Academic Supervision of the School Principal in Improving the Performance of Elementary Teachers in Clusters I-II in Bandar Dua, Pidie Jaya District, Indonesia

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Abstract. The teacher is the person who deals directly with students. Teacher performance determines the success of learning and the achievement of educational goals. One way to improve teacher performance is to carry out academic supervision. As supervisors in academic supervision, principals must be competent in improving their teachers' performance. The purpose of this study was to find out in Clusters I-II in Bandar Dua, Pidie Jaya Regency: 1) the implementation's level of school principals' academic supervision in improving the performance of elementary school teachers; 2) the evaluation of the school principal's academic supervision program in improving the performance of elementary school teachers; 3) follow-up of the school principal's academic supervision program in improving the performance of elementary school teachers. Data collection techniques through observation, interviews, and documentation studies. The subjects of this study were school principals and teachers at SDN 1 and SDN 8 Bandar Dua.

The results of the research are 1) implementation of academic supervision by the principal is carried out in three stages, namely: initial survey before carrying out academic management; class visits to find out the course of learning; reviewing the results of class visits. Second, the evaluation of the school principal's educational supervision program provides by evaluating teachers' ability to improve the following program by using coaching to offer the right solution in overcoming the problems teachers face. Thirdly, follow-up of the school principal's academic supervision program in improving teacher performance makes by making a follow-up plan which will be given training, workshops, and guidance with MGMP.

Keywords: supervision; principals; teacher performance.

INTRODUCTION

Academic supervision is the main task of the principal to improve the quality of education sustainably at a school [1]. Quality learning process services will be achieved by carrying out programmed and continuous academic supervision [2].

Learning led by qualified teachers will improve student achievement. Schools, as an organization that carries out the educational process with all its functions and results, have tools that realize their duties and tasks through educational management that has been used. According to [3], school is the core of the formal education process, so if explored, there is the interaction between various components, including the principal, teacher and students.

For schools to carry out their main functions and tasks properly, it is necessary to build a school system that can provide basic abilities for students. Empowerment of academic units is achieved by establishing school autonomy by the proportions operationally driven by the school principal, who supports teachers and other school components. As a managerial executor and a leader in the school organization, the principal is the key to success in carrying out the educational process [4, 5]. As the manager of a formal educational institution, the principal must have more knowledge to understand the func-

tions, duties, and responsibilities inherent, namely the functions of leader, educator, supervisor, motivator and innovator.

One of the duties of the principal is as a supervisor [6]. Supervision carried out by the principal is a bridge of communication between the teacher and the principal [7] in monitoring teacher teaching activities by seeing how they explore lesson material, use a variety of teaching methods, carry out evaluations and assist teachers in translating the curriculum according to the interests, needs and potential of students. So, the principal is the determinant of the progress and reversal of teaching and learning activities because the principal's job is to overcome all problems that hinder the course of teaching and learning activities by conducting continuous and directed supervision [8, 9].

Academic supervision is the activity of the school principal to assist, direct and supervise teachers in developing, improving and improving the quality of learning carried out by teachers. This supervision aims to solve learning problems by guiding teachers to make them more professional. The above was stated by [10], namely that academic supervision is essential to be carried out by school principals because it is to know and understand the extent of educator performance and correct deficiencies in findings, including the teacher's ability to manage classes online. Academic supervision is professional assistance to teachers through cycles of systematic planning, careful observation, and prompt and objective feedback [11, 12].

Supervision in schools today is more likely to carry out inspections. In its implementation, the supervisor tends to find fault with the teacher without any coaching, justification, or improvement of something that has been blamed. In addition, it is often seen how ineffective the principal is in dividing his time at work. Where most of the time is used to carry out routine administrative tasks in the office, while the teacher does not get enough good supervision in the learning process, or the principal carries out the supervisor only modestly without any effort to develop and improve the workings of the teaching staff.

State Elementary Schools (SD) in Clusters I and II of Bandar Baru District, Pidie Jaya Regency, consist of several elementary schools. In Cluster I there are SD Negeri 1 Bandar Dua, SD Negeri 3 Bandar Dua, SD Negeri 6 Bandar Dua, and SD Negeri 12 Bandar Dua. The SDs in Cluster II consist of SD Negeri 8 Bandar Dua, SD Negeri 2 Bandar Dua, SD Negeri 4 Bandar Dua, and SD Negeri 9 Bandar Dua. According to the initial observation, SD Negeri 1 Bandar Dua and SD Negeri 8 Bandar Dua are model schools for other schools in their respective clusters. Thus, by researching the two primary schools, it is considered that they have represented other elementary schools in their clusters.

