The Role and Strategy of School Principals in Implementing Academic Supervision

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ABSTRACT

Academic supervision is an important process in improving the quality of teacher performance. However, in its implementation, there is still a paradigm of thinking that only places academic supervision to fulfill the Principal's managerial duties. This study explores Principal academic supervision's various roles and strategies in sustainably improving teacher performance. This study used a qualitative approach with a purposive sampling technique. The results showed three important things in conducting academic supervision. First, academic supervision is carried out systematically, starting from the stages of planning (Plan), implementation (Do), evaluation (Check), and follow-up (Act). Second, it is carried out consistently. Third, follow-up recommendations are decided based on relevant teacher performance data-based assessments. In conclusion, the Principal has carried out academic supervision but has not been optimal in the follow-up. Follow-up recommendations on the results of academic supervision have not been implemented sustainably and data-based. As a result, the results of academic supervision have not been able to improve teacher performance and student learning outcomes.

Keywords:

Academic Supervision; Follow-up Supervision; Teachers Performance.

ABSTRAK

Supervisi akademik merupakan proses penting dalam upaya meningkatkan mutu kinerja guru. Namun dalam pelaksanaanya, masih terdapat paradigma berpikir yang hanya menempatkan supervisi akademik sebagai pemenuhan tugas manajerial Kepala Sekolah semata. Penelitian ini bertujuan untuk

mengeksplorasi berbagai peran dan strategi supervisi akademik Kepala Sekolah dalam meningkatkan kinerja guru secara berkelanjutan. Penelitian ini menggunakan pendekatan kualitatif dengan teknik pengambilan sampel purposive sampling. Hasil penelitian menunjukan adanya tiga hal penting dalam melakukan supervisi akademik; Pertama, Supervisi akademik dilakukan secara sistematis mulai dari tahapan perencanaan (Plan), pelaksanaan (Do), evaluasi (Check) dan tindak lanjut (Act). Kedua, dilaksanakan secara konsisten. Ketiga, rekomendasi hasil tindak lanjut diputuskan berdasarkan penilaian berbasis data kinerja guru yang relevan. Kesimpulannya, pada dasarnya Kepala Sekolah telah melaksanakan supervisi akademik, namun belum optimal dalam melaksanakan tindak lanjutnya. Rekomendasi tindak lanjut hasil supervisi akademik belum dilaksanakan secara berkelanjutan dan berbasis data. Dampaknya, hasil supervisi akademik belum dapat meningkatkan kinerja guru dan hasil belajar siswa.

***Kata kunci*:**

Supervisi Akademik; Tindak Lanjut Supervisi; Kinerja guru.

1. Introduction

This research is motivated by the phenomenal delegation of authority of the Principal in the implementation of academic supervision, which is considered less than optimal. The results of academic supervision carried out are still administrative fulfillment and not oriented towards improving teacher performance. This research is motivated by the phenomenal delegation of authority of the Principal in the implementation of academic supervision, which is considered less than optimal. The results of academic supervision carried out are still administrative fulfillment and not oriented towards improving teacher performance. Academic supervision is a coaching, mentoring, and assessment activity carried out by the Principal to improve teachers' teaching professionalism. Academic supervision is very effective in developing the teaching profession. According to him, academic supervision activities are guiding, facilitating, motivating, and assessing teachers in the implementation of learning (Ellyta, Murniati, & Usman, 2022). There was an increase in teacher performance motivation in making teaching tools through academic supervision (Musyadad, Hanafiah, Tanjung, & Arifudin, 2022). In another study, it was stated that academic supervision greatly affects teacher performance (H. Lestari & Rahmawati, 2023)

Therefore, carrying out the managerial task of academic supervision is crucial for the Principal. (W, Apriyanti, Ulinnuha, & Hermawan, 2024), academic supervision is a very important thing for principals to do to ensure the quality of learning. Delegating the task of academic supervision is reasonable and allowed. However, in its implementation, the Principal fully controls the supervision results. The reality in the field shows that some principals have fully delegated the supervision task to the vice principal or the supervision team; in other words, the principal knows and signs the supervision results. However, the essence of the implementation of academic supervision is not enough. Supervision should be carried out to improve teacher performance. This means that

supervision activities must be carried out systematically, from planning, implementation, and evaluation to follow-up. The problem is that this follow-up stage is often not implemented by the Principal, so the supervision carried out has no impact on improving teacher performance. Through the follow-up stage, the Principal and the supervised teacher will know the teacher's shortcomings in learning. With this data, the Principal can recommend follow-up results for teachers according to their professional competence deficiencies and needs.

