

## **Improving the Quality of Learning through Supervision by the School's Principal**

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**Abstract:** The goal of this study is to evaluate initiatives to raise learning quality by implementing academic principal supervision. At SMA Negeri 3 Kayuagung, this study was conducted. using interviews, documentation, and observation as data collecting methods. ways for analyzing data utilizing descriptive qualitative analysis. According to the study's findings, the academic oversight provided by SMA Negeri 3 Kayuagung's principal has been working well to improve teachers' capacity to carry out instructional tasks, particularly preparing the administration of instructional tools, planning instructional activities, carrying out instructional activities, managing classes, and conducting instructional evaluations. The quality of instruction at SMA Negeri 3 Kayuagung is improved through the implementation of the principal's academic supervision.

**Keywords:** Learning, Quality, Supervision

### **A. Introduction**

Supervisors are crucial in helping teachers become better so they can deliver higher-quality instruction. According to Ekawaty et al. (2018), the caliber of education is directly impacted by teacher performance. Then, according to research Anggraeni et al. (2016), teacher performance in the classroom has a big impact on how well a school is run. According to the study's findings, effective teachers are necessary for high-quality instruction.

The principal's responsibility as a supervisor is to keep an eye on the instructors at his institution. The purpose of supervision is to raise the standard of learning that occurs during in-class teaching and learning activities. For some teachers, monitoring can occasionally feel like a terrifying apparition. There are numerous causes for some teachers' concern. One of them, such as learning tools, does not yet have complete administration. It is a given that the principal will verify the thoroughness of the teachers under supervision when overseeing. Because it serves as the principal's reference and manual for overseeing teachers.

In order to raise the standard of learning outcomes and processes, the school administrator is in charge of these initiatives (Rosyada, 2013). The principal is in charge of enhancing accountability for the performance of students and their

programs and is the main force behind the school's growth and development. The leadership of the principal must be strengthened in order for this to be accomplished effectively and for the principal to be able to act in accordance with his obligations, rights, and powers.

In order to motivate all of their teachers to work tirelessly, school principals must have a strong leadership style. They must also have a vision for the future of the school and act consistently with that goal while maintaining a democratic environment and respecting the opinions of the staff. In order for students to succeed in any career, principals must also have high expectations for them, reinforce fundamental skills for them, and be able to foster an environment that is both welcoming to teachers and staff and welcoming to students (Rosyada, 2013).

The principal's role as academic supervision officer allows him to, among other things, coach and supervise teachers in order to continuously raise their caliber. According to (Mulyasa, 2011), the principal's supervision strives to enhance the caliber of instruction, knowledge, motivation, and teachers' performance in carrying out their duties. A principal is not only a leader, but also an educator, manager, administrator, supervisor, leader, innovator, and motivator, according to the definition of the position. Because supervision is not an activity to spy on teachers but rather a service provided to enhance teaching-learning situations, it should be carried out continuously whether requested or not (Sahertian, 2008). Therefore, the main goal of supervision is to help teachers understand how crucial it is that they play in determining how well students learn. In order to determine and gauge the degree of reality of teachers' work, particularly in the learning process – specifically, how a teacher plans learning, implements learning activities, and evaluates learning outcomes – school principals can engage in academic supervision activities. According to regulation of the minister of national education number 41 from 2007, learning must adhere to process criteria, which include designing the learning process, putting the learning process into practice, and assessing learning outcomes.

It is anticipated that the academic monitoring program put in place by the school principal after thorough planning will be successful in resolving the issues experienced by instructors. School administrators are supposed to be capable of directing and supervising teacher performance through academic supervision activities, particularly through programs, implementation, and assessment of supervision effectively and efficiently, in order to raise student accomplishment. The method of academic supervision is also anticipated to help teachers perform better over time.

In order for teachers to manage learning as effectively as possible, from planning (materials, learning media, methods, and evaluation) to implementing (opening, core activities, and closing) to evaluating student learning outcomes, academic supervision with teachers is crucial. The academic supervision activities carried out by the principal of SMA Negeri 3 Kayuagung, however, tended to result in inspections where the supervisor in its implementation found fault with the teacher without any guidance and justification. Or repair of something that has been

wronged, according to the results of the researchers' initial observations. When a supervisor is able to successfully blend interpersonal and technical skills, effective supervision is attained. The two parties (supervisors and teachers) can develop self-acceptance, morale, and trust with the help of supervisors like that. Accordingly, the findings of the researchers' initial observations show that principals of schools are still ineffective at carrying out the supervision process there.