From initial observations made in several public elementary schools within the scope, it was found that some teachers still needed to carry out the learning process properly, such as teaching without preparation and lack of homework checks given to students. And still found an evaluation system for a student that needs to be by learning. These causes are suspected to be due to the non-implementation of academic supervision tasks in an ideal and directed manner. And principals generally carry out professional supervision with an inspection approach that successfully looks for errors from the teacher without intending to assist.

Some negative behaviour have a significant impact on teaching and learning activities in schools, which in turn will also negatively impact students' quality of education. This problem, indeed, cannot be separated from the authority and success of the principal in supervising teaching and indicates that the principal still needs to be more effective in carrying out the supervision process in the school he leads.

METHOD

This study used a qualitative approach with a descriptive research type. Data sources in the survey were documents, work equipment and the social environment at the research location, which can provide data and information by improving teacher performance. The subjects of this study were school principals and teachers at SDN 1 Bandar Dua and SDN 8 Bandar Dua.

The instruments used to collect data were observation guidelines, interview guidelines, and documentation studies by asking questions that the research objectives had formulated.

Data analysis was carried out by organizing the data obtained into categories and describing data into units.

RESULTS AND DISCUSSION

Implementation of Principal Academic Supervision in Improving Elementary Teacher Performance in Clusters I and II in Bandar Dua, Pidie Jaya Regency

In the context of teacher training, performance continues to be strived to improve constantly. One indicator of good teacher performance is the field of discipline. The forms of teacher discipline are timely attendance, teaching by lesson plans, and compiling learning tools such as practical week details, lesson plans, annual programs, semester programs, and minimum completeness criteria. Teacher work discipline is closely related to obedience in implementing school regulations. Teacher work discipline is essential to development because it benefits the school and the teacher himself.

However, the teacher's performance can be influenced by several factors, including himself or the environment in which the teacher teaches. This is what [13] conveyed, that teacher performance can be influenced by various factors. Sometimes these factors can come from oneself in the form of low work motivation, knowledge, and insight. It can also go from oneself in the form of colleagues, leaders, and the environment around the workplace. Usually, teachers can be affected by the enthusiasm of their co-workers. A comfortable work environment will also significantly affect the teacher's morale.

Implementation of Principal Academic Supervision to Improve Teacher Performance at SD Negeri 1 Bandar Dua. The School Head has conveyed the implementation process from planning, implementing, and evaluating to providing feedback. Academic supervision was implemented after taking several stages, namely the planning stage and preparing the instruments. At the planning stage, the schedule for the educational management of teachers to be supervised is discussed. After everything is complete and neatly arranged, we conduct supervision activities. In the case of the step before preparing the instrument, the head must formulate objectives, prepare a grid, and make the points of the tool. This statement follows what was said by [14], namely:

The steps that must be followed in preparing the instrument are: 1) We are formulating the objectives to be achieved with the instrument to be developed. 2) Make a grid that contains details of the variables and types of instruments that will be used to measure the part of the variable in question. 3) They are making instrument points. 4) They were editing instruments.

Implementation of the planning, both instrument planning and supervision planning, is carried out at the beginning of each semester, meaning that in a year, we carry out academic supervision planning twice. This planning is carried out through meetings with the teaching council. Then at the meeting, the teachers are allowed to provide input to the school principal regarding the schedule supervision. Teachers have different schedules, so the principal accepts this input to suit his work schedule.

The school principal has mentioned the planning process for academic supervision being carried out. The principal and vice principal also conveyed the same thing regarding the supervision planning process. At the beginning of each semester, the principal, together with all teachers, attended a special meeting regarding supervision planning to be carried out. The planning discussed essential matters, such as conveying supervision procedures to teachers in general, supervision objectives, schedule approval by each teacher, and aspects that need to be assessed by supervisors. Because the essence of academic supervision is to focus on the learning process carried out by teachers and students. This is following what was said by [13], who stated:

Academic supervision focuses on observing academic problems, namely observations made directly within the scope of learning activities carried out by teachers to help students when in the teaching and learning process so that learning objectives can be achieved perfectly.

