



SCHOOL PRINCIPAL ACADEMIC SUPERVISION IN IMPROVING THE QUALITY OF LEARNING

Faulina

Islamic University An Nur Lampung, Indonesia

Email: faulinalpg123@gmail.com

Abstract: *The aim of this research is to determine the implementation of supervision in improving the quality of learning at MIN 12 Bandar Lampung. The methodology in this research uses a quantitative approach with causality (cause-effect) research. This research examines and analyzes the implementation of academic supervision in improving joint learning. Based on the discussions that have been carried out in accordance with the main focus of this research, namely improving teacher work through the leadership of MIN 12 Bandar Lampung, it was found that the leadership of the principal of Central Lampung Regency was considered to be good because he had carried out leadership in accordance with the needs of the madrasah organization. The interesting thing about the leadership of school principals in Central Lampung Regency is the inverted pyramid leadership pattern, namely the leader who positions himself as a servant. This has had a significant impact on improving teacher performance in Central Lampung Regency. However, it cannot be denied that the performance of teachers in Central Lampung Regency still needs to continue to be improved so that it is more optimal, especially regarding the three findings mentioned above. It can be concluded that it is not only leadership that is an important factor in improving teacher performance, but there are still various other factors that are also a concern and assessments that must be improved.*

Keywords: *Academic supervision, Learning Quality*

INTRODUCTION

External affairs of the school. If it is associated with internal school activities, various activities will be found. It is far more important, in fact, that the principal's focus on activities is to pay attention to how the teaching and learning process is carried out in accordance with the curriculum design that has been implemented today. Basically, supervision is a process of activity in an effort to arouse and stimulate the spirit of teachers to carry out their duties, especially in learning, developing teaching and learning activities and coaching efforts in learning. However, these activities are far from the planning arrangement that has been set because there is no good communication between the Principal as a supervisor and the teacher as a learning facilitator so that the facts that can be seen in the field, learning does not run effectively and efficiently (Iqbal Maulana Alfiansyah, Mohamad Latief, and Naqia Salsabila Taslim 2022).

Academic supervision helps in identifying effective teaching practices and encourages their consistent use in the classroom. By providing support and guidance to teachers, school principals can ensure that teaching methods that are innovative and appropriate to student needs are implemented consistently. Through the academic supervision process, school principals can facilitate collaboration between teachers. Teachers can share their experiences and best practices, thereby enabling the creation of a conducive learning environment in schools (Rohman 2017) . By improving the quality of learning and teacher competency, the implementation of academic supervision is expected to have a positive impact on student academic achievement. Skilled and well-guided teachers tend to create motivating and effective learning experiences for students. Academic supervision by the school principal is an important strategy in improving the quality of learning in schools. Academic supervision is a process of monitoring and coaching carried out by the principal or school leaders for teachers in order to improve the quality of learning (Latiana 2019) . This process involves observation, coaching, and providing constructive feedback to teachers so that they can improve their performance in teaching. Implementation of academic supervision by school principals has several objectives, including: Increasing teacher professional competence. By carrying out regular academic supervision, school principals can help teachers to improve their professional competence. Through direct observation and constructive feedback, teachers can identify strengths and weaknesses in their learning and receive guidance to develop their skills (Warisno 2022).

School principals need to plan a regular academic supervision schedule for each teacher. This planning must take into account the individual needs of teachers and focus on the school's learning objectives. The school principal or supervisory coordinator makes direct observations of the learning process carried out by the teacher. Observations are carried out using observation tools that have been prepared previously to assess various aspects of learning. After observation, the principal provides feedback to the teacher about the strengths and weaknesses observed during the learning process (Efrina and Warisno 2021). This feedback must be constructive and delivered sensitively to encourage effective improvement. Based on the results of observations and feedback, the principal together with the teacher plans the professional development steps needed to improve the quality of learning.

The academic supervision process must be continuous and involve monitoring and evaluation of the implementation of planned improvements. Principals need to continue to monitor teachers' progress and provide additional support if needed. Based on the evaluation results, the principal makes improvements to the academic supervision process to ensure its effectiveness in improving the quality of learning. Implementation of academic supervision by school principals requires commitment, patience and strong leadership skills. With the right approach and continuous support, academic supervision can be an effective instrument in improving the quality of learning in schools.