## **B. Methods**

The study methodology makes use of qualitative approaches, specifically descriptive research based on actual field data. In this study, the researchers attempted to describe how the premise of SMA Negeri 3 Kayuagung's supervision was put into practice. The principal and teachers of SMA Negeri 3 Kayuagung served as the study's objects. Techniques for gathering data include observation, interviewing, and documenting. In qualitative research, participant observation, in-depth interviews, and recording are used as data collection methodologies, as well as natural settings (natural circumstances) and primary data sources (Sugiyono, 2017). Interviews, observations, and literature reviews pertaining to the application of academic supervision and the standard of instruction at SMA Negeri 3 Kayuagung were used as the data gathering techniques in this study. The analytical method makes use of qualitative analysis methods. The activities included in qualitative data analysis are carried out interactively and constantly at each stage of the research, according to (Moleong, 2014), to ensure that the data is saturated and that the activities are finished. According to Miles and Huberman (2013), the qualitative analytical strategy employed in this study included data reduction, data presentation, and conclusion.

## **C. Results and Discussion**

According to the findings of research, it can be argued that the principal's academic oversight of student learning begins with giving teachers instructions on how to prepare administrative tools like teacher agendas, attendance records, assessment records, and learning materials. The learning model used by the author is modified to fit the intended lesson plan. for courses in music that include the fundamental skill of appraising musical works. I'll bring a piano or recorder at that point. I bring watercolors, brushes, canvas, and drawing paper to art lessons as my teaching materials.

The learning paradigm is adjusted to the subject matter because art and culture lessons have four components: music, fine arts, dance, and theatrical arts. Additionally, students are required to bring any ordered learning resources or media. to ensure that class activities for teaching and learning go smoothly. Students also comprehend the information that the concerned instructor is presenting more readily. One option for teachers to give students examples of appropriate usage is through learning media. so that the purpose of the learning media is better understood by the students. through the use of real-world examples that the teacher

carefully and slowly explains to the class before having them practice them. As the author has learned from her own experiences when playing the piano and teaching music in the classroom. With notes that she previously gave students to learn, the author performs the Gending Sriwijaya song. The attendees enjoyed watching the teacher play the piano very much. Therefore, this prompts students to act similarly. Specifically, by playing the piano together.

The teaching assistant was amused by the lively classroom environment created by the subtleties of the Gending Sriwijaya song. This is a positive finding in the supervisor's evaluation since the material's content is in line with the delivered information and the Basic Competency. Additionally, it is supported by the use of piano playing as a learning model. This research methodology just requires a few number of tasks to be completed. It is sufficient to focus on the students while demonstrating the orders, pertaining to the song task for Gending Sriwijaya.

how to play properly in terms of technique. How he correctly memorized the song's notes. And the appropriate tempo and rhythm with which he performs Gending Sriwijaya. Additionally, we have already prepared the assessment points, utilizing a scoring scale of 1 to 4. The letters range from A to D. The numbers 4 or A are excellent, 3 or B are good, 2 or C are sufficient, while the number 1 or D is deficient. In terms of school administration, emphasis is placed on supervision to improve the performance and aptitude of educational staff members in carrying out their responsibilities.

The teacher supervision report form must have the following components since it serves as a report for research findings: (1) Record the serial number of the supervised teacher in the teacher supervision report; (2) Record the serial number of the supervised teacher on the report form detailing the results of the teacher's supervision; and (3) Record the subjects that the supervised teacher teaches. (4) Record the name of the class that the supervised teacher teaches in the teacher supervision results report form. (5) Record the supervisor's evaluation of the supervised teacher's performance. (6) Record the supervised teacher's category of scores in the teacher supervision results report form. Examples include: (a) 90 to 100 category AB (Very Good); (b) 75 to 89 category B (Good); (c) 60 to 75 category C (Enough); and (d) 60 les.