After the planning stages have been carried out, the next stage is the implementation of supervision by the school principal. Supervisors' performance is carried out based on the assessment instruments that have been prepared, and from these assessments will continue to be monitored, assessed and followed up so that it will have an impact on improving teacher performance both in class and outside the classroom.

Most of the academic supervision is carried out on effective days in the principal's office, or the teachers' room with an approach adapted to the teacher's situation, with a relationship pattern that instils a strong sense of responsibility and belonging to teachers towards the school. The principal supervises during effective hours, usually carried out directly to the class when the teacher is teaching, and the principal provides input to the teacher after finishing teaching. In-

formation is given in the office when the teacher is called in for feedback and improvement.

In practice, supervision monitors whether teachers/staff carry out their duties as well as possible by the instructions or provisions outlined and works with teachers to improve the teaching and learning process. By [15] stated:

1) Good supervision directs attention to the basics of education and ways of learning and their development in achieving the general goals of education.

2) The purpose of supervision is the improvement and development of the teaching and learning process in total; this means that the purpose of control is not only to improve the teaching quality of teachers but also to foster the growth of the teaching profession in a broad sense including the provision of facilities that support the smooth teaching and learning process, improve the quality of knowledge and skills of teachers, provide guidance and coaching in terms of implementation, curriculum, selection and use of teaching methods, learning tools, teaching evaluation procedures and techniques and so on.

3) The focus is on learning settings, not people or groups.

The conclusion from the implementation of academic supervision by the head of SD Negeri 1 Bandar Dua, Pidie Jaya Regency, in improving the teacher's performance is that it has been good. This is evidenced by the teacher's responses and direct explanations by the principal about the stages of implementing academic supervision. Besides that, the teacher also feels that the responsibility to teach correctly and correctly is his responsibility and is assisted by the principal. In this case, through supervision, the principal helps the teacher to correct the teacher if there are errors in teaching and preparing teaching materials.

Implementation of Principal Academic Supervision to Improve Teacher Performance at SD Negeri 8 Bandar Dua. The investigation of the school principal's academic supervision to improve the performance was carried out directly through interviews and direct observation in the classroom. The principal makes plans for educational management, carried out periodically and continuously, aiming to motivate teachers to improve competence, including curriculum development, encouraging teacher involvement in work teams, and can be used as teacher references in action research.

In preparing the plan for academic supervision, the principal does it at the beginning of the school year. The planning stages for the principal's educational management start from the preparation of the academic supervision semester program. Then through a meeting with the teacher council, the principal directly conveys the program. As for the focus in planning for academic supervision delivered by the school principal, among others: teacher administration, implementation of learning, grade books, teacher development, and teacher report cards. The principal and vice principal formulated a schedule for implementing academic supervision based on supervisors' technical guidelines.

The conclusion from implementing academic supervision carried out by the head of SD Negeri 8 Bandar Dua is that it begins with preparing an academic supervision schedule based on referrals from the department so that the implementation content is by official standards. At the same time, the plan for supervising class visits can be determined twice every semester from the beginning of the semester and the end of the semester. The expected results from the preparation of the school principal's academic supervision program are that the implementation of the supervision can run smoothly by what has been determined to improve teacher performance in preparing learning tools, carrying out learning, evaluating learning outcomes, and getting solutions to problems experienced during the learning process.

Implementation of supervision that is right on target certainly requires a strategy from a supervisor. Likewise, [16] states, "Academic supervision is related to activities in creating conducive situations in the implementation of learning, so supervisors can use various supervision techniques which include individual and group techniques".

During academic supervision, the principal sets clear goals before carrying out maintenance. The teacher council has various characters and abilities, so educational supervision activities are carried out according to what was planned. Activities carried out can be in the form of meetings with the principal as a supervisor with teachers inside and outside the classroom or even in the field.

In implementing academic supervision, the principal emphasizes the importance of mastery of the teacher's work/tasks. Therefore, the principal pays attention so that the teacher tries to improve performance in carrying out his duties so that the learning objectives at SD Negeri 8 Bandar Dua can be adequately achieved.

Evaluation of the Principal's Academic Supervision Program in Improving Elementary Teacher Performance in Clusters I and II in Bandar Dua, Pidie Jaya Regency

Supervisors have carried out academic supervision evaluation activities. In this case, the school principal carries out academic supervision of teachers based on the results of the control that has been carried out.

