

The Influence of Principal's Academic Supervision, Teacher's Professionalism on the Quality of Education

Mursiani¹

¹SD Negeri 1 Buntuan Kuala 12, Tulung Selapan, Indonesia

Corresponding author e-mail: mursiani1602@gmail.com

Article History: Received on 10 August 2022, Revised on 20 March 2023

Published on 3 April 2023

Abstract: The goal of this study was to ascertain how the academic oversight provided by the principal and the professionalism of the faculty affected the educational standards of the public elementary schools in Cengal District, Ogan Komering Ilir Regency. This study uses a quantitative descriptive methodology. A questionnaire tool that the researcher devised was used to gather data. Regression analysis was used to assess all of the research data. Using stratified random sampling, respondents were selected by taking into consideration the 98 instructors who served as research participants from the various strata of the overall population. The study's findings indicate that: (1) The school principal's academic oversight has a good and considerable impact on educational quality, increasing it by 30.9%. This implies that the quality of education will increase in direct proportion to the principal's academic oversight. (2) There is a 20.2% positive and significant correlation between teacher professionalism and academic quality. This suggests that the quality of education will increase in direct proportion to the professionalism of the teachers. (3) The academic oversight of school principals and teacher professionalism have a combined favorable and considerable influence on the quality of public elementary school education by a factor of 36.3%. It suggests that the quality of education will increase in direct proportion to the effectiveness of the principal's academic oversight and the professionalism of the faculty.

Keywords: Principal's Academic Supervision, Quality of Education, Teacher's Professionalism

A. Introduction

Human resource development heavily relies on education. For this reason, a system of education that can create full people is required, specifically one that prioritizes quality as one of its primary objectives (Opatha, 2009). Since education takes place in a school setting, leadership becomes a crucial function. The principal, who holds the most authority in the school, must have a thorough understanding of how to handle both his or her leadership and supervision, as these two responsibilities are intertwined and mutually supportive. It is evident that Indonesia's educational system still falls well short of expectations, especially when

compared to other developed nations (Shaturaev, 2014). The insufficient national education system and a lack of human resources may be to blame for the reduction in the quality of education in Indonesia in general and the quality of education in schools in particular. Due to the poor quality of education provided at all levels and forms of schooling, Indonesia now has a low human resource base. Improving education quality through better schools is one of the primary strategies for the growth of national education (Suryadarma et al, 2006).

The success of all National Education Standards, including those for content standards, procedures, graduation competencies, educators and education staff, facilities and infrastructure, management, finance, and educational assessment, will be used to determine the quality of National Education (Bahak et al., 2017). The quality of education will be determined by how seriously and sincerely all parties take the efforts to meet and realize these criteria. The involvement of school principals and teachers is one efficient strategy to raise the standard of education (Schleicher, 2012). Due to their close interactions with students during the teaching and learning process, principals and instructors play a crucial part in the implementation of education. Thus, a school principal must mentor, encourage, and effectively direct his or her faculty and personnel (Hoppey & McLeskey, 2013).

While performing his everyday duties in the classroom, the teacher is a lone participant. They can direct and direct teachers to work professionally and in accordance with the laws if they have a high level of professionalism and commitment. Nonetheless, it is highly challenging in Indonesia to give teachers too much time off from instructing kids in a classroom. The principal must oversee these teachers if they are to increase their professionalism and effectiveness when instructing children in a classroom. It is also envisaged that the school administrator will strengthen teachers' capacity to manage the primary responsibilities of instructing children through this monitoring. In the form of program tools and activity protocols in schools designed to enhance and improve the standard of teaching and learning (Siedentop et al., 2019).

Because the school principal has so many administrative responsibilities, it is challenging for him or her to find the time to execute comprehensive academic monitoring. If this situation persists, it will create an environment that is not favorable for raising teacher professionalism and educational quality. The school principal plays a key role in managing personnel, especially when it comes to the professional competence of teachers in schools, so it is crucial for the principal to comprehend and use academic supervision competencies. As the role and function of the teacher become increasingly important for the world of education, properly

Education Excellence

In a general sense, the quality of education refers to the degree to which the educational process and overall outcomes are assessed using particular methods and standards. Quality in the context of education refers to the input, method, and final

product of education. Everything that must be provided in order for the process to take place is educational input (Makawimbang, 2011).

