

Implementation of Academic Supervision by the School Principle in SMP Negeri 2 Kuripan, West Lombok District, Indonesia

Nahar¹, Joni Rokhmat¹, Sudirman¹

¹ *Syiah Kuala University*

Jln. Teuku Nyak Arief, Darussalam, Banda Aceh, Aceh, 23111, Indonesia

DOI: [10.22178/pos.90-12](https://doi.org/10.22178/pos.90-12)

LCC Subject Category: L7-991

Received 26.02.2023

Accepted 28.03.2023

Published online 31.03.2023

Corresponding Author:

Nahar

nahargurupkn@gmail.com

© 2023 The Authors. This article is licensed under a Creative Commons Attribution 4.0 License



Abstract. Supervision is an activity to assist teachers in developing their abilities and skills in managing to learn and achieving learning objectives. This research focuses on the implementation of academic supervision by the principal at SMP Negeri 2 Kuripan, West Lombok Regency. This study aimed to describe the planning, implementation and follow-up of academic supervision by the principal at SMP Negeri 2 Kuripan, West Lombok Regency. This research uses a qualitative approach with a case study method. Data collection is done through observation, interviews and documentation. The research subjects were school principals and teachers at SMP Negeri 2 Kuripan. Supervision techniques used are individual techniques and group techniques. The results showed that: 1) School principals have good supervision planning, namely carrying out preparatory meetings, forming teams, preparing supervision program plans, and preparing supervision schedules. 2) School principals carry out academic supervision with pre-observation, observation, and post-observation or feedback meetings. 3) The principal carries out follow-up academic supervision, provides reinforcement and appreciation to teachers who meet standards, gives reprimands, advises teachers who do not meet standards, and provides opportunities for teachers to follow further education and training.

Keywords: Implementation; Academic Supervision; School Principals.

INTRODUCTION

Schools have a vital and strategic role in building and developing quality human resources [1, 2, 3]. For this reason, a school principal with competence is needed who can manage schools properly and effectively, such as management of infrastructure, teachers and education staff, learning (curriculum), student affairs, public relations (public relations) and so on. Effective school management is expected to produce good-quality graduates [4, 5].

Based on the Regulation of the Minister of National Education No 13 of 2007 concerning school/madrasah principal standards, it is stated that the competency dimensions that school/madrasah principals must possess are personality competency dimensions, managerial competence dimensions, entrepreneurial competency dimensions, supervision competency dimensions and social competency dimensions. In Regulation of the Minister of Education and Cul-

ture of the Republic of Indonesia No 6 of 2018 concerning the assignment of teachers as school principals, it is also stated that the school principal's workload is entire to carry out basic managerial tasks, entrepreneurship development, and supervision of teachers and education staff.

In the supervision competence dimension, school principals are expected to be able to carry out three competencies which include planning an academic supervision program to increase teacher professionalism, carrying out academic supervision of teachers using appropriate supervision approaches and techniques, and following up on the results of academic supervision of teachers to improve teacher professionalism [6, 7].

In carrying out academic supervision activities, school principals need to have conceptual, interpersonal, and technical skills related to academic supervision. Principals also need to correctly understand that the educational supervision activi-

ties aim to evaluate teacher performance in managing the learning process and assist teachers in improving their professionalism according to Law No 14 of 2015 concerning Teachers and Lecturers. Increasing teacher professionalism in the learning process will encourage increasing students' learning quality to achieve educational goals optimally. Thus the role and function of the principal are very strategic, namely as a supervisor [8, 9, 10].

Academic supervision is directly related to coaching, mentoring, monitoring, evaluating and increasing teacher professionalism in planning lessons, implementing learning, assessing learning outcomes, following up on learning outcomes, and improving the quality of education [10, 11, 12]. Meanwhile, the essence of academic supervision is related to the principal's duties in fostering and helping teachers improve their professionalism in the quality of the learning process so that learning objectives can be achieved. This is what was said by [13], teacher performance is essential to schools because good teacher performance can achieve school success in achieving goals. Teacher performance is significant for schools because it can make it easier for schools to achieve their goals.

Academic supervision is the behaviour of officials designed by institutions that directly influence teacher behaviour in various ways to help students learn and to achieve the goals carried out by the institution [14, 15]. In line with the above, [16] states that supervision is a service that guides, facilitates, motivates and assesses teachers in effectively implementing learning and professional development. Through the implementation of supervision, it is hoped that it can provide assistance and steps to solve educational problems in general and teachers' learning issues in particular.