Education is a conscious and planned effort to achieve predetermined goals. Education has a very important role in developing a complete human being (Octavia 2020) . Therefore, education is very necessary to be developed from various sciences, with quality education it will be able to make a nation intelligent. One effort that can be made to improve the quality of human resources is through the learning process. The leadership of the principal in leading and managing the school is one of the keys to success in achieving madrasah goals. The success or failure of education and learning in a madrasah is greatly influenced by the ability of the principal to manage each component of the school (Latifah, Warisno, and Hidayah 2021). The principal ability of the principal is related to knowledge and understanding of management and leadership. The success or failure of a school in achieving its goals and realizing its vision and mission lies in the management and leadership of the madrasa head, especially in moving and empowering each component of the school, one of which is the teacher. Apart from that, the principal's behavior must also be able to encourage the performance of teachers by showing a feeling of friendship, closeness and consideration towards teachers, both as individuals and as a group (Warisno and Hidayah 2021) .

In this regard, teachers as the tip of the educational staff must have good and high-quality performance because the success of an effective and efficient learning process is determined by good teacher performance so that they are able to achieve the goals of education which are realized from the learning outcomes of students. Because good student learning outcomes can produce quality graduates. As stated by Usman, a professional teacher is someone who has special abilities and expertise in the field of teaching, so that he is able to carry out his duties and functions as a teacher optimally (Ansyah 2022) .

Increasing teacher performance is considered the most appropriate choice in preparing teachers to answer the challenges of the times, because teachers have a very important position in efforts to improve the quality of learning which in the future can influence the quality of graduates and the achievement of the goals of national education (Lolita 2022). Therefore, the government continues to work on various things aimed at encouraging and improving teacher competence so that teachers are able to have good performance. The efforts made by the government include providing opportunities for teachers to pursue higher education, requiring teachers to have at least a first degree, providing training and seminars and also providing allowances in the form of certification. Creating professional quality teacher performance in schools requires various efforts from madrasah heads. The efforts made by the principal are (a) involving teachers in training, workshops and seminars, (b) always motivating his subordinates in such a way, so that in carrying out their duties teachers will have high work effectiveness and are expected to be able to produce satisfactory results, both for schools and teachers themselves (c) giving gifts is necessary to expedite the process increasing teacher professionalism, so that teacher professionalism can become real (Nasir and Shaleh 2021).

The principal is an educational leader at the educational unit level, who must be responsible for the progress and decline of the school he leads. It is not uncommon for a school principal to receive threats, that if he cannot advance his madrasah he will be transferred or dismissed from his position (Mukti, Sapriati, and Soekisno 2022). For this reason, school principals are required to have various abilities, both related to management and leadership issues, in order to be able to develop and advance their schools effectively, efficiently, independently, productively and accountably. These conditions require various tasks Which must done by power education according to their respective roles and functions , starting from the macro level to the top level micro, namely school level educational staff. The Principal is key success in implementing management education. As a leader in an institution, he must be able to bring the institution towards achieving the goals that have been set. He must see changes and be able to see and respond to future challenges in a better direction . So that, Head Schools are able to empower teachers and staff education and the entire school community for realizing quality, smooth and productive learning.

The principal as an educator, supervisor, motivator must provide guidance to employees and teachers in the school he leads because the human factor is the central factor that determines all activities of an organization, no matter how sophisticated the technology used is, it is still the human factor that determines it. Teacher professionalism will not exist or run smoothly without the efforts made by the Madrasah Head, because one of the ways teachers can become professional teachers is by making efforts. Which carried out by the Principal in order to improve the quality of teachers. Related with The principal has role important in print a professional teacher. Teachers too really determines the direction and goals of students. The principal's duties as a leader and at the same time as a supervisor are the obligation to help the teachers schools to develop their profession and at the same time help teachers to be able to see the problems they face well in class and outside class. In increasing the professionalism of teachers, the Principal must has a variety various forms of strategies so that the direction and goals of the school can be achieved as well as improving the quality of the school (Murtafiah 2022).