On the teacher supervision outcomes report form, record the observer's notes about the teacher as follows: When a teacher (for instance) fails to lead students in reading a prayer at the start of class, or when time is used inappropriately, or when different learning mediums are not used in class, or when students are not given the chance to raise questions. Plan for follow-up. The supervisor completes the form with a "follow-up plan," for instance, recommending that individuals who achieve the target score set by the 90-100 assessment criteria move up to vice principal or another job. However, if the value of the supervised teacher is taken into account during training, both at the district or school level and at the provincial level.

Establish the date, time, and location for the teacher training. It is specified in Regulation of the Minister of National Education No. 19 of 2007 regarding Education

Management that the Principal, as the head of the institution, is required to oversee instruction. According to the minimum service criteria for basic education, each instructor must conduct learning supervision at least twice during a semester. As a result, at the start of the school year, each educational unit needs to create a supervision program. The program can be followed as a reference when putting academic education supervision into practice.

The results of the conversation between the Principal, who served as the teacher's supervisor, and the teacher are reported in the supervision report in the following ways: (1) For each teacher who has been observed, the results of the conversation are documented; (2) The contents of the document, starting with the date, the purpose of the data that has been obtained, discussion notes, problem-solving and suggestion; and (3) (3) One of the tools used in conducting supervision is a learning observation instrument/check list, specifically for class supervision and clinical supervision. As a result, it is anticipated that the indicators observed will include: (1) Preparation and apperception; (2) Relevance of the material with instructional objectives; (3) Mastery of the material; (4) Strategy; (5) Method; (6) Class management; (7) Providing motivation to students; (8) Tones and sounds; (9) Use of language; (10) Characteristics and outlook.

According to the study's findings, the academic supervision of SMA Negeri 3 Kayuagung's principal has been operating successfully in an endeavor to improve teachers' capacity to conduct instructional activities. Nurpuspitasari et al. (2019) that claims there is a very strong beneficial association between academic supervision and teacher learning efficacy supports the findings of this study. school.

The process of carrying out the academic supervision assigned to the school principal involves several steps, including planning the activities to be included in the supervision, carrying those out, giving feedback on the outcomes, and following up on those outcomes. The school principal's first action is to put together a team to assist in developing supervision activities to follow up on the outcomes of academic supervision. The principal then oversaw the instructors at SMA Negeri 3 Kayuagung after conducting a number of preliminary research as background information. Therefore, a program of supervision activities has been prepared by the school principal and a team made up of two teachers prior to implementation. The implementation is supposed to function as expected. The programs are organized according to the calendar of activities, which includes a timeline from implementation to completion, the necessary tools, the objectives to be met, plans to enhance teacher performance, and plans to boost motivation at work.

The above statement is supported by the results of research conducted by (Ajasan et al., 2016) with the results of the study found that: (1) The school principal's academic supervision program is structured referring to the identification of problems faced by teachers based on the results of the previous year's supervision such as assessment, coaching and assisting teachers with difficulties, and SWOT analysis, then poured into the Academic Supervision Plan (RKA) program according to teacher needs; (2) Implementation of academic supervision by the school principal

is carried out in three stages, namely: initial survey before carrying out academic supervision, class visits to find out the course of learning, and reviewing the results of class visits and providing appropriate solutions to overcome problems faced by teachers; and (3) Evaluation of the implementation of academic supervision by the school principal, including evaluation of job descriptions and evaluation of document evidence, by looking directly at the evidence of assignments that have been carried out by the teacher then providing input if there are errors or deficiencies. In order to raise student accomplishment, it is expected that school principals may guide and oversee teacher performance, particularly through the implementation and evaluation of effective and efficient supervision programs.

Two times a year, specifically once in the odd semester and once in the even semester for a follow-up program from the outcomes of the last monitoring, the school principal plans to conduct academic supervision of teachers. The implementation schedule is at the start and finish of each odd-numbered and even-numbered semester. This is done to monitor the teacher's advancements and modifications to the teaching and learning process. An evaluation and follow-up of the academic supervision program is done at the end of the even semester of the current year in order to determine how well these programs have been implemented and which activities need to be changed since they are no longer necessary. It can also spot issues that might make oversight difficult. Additionally, the evaluation results are immediately followed up on in order to hit the targets set forth in the program, both for the program and the results of the supervision's implementation. Since the principal's responsibility includes fostering teachers in the teaching and learning process, the academic supervision program that the school principal has created comes before the ongoing teaching and learning process as a priority activity.