In a study, it was stated that the Principal had carried out follow-up academic supervision, but the problem was that supervision was not carried out consistently and was often carried out in groups, so the assessment of teacher performance was not optimal (Tidjani & Lailiyah, 2023). This research emphasizes the problem of the lack of transparency of the results of academic supervision and the lack of teacher commitment to improve their competence in teaching. The Principal has carried out academic supervision only to fulfill administrative needs. This means that academic supervision is not carried out systematically (Inom Nasution, Febri Nanda Monalisa, Eka Lestari, Ihsan Saraini, & Lusi Maqfiroh, 2021). In some research, they stated that the Principal had carried out academic supervision systematically. However, even though it is systematic, the evaluation and follow-up carried out have not been oriented toward improving teacher performance (Hariri & Karwan, 2021).

Based on some of the previous studies, it can be seen that almost all Principals have carried out academic supervision either independently or by the Supervision Team. However, the academic supervision carried out is still limited to administrative fulfillment. The implementation of good academic supervision is oriented toward improving teacher performance and is carried out systematically, consistently, and continuously. From these studies, Hariri's studies emphasize the importance of academic supervision being carried out systematically. This means the Principal has carried out all stages, from planning to follow-up. However, these stages have not been oriented toward improving teacher performance.

Thus, it can be concluded that the implementation of academic supervision does not matter if it is delegated; however, the hope is that it can be carried out systematically, consistently, and data-based. For that, the right strategy is needed. Academic supervision should be carried out systematically, covering all planning, implementation, evaluation, and follow-up stages. Academic supervision will be optimal if it is carried out consistently at the end of each semester so that it is carried out twice a year. Academic supervision should be carried out individually; it will be less effective in groups. Group implementation will make the assessment unfocused. The important point is in the follow-up stage. At this stage, the Principal needs to make recommendations on the results of academic supervision on relevant data, such as the results of the supervision assessment and student learning outcomes. For example, if the supervised teacher lacks IT-based learning and student learning outcomes have not improved within a certain period. The Principal should be able to provide recommendations for the teacher to attend IT-based learning training.

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The purpose of this study is to describe how the academic supervision strategy at SMK Negeri 4 Metro Lampung improves teacher performance sustainably. The stages include planning (plan), implementation (do), evaluation (check), and follow-up (act).

Figure 1. Conceptual Framework

2.   Methods

2.1.   Research Design

This research was conducted based on the phenomenal conditions in implementing academic supervision in the SMK environment; therefore, this research uses a qualitative approach. With this approach, researchers can describe the research results in detail and detail. In its implementation, researchers conducted interviews, observations, and documentation studies until the data obtained were saturated. For this reason, conducting FGD (Focus Group Discussion) in this research is very important. The FGD conducted will assist researchers in exploring in-depth data from relevant data sources with different perspectives from one another. The FGD asserts that interviews, surveys, and focus groups in qualitative methods are used to collect data and analyze the perspectives of experts in the field (Afiyanti, 2008).

2.2   Population and Sample

This study used purposive sampling so that the sampling of participants was determined based on professional criteria and locations that were by the research topic. Therefore, the participants of this study totaled seven people consisting of the principal, vice principal, Supervision Team, and teachers of SMK Negeri 4 Metro Lampung who were directly involved in academic supervision. Purposive sampling is a method of selecting participants for analysis based on certain characteristics relevant to the research (Campbell et al., 2020).

2.3   Instrumentation

In qualitative research, the researcher is the key instrument, so the task is to collect data, observe, analyze, and interpret the phenomenon under study. Therefore, before going to the field, researchers enrich themselves with knowledge relevant to the research topic. To make it easier to carry out the task, researchers made interview guides, observation guides, documentation study guides, and FGD guides relevant to the research questions. The interview questions focused on the stages of implementing academic supervision at SMK Negeri 4 Metro Lampung, whether the stages of academic supervision have been oriented towards improving interview teacher performance, and whether the recommendations for follow-up results have been implemented. Interviews are used to explore principals' and teachers' perceptions of the effectiveness of follow-up, as well as to provide insight into the factors that influence the implementation of recommendations (Allan & Skinner, 2006).