Evaluation of Principal Academic Supervision to Improve Teacher Performance at SD Negeri 1 Bandar Dua. Evaluation should be carried out on all programs that have been prepared, including the school principal's academic supervision program that has been implemented. The school principal evaluates academic supervision at the end of the semester inviting the teachers involved in the evaluation, including the principal and deputy principal.

The evaluation results are used as a reference for subsequent planning, especially regarding findings that need to be followed up. After the principal evaluates the academic supervision that has been carried out on the teachers, then evaluates it. Because with the evaluation, we find information/findings that can be used as an essential reference for planning academic supervision in the following year. In addition to the evaluation results, I will follow up on the deficiencies in the teacher, both in the field of ability to convey subject matter and academic knowledge.

The school principal must process and analyze the findings and data from teachers' assessments in their duties and functions to evaluate and follow up on supervision. The processing and analysis involve specific methods or techniques according to the data type and the study's purpose. This way, accurate and useful information will be obtained to improve teacher performance.

This study discovered that school principals evaluate the implementation of academic supervision in improving teacher performance twice a year, namely at the end of the odd semester and the end of the even semester. By going through the stages of discussing the results of supervision of learning administration, implementation of learning and assessment of learning outcomes, then proceed with an analysis of the results of the performance of academic management.

Evaluation of Principal Academic Supervision to Improve Teacher Performance at SD Negeri 8 Bandar Dua. Supervision activities carried out by the Principal can be described as a cycle, starting from planning, implementing, and evaluating. Evaluation should be carried out on all prepared programs, including the school principal's academic supervision program, which is carried out after the program's implementation. Then only sometimes, after carrying out academic supervision, is the teacher immediately evaluated. The teacher can be evaluated after all evaluation programs in one semester have been completed because the basis of the implementation of the supervision evaluation is whether the follow-up steps set for the teacher are practical or not after the implementation of the academic supervision is carried out. This can be seen in whether or not the teacher's performance has improved after management and follow-up.

In conclusion, an evaluation of supervision needs to be done because this evaluation will find findings/information that can be used as a basis of reference for planning academic management in the following year. In addition, the supervision evaluation results will follow up on the deficiencies in the teacher, both in the field of ability to convey subject matter and academic skills.

Follow-up of Principal Academic Supervision in Improving Elementary Teacher Performance

According to [17], several things must be considered in implementing academic supervision regarding follow-up, namely as follows:

a) In carrying out academic supervision follow-up activities, the main target is teaching and learning activities;

b) The results of the analysis and supervisor's notes can be used to develop the teaching skills of teachers or to increase the professionalism of teachers and staff, at least to reduce the obstacles that arise or may arise;

c) Feedback will assist supervisors in carrying out follow-up supervision;

d) This feedback can also create a communication atmosphere that does not lead to assertiveness, highlighting their authority and providing opportunities to encourage teachers to improve their appearance and performance.

Based on the research results in the previous section, the principle in supervising the implementation of learning in schools must be balanced with control and carried out daily. Additionally, the school principal plays a vital role in implementing supervision as a supervisor so that they can work together to achieve school organizational goals. No less important is the performance of academic management by the school principal as the supervisor does not mean only receiving administrative reports. However, follow-up on the results of the supervised evacuation is also essential.

Follow-up of Principal Academic Supervision to Improve Teacher Performance at SD Negeri 1 Bandar Dua. The principal of SD Negeri 1 Bandar Dua did not only plan, implement, and evaluate my academic supervision, but he also followed up on what was found during the implementation of the inspection. The results of the analysis, the principal's notes, are used to determine the weaknesses and strengths of teachers. Based on these conditions, the school principal can develop a program to build teacher teaching skills or increase teacher professionalism. The author [17] argues that:

The ways to follow up on the results of academic supervision are as follows: a) Reviewing the summary of research results; b) If it turns out that the goals of academic supervision and learning standards have not been achieved, then it is better to reassess the knowledge, skills and attitudes of the teachers who are the goals of coaching; c) If it turns out that the goal has not been achieved, then start re-designing the teacher's academic supervision program for the next term; d) Make an action plan for the subsequent academic supervision; e) Implement the action plan in the next period.

Direct coaching activities are carried out after the principal has finished observing learning in class or post-observation meetings. The meeting between the principal and the teachers aims to provide feedback to help develop teacher behaviour in the learning process. This feedback can also create a communication atmosphere that does not cause tension, does not highlight authority, and provides opportunities to encourage teachers to improve their appearance and performance.