Based on the research's findings, it can be said that the principal's academic supervision program strives to develop teachers so they are more equipped to perform their jobs. In order for these activities to be successful and enjoyable for students, it is also important to encourage teachers to use creativity in the teaching and learning process. It is anticipated that this circumstance will enhance teacher performance in the classroom.

As can be seen from the explanation above, the principal's educational supervision program is focused on assisting teachers with tasks like creating lesson plans (RPP), managing teaching resources, putting programs into place, and evaluating student learning outcomes. The principal of SMA Negeri 3 Kayuagung also put together a number of tools for conducting assessments that were related to the implementation of supervision, including: 1) instrument 1 for administrative assessment of learning devices; 2) instrument 2 for evaluating RPP; 3) instrument 3 for evaluating the implementation of learning; 4) instrument 4 for learning evaluation assessment; 5) instrument 5 for follow-up; and 6) instrument 6 for teacher performance assessment instrument that the principal prepared

The implementation of academic monitoring should proceed objectively and successfully. The principal's use of academic monitoring is likewise intended to be supportive rather than coercive. Before beginning monitoring, the principal calls a meeting and asks teachers to share their thoughts in order for the supervision process to go well. Consequently, the teacher is relieved of any burden caused by the necessity of these academic supervision activities.

Using humanistic methods, the principal implements monitoring, not by pointing out mistakes but by assisting teachers in performing their jobs more effectively and with greater purpose. Class visit strategies, one-on-one conversations, and discussions on the challenges instructors experience in implementing teaching and learning are some of the supervision tactics that are frequently utilized at SMA Negeri 3 Kayuagung. The team that assists in the supervision activities and the principal develop the supervision tools that are also prepared by the principal. Since you can assess directly based on the instrument the elements of how learning is implemented, such as tools, methods, and teacher skills in teaching, you can more effectively observe the teacher's work during class visits. You can also directly observe how the teacher motivates students to study.

The principal then provides an assessment based on the outcomes of the visit, including the greatest and lowest scores that have been calculated as well as which notes need to be fixed by the instructor. Academic supervision activities are meant to 1) support teachers in planning learning, 2) support teachers in presenting learning materials, 3) support teachers in evaluating learning, 4) support teachers in managing the class, and 5) support teachers in developing curriculum, according to (Burhanudin, 2005). 6) support teachers in curriculum evaluation; 7) support teachers in self-evaluation; 8) support teachers in group work; 9) support instructors through in-service programs.

The next task is to oversee how teachers are evaluating students' progress, or learning evaluation supervision, after the principal has completed the class visit activities and gotten the assessment findings. The principal has created a learning evaluation assessment instrument prior to conducting academic supervision, thus this learning evaluation supervision activity is essentially the same as the previous assessment activity. The principal evaluates whether the teacher intends to evaluate learning outcomes after the teacher has completed the evaluation component. The teacher then arranges the grid, arranges the instrument questions based on the grid, develops scoring guidelines, conducts the assessment of learning outcomes, analyzes the assessment of learning outcomes, develops follow-up plans, conducts remedial and enrichment activities, and what. The assessment's findings are presented as a score that is based on the methodology used and what improvements the teacher should make.

The principal then gives the teacher the results to immediately study and examine what are thought to be the advantages and disadvantages and what solutions must be taken by the teacher based on the assessment of the implementation of planning supervision, implementation, and evaluation of teacher

learning. As a result, in order for this feedback process to be successful, the principal requests that the teacher be able to schedule a brief meeting to discuss the findings of the supervision evaluation and to hear directly from the teachers of SMA Negeri 3 Kayuagung.

#### D. Conclusions

According to the findings of the study and the discussion that followed, it can be said that the academic supervision provided by the principal of SMA Negeri 3 Kayuagung has been operating successfully in an effort to improve teachers' capacity to carry out learning activities, particularly preparing the administration of learning devices, planning learning, carrying out learning, managing classes, and conducting learning evaluations. Implementing the principal's academic oversight has an effect on raising the standard of instruction at SMA Negeri 3 Kayuagung.

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