Proposes the following five dimensions for educational quality (Umiarso & Gojali, 2010):

Physical proof (tangible)

Physical proof supported by Government Regulation No. 19 of 2005 concerning National Education Standards and Government Regulation No. 32 of 2013 mentioned in Article 42 Chapter VII Standards for Educational Facilities and Infrastructure, which includes the following:

Each educational institution must have the furnishings, instructional tools, media, books, and other learning resources, consumables, and other equipment necessary to support a structured and ongoing learning process.

Each educational institution must have the infrastructure necessary to support an orderly and continuous learning process, including land, classrooms, education unit leadership rooms, teaching rooms, administrative rooms, library rooms, laboratory rooms, workshop spaces, production unit rooms, canteen rooms, power and service installations, sports areas, places of worship, places to play and be creative, and other spaces/places.

Reliability

This aspect has to do with the institution's capacity for accurate, dependable, and promise-fulfilling service delivery. The variables that must be taken into account in this dimension are dependability and consistency of performance.

Responsiveness

The ability of teachers and staff, specifically the willingness to assist students and offer timely service, is related to this dimension. Teachers and staff in this situation are ready to assist service recipients (students) in providing services and information swiftly and properly.

Guarantee

In this area, it is expected that staff members will act in a way that encourages patrons' trust in the educational institutions' offerings. Government Regulation No. 32 of 2013's Article 28 states that educators "must have academic qualifications and competencies as learning agents, physical and mental health, and the ability to accomplish national education goals."

Empathy

In this area, educational institutions work to comprehend the issues and preferences of service users so they may cater to their needs personally.

Government Regulation No. 32 of 2013 governs the National Education Standards, which are the National Standardization for the quality requirements for education in Indonesia. The minimal requirements for the education system in every jurisdiction of the Unitary State of the Republic of Indonesia are known as National Education Standards.

The National Education Standards, which have established minimal standards for Indonesia's educational system, include:

Standard for Graduate Competency

National education standards specify the minimal competencies – knowledge, skills, and attitudes students must possess to be deemed successful.

Content Equivalence

The competency study materials, topic competencies, and learning syllabus process standard are national education standards that describe the breadth and depth of subject knowledge necessary to fulfill graduate competency standards. National educational guidelines that describe how to structure learning experiences to meet graduate competency levels. The typical educational process promotes human rights, religious values, culture, and plurality. It is civilizing and empowering, democratic and just, and non-discriminatory. In order to meet graduate competency standards, the educational process is structured in each educational unit by providing students with role models, developing their will, and fostering their creativity and independence. Educator and educational staff standards Every educator and member of the teaching team must meet the basic requirements set forth by national education standards.

Infrastructure and Facilities Standards

National educational standards pertaining to the bare minimum requirements for the physical infrastructure required to meet graduate competency levels.

Management Guidelines

National educational standards for organizing, carrying out, assessing, recording, and overseeing tasks to maximize the efficacy and efficiency of instruction.

Financial Requirements

Costs associated with implementing instructional units are regulated by national education standards.

Standards for Educational Assessment

National educational standards for educational assessment methods, techniques, and resources

B. Methods

The descriptive method was employed in this study. This approach seeks to give a methodical, factual, and precise account of the contributing elements, facts, and traits as well as the connections between the phenomena under investigation. The goal of this approach is also to address the current issue. According to Azan et al. (2015) the descriptive technique is a type of research that merely uses numbers to categorize people or groups in order to explain existent occurrences. The strategy is a quantitative strategy.

This study's goal was to evaluate the strength of the relationship between the variables of principal academic oversight (X1) and teacher professionalism (X2) and the quality of education (Y). Regency of Ogan Komering Ilir While a questionnaire with a Likert scale was utilized as the data collection method.

The 4,897 participants in this study were all elementary school teachers and principals in the Cengal District of the Ogan Komering Ilir Regency. The stratified random sample method includes the sampling strategy employed in this investigation. This method involves selecting samples while paying attention to the population's strata (levels). A sample of 98 SD level accredited A school principals and teachers in the Cengal District was acquired by sampling.