2.4   Data Collection

Data was collected using interviews, observations, documentation studies, and FGDs. Interviews were structured, organized, and delivered to the right participants according to the predetermined field note codes. In addition to writing down the interview results, the researcher also recorded the conversation with a recorder with the permission of the person concerned. To collect data, researchers also made observations in the SMK environment. During field observations, researchers used a camera to document important events. Observation is a way to assess follow-up implementation in the field (Brown & Green, 2019). In addition, researchers also collected documents that supported participants' statements, such as planning, implementation, evaluation, and follow-up supervision documents. Validity was carried out by conducting FGDs with experts.

2.5   Data Analysis

At this stage, researchers analyzed the data gradually and iteratively. This means that researchers analyze while continuing to collect data. Because the data grew as the research progressed, the researchers began to organize the data from interviews, observations, document studies, and FGD results. To make it easy to access and analyze, the collected data was separated according to the themes or categories that emerged to be coded (coding). Then, the data were grouped to become broader themes to be presented in the form of narratives, then interpreted their meaning in the context of academic supervision theory and research questions. Interpretation is based on the researcher's understanding of the emerging themes and how they relate to the research questions (Creswell, 2013). At this stage, the researcher can also refer to the existing literature to compare the findings. Once completed, the findings are submitted to the institution as input for improving academic supervision implementation in the future.

3.   **Results and Discussion**

The research results at SMK Negeri 4 Metro Lampung show that the Principal has formed a supervision team consisting of the Principal, the Vice Principal of the curriculum section, and two senior teachers. Academic supervision is carried out in the following stages:

a. Planning. At this stage, the supervision team prepares supervision instruments and organizes teacher supervision scheduling. The academic supervision planning instrument contains several teacher administrative obligations, such as the Annual program. Semester program, Syllabus, Learning Program Plan, education/Teacher calendar, Face-to-Face Schedule, Daily Agenda, Score List, Minimum Completeness Criteria, and Student Attendance.

Table 1. Learning Planning Supervision Instrument

No	Sub Components and Component Items	Score			
		1	2	3	4
1	Annual Program			3	
2	Semester Program			3	
3	Syllabus				4
4	Learning program plan			3	
5	Education/Teacher Calendar		2		
6	Jadwal Tatap Muka				4
7	Daily Agenda			3	
8	Score list				4
9	Minimum Completeness Criteria				4
10	Student Attendance				4
	Total Scores	**0**	**2**	**12**	**20**
	Total Of All Score	**34**			
	Score	**85**			
	Category	**Good**			
	Follow-Up	**Capacity Increase**			

The data from Table 1 shows that the follow-up provided in the instrument is not specific to teachers' administrative deficiencies. As a result, the follow-up has not resulted in appropriate recommendations to address the problems of teachers with low assessment scores.

b. Implementation. Teacher academic supervision is carried out individually using the same instrument. Academic supervision is carried out at the end of each semester. In practice, the supervisor is the supervision team, to be signed by the Principal.

c. Evaluation. Evaluation has been carried out, but not objectively. The results of teacher performance scores are still relatively even. The evaluation is only known by the supervision team and is not formally communicated to the supervised teachers.

d. Follow-up. The supervision team has followed up on the results of academic supervision, but it is not yet oriented towards improving teachers' sustainable performance.

Table 2. Recapitulation of Academic Supervision Assessment

No	Teacher Name	Subjects	Aspect*				Score	Follow-Up
			A (10%)	B (20%)	C (50%)	D (20%)		
1	M. Rahardjo, S.Pd	Indonesian	75	85	75	79	78,5	Capacity Increase

2	Faisal Hilman, H. S.Pd., MM	Indonesian	73	85	77	79	78,5	Capacity Increase
3	Safira Maharani, S.Pd.	Indonesian	70	84	72	79	76,25	Capacity Increase
4	Mad Hasnurini, Drs	Indonesian	75	80	77	79	77,75	Capacity Increase
5	Harun Muda Indrajaya, S.Pd.	Indonesian	75	85	73	77	77,75	Capacity Increase
6	Andika Mahea, S.Pd.	Indonesian	75	82	77	78	78	Capacity Increase