Furthermore, indirect coaching is the school principal giving examples to teachers, discussions, training, and consultations. Then the school principal has also made a group of teachers with problems that have been identified. In those components, follow-up can be given by giving examples, discussions, training, and consultations.

There are various types of follow-up given by the principal to teachers based on the findings of the results of academic supervision carried out by the school principal. Among them are the provision of coaching by the head and senior teachers entrusted by the school principal. Apart from this coaching, the school principal often sends teachers to the school to attend training in the district. The Education Office organized the training.

Based on the results of the discussion of the research above, the school principal has carried out various ways to follow up on findings during the academic supervision he carried out.

Follow-up of Principal Academic Supervision to Improve Teacher Performance at SD Negeri 8 Bandar. The results of supervision need to be followed up so that it has a real impact on increasing teacher professionalism. This real impact is expected to be felt by all stakeholders. The follow-up is in the form of strengthening and rewarding given to teachers who have met the standards, educational reprimands given to teachers who have not met the criteria and teachers are allowed to take part in further training/upgrading. The principal has taken various ways to follow up on the results of his findings in implementing academic supervision. Among them is compiling steps for coaching, which is the main target in the follow-up of the head of SD Negeri 8 Bandar Dua, namely the teacher's teaching and learning activities. Because according to the head, the teacher's good performance can be seen in his learning process. This is what was said by [18], namely:

Another thing done in the follow-up plan activity is to develop the steps for fostering the next supervision program. The main target of implementing follow-up academic supervision is teaching and learning activities. The results of the analysis, notes the supervisor, can be used to develop teacher teaching skills or improve the per-

formance of teachers and employees, at least to reduce the obstacles that may arise.

Implementation of follow-up from the analysis results is utilizing the results of supervision. SD Negeri 8 Bandar Dua follows up on the maintenance results by increasing coaching, mentoring and direction to teachers using the continuous professional development program and the school's Teacher Working Group facilities with various activities such as workshops and seminars.

From the results of the discussion and references above, the researcher can conclude that the head's good determination to improve his teachers' performance is very high. We can see this from the principal's motivation in following up on the findings during academic supervision.

The interview data obtained at the follow-up to the implementation of academic supervision has been confirmed by other sources that are not included in the list of interviewees.

CONCLUSIONS

Based on the results of the research, the following conclusions can be drawn:

1. The implementation of academic supervision is carried out by the principal, deputy head and senior teachers who are considered experienced in teaching, which is carried out at the beginning of the school year. Meanwhile, the plan for the school principal's academic supervision program is prepared to refer 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, then poured into the Academic Supervision Plan program according to teacher needs.

2. Academic supervision at SD Negeri 1 and SD Negeri 8 Bandar Dua is carried out using several techniques, namely direct and indirect techniques, such as; class visit techniques, scheduled and programmed, unscheduled temporary courses, private discussions / individual talks, group discussions, and school meetings as well as by presenting the school supervisor as a speaker in solving problems.

3. Academic supervision by the school principal is carried out in three stages: an initial survey before academic management, class visits to find out the progress of learning, and reviewing the results of class visits. Technical guidelines and the planned educational supervision program have carried out academic supervision.

4. The principal evaluates academic supervision at the end of the semester by inviting the teachers involved to assess the principal and deputy principal. The evaluation results are a reference for subsequent planning related to the findings that must be followed up. The school principal evaluates the implementation of academic supervision in improving teacher performance twice a year, namely at the end of the odd semester and the end of the even semester. By going through the stages of discussing the results of supervision of learning administration, implementation of learning and assessment of learning outcomes, then proceed with an analysis of the results of the performance of academic management.

5. The notes of the school's principals are used to determine the weaknesses and strengths of teachers. Based on these conditions, the school principal can develop a program to build teacher teaching skills or increase teacher professionalism. The principal, in direct action, carries out two follow-up techniques, and the principal immediately provides improvements when the teacher has been supervised. There are also indirect actions, namely the principal giving examples to teachers, discussions, training, and consultation with school supervisors.

6. Follow-up was carried out by the heads of SD Negeri 1 and SD Negeri Bandar Dua to improve teacher performance by utilizing continuous professional development programs and workshops and participating in training conducted by the Pidie District Education Office Jaya.

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