The instrument needs to be checked before it is used to gather data from a preset sample. 30 teachers who were not part of the study sample participated in the trial. Using the validity test and reliability test, this study's results were examined for validity.

Descriptive analysis, requirements testing, and hypothesis testing are the data analysis techniques used. Data size and distribution size are two aspects of descriptive analysis that are employed in the display of data. Histograms and distribution lists are examples of data presentation. The variance and standard deviation, or simply standard deviation, represent the spread's size. Calculating the number of classes and the size of the class intervals is the first step in determining the size of the data. The normality, linearity, and homogeneity tests were the three analyses required for the data analysis test in this study. In this work, multiple correlation and product-moment correlation are used for hypothesis testing.

C. Results and Discussion

Educational Quality of Cengal Sub-district Public Elementary Schools in Ogan Komering Ilir District

According to field research, the quality of education as a whole had an average trend score of 3.99, which, when examined on the WMS table, placed it in the high group, bordering on very high. Thus, the procedural standards for education at the public elementary schools in the Cengal District have been reached, while there is still room for improvement in terms of dependability. Physical evidence, reliability, responsiveness, assurance, and empathy were the five characteristics examined.

The dimension with the lowest average score is reliability, which has a value of 3.9. This occurs as a result of school administrators and teachers' lack of dependability in terms of raising the standard of instruction in their institutions, leading them to concentrate solely on providing infrastructure and facilities for their institutions as well as maintaining positive relationships with the surrounding community and offering services based on staff members' willingness to assist students and offer responsive services to students. where the performance of school administrators and teachers is subpar and excessive reliance is placed on staff members other than instructors at the school. The outcomes of computations relating to education quality, with the responsiveness dimension receiving the highest score and very high category. It follows that the staff's readiness to assist students and offer them responsive services already corresponds to established operational norms.

Academic Supervision of Principals in Cengal District Public Elementary Schools

According to this study, the SD Negeri Cengal District's school principals had a high level of proficiency in carrying out academic supervision, with an overall average trend score of 4.1. This means that the three aspects of the school principal's academic supervision are planning the work program for academic supervision, the principal's strategy for carrying out the implementation of academic supervision, and carrying out follow-up academic supervision carried out by the principal at SD Negeri in Cengal District. The procedure has been fulfilled; however, in practice, there is still room for improvement, especially in the follow-up area.

The follow-up dimension is the one with the lowest level among the three. This occurs as a result of the heavy workload placed on school administrators, particularly in the areas of management and administration, which causes them to concentrate only on developing work plans and implementation strategies for academic supervision. Also, although teachers require the outcomes of follow-up academic supervision to enhance their teaching, school principals don't comprehend the value of this kind of supervision, which leads to less intensive follow-up supervision programs.

According to research done by Satori (1997), the monitoring system in elementary schools in particular has not been operating properly, especially with regard to efforts to increase the professionalism of teachers. The implementation of modern supervision has focused primarily on the physical and formal administrative features and has not given the supervision of the teaching and learning process its full attention.

However, even though the school principal does not implement the role of the academic supervisor very effectively, he or she still displays a fair amount of concern for issues related to teaching and education, always giving teachers time and opportunities for discussion and assisting them in understanding and resolving issues. In practice, more work needs to be done, especially in the area of professional growth in enhancing the quality of knowledge and skills, but both pride in their

profession and professional development in improving the quality of knowledge and skills have been systematically satisfied.

The professional development dimension in terms of enhancing quality and skills has the lowest level across the four dimensions (Domitrovich et al., 2009). This occurs when the instructor is uninterested in developing their professionalism and instead just concentrates on in-class instructional activities and the class management system. Also, the teacher's ignorance of what it means to be a qualified educator. Even yet, instructors will require the outcomes of the development in bettering the quality of knowledge and abilities to advance and increase their professionalism in the future.

Regarding what educators can do to further improve the quality of their knowledge and skills, this includes taking part in scientific activities like workshops and seminars, going to continuing education courses, conducting research and producing scientific work, and joining professional organizations. It is thought that by doing this, instructors will be able to increase their professionalism and ultimately perform their tasks effectively.

