IMPLEMENTATION OF ACADEMIC SUPERVISION OF PRINCIPALS IN IMPROVING LEARNING QUALITY AT BABAHROT'S STATE SCHOOLS

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Abstract

The quality of learning in schools is an important factor in educating the nation's life. Academic supervision by school principals is an effort made to improve the quality of learning. The purpose of this study was to describe the implementation of the academic supervision program by school principals in improving the quality of learning in public primary schools in Babahrot District, Southwest Aceh Regency. The research method used is descriptive with a qualitative approach, using interviews, observations, and documentation studies as data collection techniques. The results showed that: (1) The academic supervision program is prepared at the beginning of the semester in teacher meetings, adjusted to the actual situation in each school, with a focus on planning, implementation, and evaluation of learning; (2) The implementation of the program involves three stages: pre-observation meetings, classroom observations, and post-observation meetings, using a collaborative approach and individual and group techniques; (3) Principals conduct follow-up by analyzing and evaluating the results of observations on an ongoing basis; (4) Obstacles include many other activities that interfere with the supervision schedule, lack of interest and motivation to become a supervisor, and lack of knowledge and skills related to academic supervision. Lack of commitment from principals and teachers is also an obstacle in supporting the implementation of academic supervision.

Keywords: Academic Supervision; Principal; Qualitative Study; Learning Quality

1. INTRODUCTION

In the quest for national progress, the quality of education emerges as a cornerstone for the development of any nation. Recognizing this, academic supervision by school principals stands out as a vital mechanism for enhancing the educational landscape. This supervision is not merely administrative but a concerted effort to elevate teaching standards and, consequently, student achievement. Rohmawati (2019) underscores the significance of this process, highlighting how it aids in managing lessons and providing feedback to refine educational delivery.

Despite its recognized importance, our preliminary survey in the public elementary schools of Babahrot sub-district reveals a complex array of challenges undermining the efficacy of academic supervision. Constraints such as limited time, reluctance among principals, diminished teacher motivation, inadequate preparation, and a shortfall in supervisory skills pose significant barriers to its success. The resolution of these challenges is imperative to unlock the full potential of academic supervision in improving educational outcomes.

This study delves into the critical role of school principals' academic supervision within the context of Babahrot sub-district's public elementary schools, such as SD Negeri 1 Babahrot through SD Negeri 14 Babahrot. It aims to elucidate how principals, through their supervisory roles, can significantly enhance the quality of learning. By providing comprehensive guidance, oversight, and evaluation, this research seeks to ensure that teachers receive the necessary support to fulfill their instructional roles effectively, echoing the insights of Safitri & Mujiati (2019) on the indispensable nature of such supervision.

The research is poised to contribute valuable insights into the mechanisms through which academic supervision can serve as a lever for elevating the quality of education in elementary schools. Drawing parallels with successful models of academic supervision, such as those observed at MTs Nurul Hidayah Cilipung and SD Gugus 35 Aceh Besar District, the study aims to explore

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strategic interventions for overcoming the identified barriers. By examining the supervision practices involving curriculum and quality assurance supervisors and their impact on teaching and learning, this research aspires to offer actionable strategies for enhancing teacher performance and student learning outcomes. This investigation is designed to critically assess and refine the practice of academic supervision. It seeks not only to underscore its importance but also to identify practical approaches that can be adopted by school principals to foster an environment conducive to educational excellence in Babahrot's public elementary schools.

2. IMPLEMENTATION METHOD

This research adopts a qualitative approach with the main objective of uncovering and understanding phenomena or signs that do not require statistical procedures (Umar Sidiq, 2019). In this research framework, the focus is more on extracting deep meanings from the experiences of research subjects, rather than mere statistical measurements or generalizations.

In this study, a qualitative approach is used to collect and analyze data from interviews with principals and teachers in elementary schools, as well as from observations made by researchers. The data generated from the qualitative approach will be analyzed using qualitative analysis techniques such as thematic analysis, so as to produce an in-depth and comprehensive picture of the implementation of the principal's academic supervision in improving the quality of learning in elementary schools. The qualitative approach is very suitable for this kind of research because researchers want to understand how the academic supervision process is carried out by principals and how it impacts on the quality of learning in primary schools. With a qualitative approach, researchers can obtain more in-depth and detailed information about the experiences, perceptions, and understandings of informants related to the problem under study.