On September 12, 2022, researchers conducted pre-research activities at Kuripan 2 Public Middle School. In this pre-research activity, the researcher conducted interviews with the school principal. From these interviews, it is known that the principal has attempted to improve the competence and professionalism of teachers with a strategy of conducting academic supervision. The principal carries out educational leadership once each semester because, in each new semester, there needs to be better changed in the learning process carried out by the teacher.

One thing that is very interesting from the pre-research activities is that in the last two years, 2021 and 2022, Kuripan Public Middle School won academic achievements at the international level, namely: 1) ranked 3rd in the Hong Kong Mathematics Olympiad in 2021; 2) ranked 3rd in the Mathematics Without Borders Tournament in Bulgaria in 2021; 3) ranked 2nd in the Thailand International Mathematics Olympiad in 2022. According to the school principal, achievement in the academic field cannot be separated from the increase in teacher professionalism, which he does through academic supervision. This is what causes researchers to be interested in researching how to plan, implement, and follow up on educational leadership at Kuripan 2 Public Middle School, West Lombok Regency, West Nusa Tenggara Province (further – the School).

METHOD

This research uses a qualitative approach with a case study method that collects and analyzes data related to a case. Something is usually used as a case because of problems, difficulties, obstacles, or deviations, but something can also be used despite no problem. For example, it is made a case because of its superiority or success.

The researcher chose the case study method for the following reasons:

- 1) Case studies can provide important information about the relationships between variables and processes that require a broader explanation and understanding.
- 2) Case studies offer the opportunity to obtain interviews about the basic concepts of human behaviour. Through an intensive investigation, the researcher can discover characteristics and relationships that may not have been suspected.
- 3). Case studies can provide data and findings that are very useful for building a background problem for planning in-depth research within the framework of the social sciences.

Qualitative research procedures are flexible according to the field's needs, situations, and conditions. The stages of qualitative research are 1) formulating the problem as the focus of research; 2) collecting data in the field; 3) analyzing data; 4) formulating study results; 5) compiling recommendations for decision-making [17].

This study focuses on implementing academic supervision by school principals at the School. The sub-focus of the research: 1) planning for academic supervision by the principal at the School; 2) implementation of academic supervision by the principal at the School; 3) follow-up academic supervision by the principal at the School.

This research was conducted at the School. The research data consists of primary data and secondary data. Preliminary data were obtained through observation and direct interviews with research informants in the form of information about the implementation of academic supervision by school principals at the School. Meanwhile, secondary data was obtained through the documentation study method attached to documents and drawings related to the implementation of academic supervision by the principal at the School.

There are primary sources and secondary sources. Primary sources directly provide data to data collectors, and secondary sources indirectly provide data to data collectors, for example, through other people or documents [18]. This study's data sources (informants) were school principals and the School, teachers. Meanwhile, the data analysis technique used in this research is an interactive qualitative descriptive data analysis technique. The author [18] suggests that the activities in qualitative data analysis are carried out interactively and continue continuously until complete so that the data is saturated. The interactive qualitative descriptive data model analysis consists of four stages: data collection, data reduction, data display, and conclusion drawing/verification.

Credibility, transferability, dependability and confirmability are used to check the validity of the data used.

RESULTS AND DISCUSSION

Planning for academic supervision by the principal at the School. Results of interviews with the principal of the School:

"Before the academic supervision was carried out at the School, I first held a preparatory meeting to form a supervision team of senior teachers. The team that has been formed then develops an academic supervision planning program and a schedule for its implementation. I socialized the results

of drafting the academic supervision program through teacher council meetings so that teachers would know and prepare themselves immediately. The schedule for carrying out academic supervision is adjusted to the teaching schedule of the teachers who will be supervised, including the team, because they are also teachers. I adjusted this schedule with the supervision team so that the process of learning activities in schools continues and is not disturbed".

The same thing was also said by the teacher of the School:

"Alhamdulillah, the school principal has done careful planning to carry out academic supervision of teachers at the School, starting with a preparatory meeting with teachers to form a supervision team, then the group that was created compiled the following supervision program with a complete schedule. Then the supervision program and its plan are disseminated to all teachers through meetings, bulletin boards and school WhatsApp groups".

One teacher also said:

"Yes, he invited us to a preparatory meeting for supervision, and the principal has a complete academic supervision planning program. Incidentally, I am also a member of the supervision team. With other senior teacher colleagues, I was asked by the principal to compile the supervision program, including the schedule as well already arranged, as well as the instruments used are complete." It started with a preparatory meeting for supervision by inviting all the teachers. The team prepared the supervision planning program, along with the implementation schedule and then disseminated it through teacher council meetings and the school WA group so that all teachers know and immediately prepare themselves by completing the learning tools needed to be supervised, the forms of instruments are also shown to all".