D. Conclusions

The following conclusions can be formed after studying and interpreting the findings of the research that was previously described: The principal of a public elementary school in the Cengal District has very high standards for academic monitoring. This indicates that the principal of a public elementary school in the Cengal District has procedurally completed the three dimensions of the principal's academic supervision, namely planning an academic supervision work program, implementing academic supervision, and carrying out follow-up academic supervision. However, there is one aspect of follow-up further academic supervision that needs to be optimized.

The level of professionalism among the instructors in the public primary schools is high. This indicates that the four pillars of teacher professionalism improving and maintaining the profession's reputation, pursuing professional excellence and aspirations, taking pride in one's work, and professional development have been achieved in public elementary school teachers. However, improvement efforts are still needed, particularly in the area of professional development. Public elementary schools offer an excellent level of education. As seen from the description (facts) in the field, this means that the five dimensions of educational quality tangibles, reliability, responsiveness, assurance, and empathy are procedurally met. However, there is still room for improvement, particularly in the reliability dimension, as teachers must be able to deliver the promised services immediately or quickly and satisfactorily for parents, students, and the community.

The professionalism of the teachers in public primary schools is significantly influenced by the principal's academic oversight. The principal's academic oversight has a sizable and comparatively high impact on teachers' professionalism. Practically speaking, one of the reasons the principal's academic supervision has such a strong

impact on teachers' professionalism is that the principal's function as a supervisor and instructor requires them to actively seek out methods to develop in order to perform their tasks to a higher standard.

The professionalism of the teachers in SD Negeri has a considerable impact on the standard of instruction. According to the study's findings, there is a considerable and strong influence. This is due to the fact that the teacher performs his tasks to a very high standard, especially when it comes to advancing the industry through a variety of means, including appearance, speech patterns, language use, everyday mood, and interpersonal interactions. At Cengal District Public Elementary School, the academic oversight of the principal has a considerable impact on the caliber of instruction through the professionalism of the faculty. Since the principal's direction to teachers in an effort to boost their professionalism, particularly in enhancing the quality of teacher knowledge and abilities which have an impact on improving the quality of education in schools, will be considered to be relevant supervision.

E. Acknowledgement

Thank you to the principal of SD Negeri 1 Buntuan Kuala 12, Tulung Selapan, respondent and the team of PPSDP International Journal of Education.

References

- Azan, K., Meirawan, D., & Sutarsih, C. (2015). Quality of Academic Services. *Jurnal Administrasi Pendidikan*, 22(1).
- Bahak Udin By Arifin, M., Rais, P., & Nurdyansyah, N. (2017). An Evaluation of Graduate Competency in Elementary School.
- Domitrovich, C. E., Gest, S. D., Gill, S., Bierman, K. L., Welsh, J. A., & Jones, D. (2009). Fostering high-quality teaching with an enriched curriculum and professional development support: The Head Start REDI program.
- Hoppey, D., & McLeskey, J. (2013). A case study of principal leadership in an effective inclusive school. *The Journal of Special Education*, 46(4), 245-256.
- Makawimbang, J. H. (2011). Supervision and Improvement of the Quality of Education. *Bandung: Alfabeta*.
- Opatha, H. H. D. N. P. (2009). *Human resource management*. Department of HRM, University of Sri Jayewardenepura.
- Satori, D. (1997). *Academic Supervision (Theory and Practice)*. Jakarta: Depdikbud
- Schleicher, A. (2012). *Preparing teachers and developing school leaders for the 21st century: Lessons from around the world*. OECD Publishing. 2, rue Andre Pascal, F-75775 Paris Cedex 16, France.
- Shaturaev, J. (2014). Comparative study on similarities and differences of teaching and learning process in primary schools in Indonesia and Uzbekistan. *Universitas Pendidikan Indonesia*.
- Siedentop, D., Hastie, P., & Van der Mars, H. (2019). *Complete Guide to Sport Education*. Human Kinetics.

- Suryadarma, D., Suryahadi, A., Sumarto, S., & Rogers, F. H. (2006). Improving student performance in public primary schools in developing countries: Evidence from Indonesia. *Education Economics, 14*(4), 401-429.
- Umiarso & Gojali, I. (2010). Management of School Quality in the Era of Educational Autonomy. *Yogyakarta: IRCiSoD*.