a quality school. This is because the role of the principal is supported by the role of the school committee to realize a common policy or goal. The principal's ability to build a conducive climate of cooperation with the school committee is a major component in realizing the quality of the institution. The cooperation in question can increase self-confidence, communication and develop independence both in handling improvement projects or developing the quality of the institution continuously.

The strategies that need to be developed by the principal and school committee related to improving teacher performance are creating a sense of mutual need, building teacher confidence to develop their potential, equality, polite language, caring, nurturing leadership style, being able to present wise solutions to every problem, being able to handle complaints/conflicts, being able to assess from various perspectives, assessing fairly and giving awards for achievements that have been made by teachers. Supervision activities carried out by the principal and supervision carried out. The purpose of increasing teacher work efficiency is closely related to the decreasing number of mistakes made by educators, so that the use of resources, both manpower, costs and facilities that are wasted can be minimized. Furthermore, the positive impact of holding supervision and supervision, in addition to increasing work effectiveness, also aims to improve good emotional relationships between supervisors and teachers, a harmonious working atmosphere so that it can improve teacher knowledge and skills. Conditions like this are an indication of the success of supervision and supervision activities so that the implementation of supervision according to careful planning and the role of the school committee in supporting the academic supervision program will improve the quality of teacher professionalism and will have a significant impact on improving teacher performance.

D.Conclusion

The improvement of teacher performance is influenced by the leadership of the principal and school community in improving the quality of education in their institutions through academic supervision activities. The success of the principal and school committee in improving teacher performance is highly dependent on the supervision management carried out including the stages of preparation, implementation, evaluation and follow-up. The ability of the principal to build a good climate of cooperation with the school community will make it easier for

his institution to achieve common policies and goals in terms of controlling the quality of education in his institution on an ongoing basis.

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