Based on the data in the table, the results of academic supervision show that the scores obtained by teachers are equal, and the follow-up recommendations do not specifically highlight the teacher's shortcomings in teaching. This is certainly the answer to why academic supervision has no impact on improving teacher performance. The results of academic supervision cannot overcome the problems experienced by teachers. Academic supervision is a tool or means to correct and guide teachers. The goal is for teachers to overcome the teaching problems they face. Supervision is a form of proximal or remote observation, clinical or superficial, aiming to teach, guide, and/or correct (Phuthi & Mpofu, 2021). According to him, classroom observation in academic supervision can improve teacher performance. This research also emphasizes that follow-up academic supervision will be effective if it is supported by quality learning coaching for teachers on an ongoing basis (Krisdiana, 2022). Academic supervision is followed directly by meeting face-to-face between teachers and principals or indirectly by assigning teachers to participate in training activities or workshops (Syukri, Viona, & Utama, 2023). In line with this opinion, other studies stated that effective academic supervision follow-up can help teachers improve classroom teaching. Teachers will obtain these improvements if they receive education and training relevant to their needs (Halim, Buang, & Meerah, 2010). Therefore, the recommendations provided must be precise. Some researchers emphasize the need for continuous training and mentoring for teachers when providing education services. The aim is to diversify and strengthen teacher training programs to significantly improve teacher motivation and performance (Donkoh & Baffoe, 2018).

However, this is different from the conditions in the field. Many teachers do not feel the impact of the supervision results. Likewise, many principals still do not understand the importance of follow-up supervision for improving teacher performance. Principal supervision can solve educational problems, especially problems related to teachers. However, standardization of the practice of the.s dimension has not been achieved (Dangara, 2015). Follow-up supervision aims to provide opportunities for teachers to understand and improve their teaching practices. By getting constructive feedback, teachers can identify weaknesses in teaching methods and then improve them. Thus,

teachers can plan and implement lessons that suit students' needs, use varied learning strategies, and create a conducive learning environment. Through follow-up supervision, teachers can better develop their professional competencies. On the other side, it showed that supervision academics improve the quality of learning and professionalism competencies of teacher (Harwisaputra, Fu, & Daryono, 2024; Moertodjo, Masitoh, & Nursalim, 2022).

As explained, many educational practitioners have researched academic supervision related to teacher performance. This shows the existence of various problems faced in learning. Some research results from previous researchers, among others, the implementation of academic supervision of school principals in improving teacher performance was carried out using 1) classroom visits, 2) classroom observations, 3) inter-class visits, 4) personal conversations, and 5) teacher meetings (Anggriani, Syafaruddin, Prasojo, & Destari, 2023). The teacher's performance is influenced by the principal's academic supervision and subject-teacher meetings (Gultom, Tampubolon, & Tampubolon, 2023). Furthermore, to improve teacher performance, principals need to apply the principles of academic supervision, such as practicality, objectivity, humanity, cooperation, kinship, democracy, and comprehensive. In implementing academic supervision, principals apply individual and group techniques (Karsiyem & Wangid, 2015).

In the other study, there was a sustainable improvement in teacher performance after the Principal implemented academic supervision (Lorensius, Anggal, & Lugan, 2022) . Similar research was also conducted that the implementation of academic supervision management to improve teacher performance is more directed at evaluating the performance achieved by teachers (Zulqaidah et al., 2023). Evaluation of the academic supervision program that has been implemented in the aspects of teacher coaching, guidance and professional training of teachers, evaluation of teacher performance, and monitoring of eight national standards of education. The strategies used to improve teacher performance are fostering discipline, providing examples to teachers and students, conducting seminars and training, collaborating with other educational institutions, bringing in experts, providing opportunities for teachers to supervise each other, and providing and optimizing educational facilities and equipment.

Based on some of these opinions, it can be concluded that the role of the Principal in carrying out the managerial task of academic supervision is very important. However, it needs the right strategy to implement it. Principals must understand that the outcome of effective academic supervision is the improvement of student learning outcomes. Student learning outcomes will not be optimal without professional teacher performance. Therefore. Teacher performance must be continuously motivated, monitored, coached, guided, and assessed. Some appropriate strategies in carrying out supervision include: First, carry out academic supervision systematically through the stages of Planning, Implementation, Evaluation, and Follow-up or we are familiar with the Plan-Do-Check-Action (PDCA) cycle. Second, academic supervision is carried out by the supervision team consistently every semester or twice a year. Third, recommendations for follow-up results of academic supervision are determined based on relevant data. In addition to the value of academic supervision results, it considers it from teacher performance and student learning outcomes data.