2.1 Research Subject

The research subjects in this thesis title are principals and teachers in public primary schools in Babahrot sub-district, who are involved in the implementation of academic supervision and the learning process in these schools. The research will be conducted by conducting observations and interviews with principals and teachers who are the research subjects. In addition, document analysis will also be conducted to collect data related to the implementation of academic supervision and learning quality in public primary schools in Babahrot sub-district.

Subject selection in this study used purposive sampling technique. Sugiyono (Bella et al., 2019) Purposive sampling is a sampling technique with certain considerations and criteria. The research subjects were selected intentionally and became informants who would provide the necessary information during the research. The school samples that researchers took related to academic supervision in public primary schools in Babahrot sub-district were SDN 1 Babahrot, SDN 2 Babahrot, SDN 4 Babahrot, SDN 12 Babahrot and SDN 14 Babahrot.

2.2 Research Instrument

In qualitative research, the main instrument is the researcher himself, who is supported by other instruments, namely interview guidelines and observation guidelines. The researcher acts as the main instrument because only the researcher can be a tool that is responsive to complex realities.

The instruments applied in this study used interview guidelines and observation guidelines, which were designed in general and open-ended (instruments attached). Both instruments were used by the researcher as primary data sources. Meanwhile, secondary data was obtained by the author through documentation relevant to the research focus.

2.3 Data Collection & Credibility

In this qualitative study, data collection was conducted through three primary methods to ensure a comprehensive understanding of the impact of principal academic supervision on learning

quality in Babahrot District's state elementary schools. Direct observation involved participatory engagement at the schools, utilizing all senses to capture the nuances of academic supervision. Unstructured, in-depth interviews with principals and teachers at selected schools provided firsthand insights into the supervision process, its execution, and the challenges encountered. Additionally, an analysis of relevant documentation, including reports on academic supervision, school profiles, and previous studies, offered an objective perspective on the practices and outcomes of academic supervision. Together, these methods formed a multifaceted approach, enabling a thorough examination of the research subject.

In this research, the type of triangulation used involves source triangulation and method triangulation. Source triangulation is a method used to obtain data from various sources to broaden the perspective of the data obtained. Therefore, in this study, interviews were conducted with various parties related to academic supervision, such as principals, teachers and supervisors. Meanwhile, method triangulation is a technique of collecting data from different methods to ensure data accuracy. In this study, data were collected through interviews, observations and documentation.

2.4 Data Analysis

Data analysis is an effort or method to structurally design data obtained from documentation, observation, and interviews. This process involves organizing data into categories, elaborating into units, synthesizing, forming patterns, selecting significant elements to study, and making conclusions. The aim is to present information that is easily understood by the researchers themselves and by other interested parties.

In the context of this study, the researcher provides a comprehensive picture of how the principal implements academic supervision to improve the quality of learning in SD Negeri Babahrot District, Southwest Aceh Regency. The picture is then analyzed, studied, and concluded in accordance with the research objectives and the needs of the researcher to ensure the necessary research accuracy.

3. RESULTS AND DISCUSSION

Academic supervision program planning is a document used as a guide for school principals in carrying out the supervision program (LPPKS, 2017). The implementation of principals' academic supervision in public primary schools in Babahrot sub-district shows that the supervision program is implemented with structured stages, namely pre-observation, observation, and post-observation. Academic supervision activities are conducted by the principal, with some schools involving senior teachers as supervisors. Each school showed strengths and weaknesses in the implementation of the supervision program, such as a focus on improving learning outcomes, relevant supervision procedures, early semester teacher meetings and a structured supervision schedule. Supervision evaluation, delegation of supervision tasks, and a focus on improving learning outcomes need to be improved to increase the effectiveness of the supervision program.

The implementation of academic supervision in public primary schools in Babahrot sub-district in Southwest Aceh district is conducted once a semester with complete stages, and incidental supervision is conducted several times a semester. The stages of supervision include the initial meeting (pre-observation), the implementation of learning (observation), and the feedback/reflection meeting (final meeting). According to Budiwibowo and Sudarmiani (Afriani, 2021:85), academic supervision is an important ongoing process to improve teacher performance and learning quality. This process consists of three interrelated stages, namely the initial meeting stage, the classroom observation stage, and the final meeting stage.