RESEARCH METHODS

This research uses a qualitative approach using a phenomenological perspective (Moleong 2002). The research subject in this research is an object, thing or person to which the research variable data is attached and which is at issue (Anggito and Setiawan 2018). So the subject is something whose position is very important, because in that subject there is data about the variables studied and observed by the researcher. Sampling technique is a way of taking samples from a population. In this research the author used a *purposive sampling technique* (Nurdin and Hartati 2019) . Those who will be used as subjects or sources in research in Central Lampung Regency include: Head of Madrasah,

Deputy Head of Madrasah, Head of Administration, Teachers' Council, Students. The research was carried out at MIN 12 Bandar Lampung.

There are three data collection techniques used in this research, namely: (1) interviews; (2) observation; and (3) documentation. The data analysis technique is to carry out a credibility test (internal validity) on research data in accordance with data credibility test procedures in qualitative research. According to Sugiyono, various types of credibility testing include extended observations, increased persistence in research, triangulation, discussions with colleagues, negative case analysis, and member *checks* (Sugiyono 2013). In this research, the author tested the validity of the data through triangulation. Triangulation This is a technique that seeks to find a meeting at one center point of information from the collected data in order to check and compare existing data. There are 3 types of Triangulation including Source Triangulation, Technical Triangulation, and Time Triangulation, to find more credible data certainty. In general, the steps in analyzing data are as follows: Presentation of data, data reduction, drawing conclusions (verification) (Miles and Huberman 2007).

DISCUSSION

Based on the results of research that has been carried out, it is found that Implementation of academic supervision by school principals has a crucial role in improving the quality of learning in schools. The following is a discussion of several important aspects related to the implementation of academic supervision by school principals in the context of improving the quality of learning:

1. Comprehensive Planning: Implementation of academic supervision begins with comprehensive planning. Principals need to identify the school's learning goals and teachers' individual learning needs. With careful planning, school principals can set priorities, allocate resources, and adapt supervision approaches to specific needs.
2. Quality Observation: Direct observation of the learning process by the principal or supervision team is an important step in identifying effective teaching practices as well as areas requiring improvement. Observations must be carried out objectively and structured, using observation tools that are appropriate to the school's learning objectives.
3. Constructive Feedback: After the observation, the principal provides feedback to the teacher. Feedback should be constructive, specific, and supported by observational evidence. The aim is not only to identify weaknesses, but also to provide support and guidance to teachers in improving their performance.
4. Continuous Professional Development: Implementation of academic supervision is not only limited to providing feedback, but also includes ongoing professional development for teachers. Principals need to work

together with teachers to plan and provide training, workshops, or other resources that can help teachers improve their teaching skills.

5. **Teacher Collaboration and Involvement:** Effective academic supervision involves collaboration between the principal and teachers. Principals need to build trusting and supportive relationships with teachers, so that teachers feel supported in their efforts to improve learning. In addition, involving teachers in the decision-making and professional development planning process is also important to increase teachers' sense of ownership and commitment to change.
6. **Continuous Evaluation and Monitoring:** Implementation of academic supervision must be sustainable and involve evaluation and monitoring of its effectiveness in improving the quality of learning. School principals need to continue to monitor the progress of teachers and student learning outcomes, and make adjustments if necessary.
7. **Student -Oriented Approach :** One of the main focuses of academic supervision is improving student learning. Therefore, school principals need to ensure that every step in the supervision process aims to improve students' academic achievement and well-being.

By implementing effective academic supervision, school principals can play a very important role in improving the quality of learning in schools. This can create a conducive learning environment, improve teacher performance, and ultimately, increase student academic achievement.

CONCLUSION

Based on the discussions that have been carried out in accordance with the main focus of this research, namely improving teacher work through the leadership of MIN 12 Bandar Lampung It was found that the leadership of the Central Lampung Regency school principal was considered good because he had carried out leadership in accordance with the needs of the madrasa organization. The interesting thing about the leadership of school principals in Central Lampung Regency is the inverted pyramid leadership pattern, namely the leader who positions himself as a servant. This has had a significant impact on improving teacher performance in Central Lampung Regency. However, it cannot be denied that the performance of teachers in Central Lampung Regency still needs to continue to be improved so that it is more optimal, especially regarding the three findings mentioned above. It can be concluded that it is not only leadership that is an important factor in improving teacher performance, but there are still various other factors that are also of concern and analysis that must be improved.

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