Furthermore, there needs to be good cooperation between principals and teachers. So that in addition to implementing school reform and improvement through improving teacher performance,

as well as motivating students to improve learning achievement (Mette, Range, Anderson, & Hvidston, 2015). However, it is not an easy thing to achieve. There is enormous pressure for school leaders to show evidence of continuous school improvement. To drive this improvement effort, there are some important considerations when planning implementation, particularly the development of systems that support reflective practice for increased teacher autonomy and better student learning outcomes (Miller, 2023). Effective supervision and evaluation can promote teacher development while ensuring quality teaching (Brandon, Hollweck, Donlevy, & Whalen, 2018). It takes a lot of effort from teachers, principals, and supervisors to improve continuously. Ongoing supervision provides the guidance and support teachers need to be successful.

In line with this opinion, stated that the supervision implementation strategy is carried out by determining methods and techniques that can build support and humanistic closeness both individually and in groups and with a direct or indirect approach (Hasan & Anita, 2022). Supervision is carried out to overcome teacher problems in teaching. Therefore, it is necessary to identify the problem of teacher difficulties in the previous year. Supervision is carried out in three stages: initial surveys, class visits and reviewing the results of visits. The key is in the evaluation, which includes evaluating job descriptions and evaluating documentary evidence (Zohriah, Mu'in, & Lisdiawati, 2023). Supervision is conducted in two stages, namely, planning and implementation(T. P. Lestari, Utomo, & Su'ud, 2022).

In another study, that is important for good cooperation between principals and teachers (Mette et al., 2015). So that in addition to implementing school reform and improvement through improving teacher performance, as well as motivating students to improve learning achievement. However, it is not an easy thing to achieve. There is enormous pressure for school leaders to show evidence of continuous school improvement. To drive this improvement effort, there are some important considerations when planning implementation, particularly the development of systems that support reflective practice for increased teacher autonomy and better student learning outcomes (Miller, 2023). Effective supervision and evaluation can promote teacher development while ensuring quality teaching (Brandon et al., 2018). It takes a lot of effort from teachers, principals, and supervisors to improve continuously. Ongoing supervision provides the guidance and support teachers need to be successful.

Several other studies emphasize why it is necessary to improve teacher performance. However, it is time to rethink the role of principals in providing feedback and improvement and the need to identify promising strategies to improve teaching practices, for example, through formative and summative assessment of students, teacher certification, professional development, training, professional learning communities, mentoring, and other teacher communities (Gloppen, 2023; Sunaryo, 2020). This study proves that academic supervision can provide tangible benefits in improving teacher performance and school learning processes. Constructive feedback and support to teachers in academic supervision can help teachers develop varied teaching methods and improve student interactions (Mulyanti, 2023). Thus, Principal coaching in supervision can improve teachers' competence in using learning media in the learning process (Gustina, 2023).

Thus, the results of this study are different from previous studies. This study shows that follow-up of supervision results is important in improving the quality of teacher performance and the learning process. Systematic, consistent, and data-based follow-up helps teachers understand their strengths

and weaknesses and provides clear direction for continuous improvement. Thus, follow-up of supervision results is feedback and an effective professional development tool. Therefore, the follow-up process must be planned and structured; each step must be clear, from identifying problem solutions to recommendations for follow-up results. This ensures that the follow-up is ongoing. In addition, it is important to make follow-up recommendations based on data, such as supervision results, teacher performance, and student learning outcomes. With the right data, recommendations become more relevant, on target, and impact teacher performance and student learning outcomes.

4.   Conclusion

The principal has implemented academic supervision consistently. However, academic supervision has not been carried out systematically, so the results have not impacted improving teacher performance. Principals do not understand the importance of carrying out the follow-up stage. As a result, the essence of academic supervision is missed. The essence of academic supervision is to provide specific follow-up recommendations based on teacher performance results at the time of supervision, supported by other data such as teacher performance assessment results and student learning outcomes. The aim is that academic supervision can help teachers overcome various problems in planning and implementing teaching.

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