Academic supervision not only improves teachers' performance but also helps them respond to educational needs, including students' knowledge needs. Academic supervision is an important program to improve education quality, teacher performance, meet students' educational needs, create more effective learning and improve student achievement. Evaluation and follow-up

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of academic supervision by school principals in public primary schools in Babahrot sub-district focuses on improving the quality of learning. This process involves teacher self-reflection, identification of strengths and weaknesses and the creation of an improvement plan. Supervisors act as partners, creating space for constructive discussion and providing ongoing support. Supervision evaluation aims to improve teacher performance and the overall effectiveness of the education system in the school (Rohmawati, 2019). Follow-up includes developing effective lesson plans, providing ongoing support to teachers and facilitating professional development through training and workshops. However, it is important to ensure structured and measurable follow-up to implement continuous improvement. Similarly, the principal of SD Inpres Antang 1 Makassar City follows up on the results of academic supervision which are then conveyed to the teacher and reviewed with the principal. So that teachers will know their shortcomings and weaknesses (Akram & Ansar, 2021).

To improve the quality of learning in schools, academic supervision by principals is an important step. However, in practice, public primary schools in Babahrot sub-district face several obstacles. One of them is the limited time, which makes the supervision schedule often inconsistent so that some supervision programs cannot be implemented as planned. In addition, the non-participation of senior teachers as supervisors is also an obstacle, because not all senior teachers are ready or willing to take on this role. The issue of teachers' unpreparedness to undergo the supervision process is also an obstacle, as some teachers may feel afraid, nervous, or uncomfortable. According to Tengko et al. (2021), the success of academic supervision can be realized when all components run efficiently and do not neglect other goals. Effective strategies, such as involving senior teachers as supervisors and planning a structured supervision schedule, are needed to overcome these barriers. The results showed that the implementation of academic supervision by school principals in public primary schools in Babahrot sub-district has had a positive impact on improving the quality of learning. The research aspects and findings are presented in the following table 1.

Table 1 The Research Aspects and Findings

No	Research Aspects	Findings
1	Student Score Improvement	There was a significant increase in student scores after the supervision process
2	Teacher Creativity and Innovation	Teachers feel encouraged to be more creative and innovative in designing lessons.
3	Student Participation	Active student participation in class has increased

Based on observation and interview data, there was a significant improvement in student scores after the structured supervision process was conducted. The supervised teachers also felt encouraged to be more creative and innovative in designing lesson plans. Students' active participation in class also increased, showing higher engagement in the learning process.

The findings of the study underscore the hypothesis that structured and continuous academic supervision enhances learning quality in schools, advocating for teacher creativity and innovation along with greater student involvement for a more efficient and engaging learning process. These results align with prior research emphasizing the pivotal role of academic supervision in elevating learning quality and teacher performance, thereby suggesting substantial benefits for teacher professionalism and the overall enhancement of education quality. However, the study acknowledges limitations such as a restricted sample size and geographical focus, recommending future research to encompass a wider array of schools and regions for a more comprehensive understanding of academic supervision's effects, as well as longitudinal studies to assess its long-term impacts on learning quality.

4. CONCLUSION

From the results of the research on academic supervision of school principals in public primary schools in Babahrot Subdistrict, Southwest Aceh Regency, it can be concluded that the academic supervision program has been well designed, involving all teachers in the stages of planning, implementation, and evaluation of learning. However, there are several obstacles that need to be overcome, such as the lack of maximum evaluation and follow-up, difficulties in preparing a consistent supervision schedule, and the lack of competence of school principals related to academic supervision. The implication of these findings is the need to improve principals' competence in academic supervision through regular training and professional development, as well as involving senior teachers as supervisors with intensive training. In addition, it is also necessary to ensure a structured supervision schedule and allocate sufficient time for supervision activities without neglecting other important aspects of school management. The author's contribution from this research is to provide concrete recommendations that can be implemented to improve the effectiveness of academic supervision in public primary schools in Babahrot sub-district. Thus, it is expected that the quality of supervision can be improved, thereby promoting more effective improvements in the learning process in schools.

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