Based on the interview findings above, the researcher can conclude that: the principal has carried out academic supervision planning well with evidence: 1) the principal holds a supervision preparation meeting; 2) the principal forms a supervision team; 3) the principal has a supervision program; 4) the principal has prepared a supervision schedule; 5) the principal has prepared supervision instruments. This is the opinion of [16], which says that before the supervisor carries out supervisory or supervisory activities, an

activity program plan must first be prepared by taking into account several things:

1. Planning must be comprehensive, meaning that planning must be complete and cover various aspects under supervision.
2. Planning must be cooperative, meaning that planning must involve many people related to supervision because a supervisor will need the help of others in supervising.
3. Planning must be flexible, meaning that the plans should not be rigid but open space for dialogue and accommodate changes occurring in the field without having to obscure goals.

Implementation of academic supervision by the principal at the School. Results of interviews with the principal of the School:

"To carry out this supervision activity smoothly, I share the tasks with the supervision team that I have formed, for example, who will supervise teacher A, teacher B and so on according to the schedule we have prepared, because I cannot afford to supervise all teachers in the School myself. Because I have a lot of workloads, and sometimes I go out on official duty".

The principal continued to say:

"Supervision techniques that I know and use in academic supervision activities are individual or individual and group techniques, unique techniques that I do. For example, I observe or directly observe the teacher who is teaching to see the strategies, methods, and learning media used by the teacher. My method of group technique is to gather teachers in meetings and discussions. The School has also held workshops inviting the Education and Culture Office, supervisors and other resource persons. The aim is to help teachers improve their professionalism in overcoming the obstacles encountered in teaching assignments".

The principal continued to say:

"Yes, the principal divides the supervision team's duties in carrying out academic supervision, as deputy principal and team member assist the school principal in the division of tasks because, with a variety of jobs/tasks, many of our principals cannot carry out supervision on their own. In carrying out maintenance, the team and we apply steps starting from pre-observation, observation, and post-observation with individual and group techniques. The reference in carrying out these steps is supervision instruments such as learning

administration instruments, observation instruments implementing learning".

The teacher at the School added:

"Our school principal does not carry out academic supervision alone but shares tasks with the team that has been formed. The division of functions is seen in the task schedule for carrying out maintenance. The techniques he uses are individual and group techniques. This unique technique is when the teacher is observed or visited in class when the teachers are teaching by bringing observation sheets to keep us teaching. If our group technique is given collective guidance, it is usually through meetings. At the same time, the steps passed are from pre-observation and observation, and post-observation activities and each stage or action that we refer to the given instrument".

Then it was continued by one of the teachers of the School:

"The school principals have divided their respective tasks, and the team and we were asked to apply unique or individual supervision techniques and group supervision techniques, which were carried out by the school principal and the team with this special supervision technique, for example, the school principal held private meetings, exchanged ideas with the teacher who will be supervised discusses various things about learning such as the problems faced by the teacher in learning such as the weaknesses or deficiencies faced by the teacher. Apart from that, the head observes the class when the teachers teach. The teachers are also given guidance through meetings, workshops and so on".

Based on the results of these interviews, the findings that the researcher can conclude are:

1. The school principal divides tasks with the supervision team in academic supervision.
2. The school principal applies individual supervision techniques by conducting class visits with the team according to the tasks that have been divided and group supervision techniques, namely by holding teacher meetings.
3. The principal carries out academic supervision with the pre-observation stage to determine teacher readiness to be supervised, such as the readiness of learning materials, teaching materials and so on. In the observation stage, the supervisor conducts class visits or observations in the post-observation or return meeting stage.

These findings are the findings of this researcher by the theory or opinion put forward by [19], which says there are known to be two supervision techniques: individual and group. Personal supervision techniques include:

1. Class visits and observations were carried out in three activities: holidays at the teacher's request and invitation, visits notified by the school principal, and sudden stops (sidak).
2. Individual conferences are one-on-one meetings between supervisors and teachers. Usually, this meeting is carried out as a follow-up after class observation techniques have been carried out.
3. Class visits between teachers allow teachers to learn from their peers.
4. Self-evaluation, which is done by answering open or closed questions.
5. Supervision bulletins can contain information on the implementation of supervision, articles about learning, tips and tricks on education, opinions, information about supervision programs and more.
6. For professional reading and writing, teachers can obtain reading materials from the library, buy books, browse the internet and so on.

Follow up on academic supervision by the principal at the School. Results of interviews with school principals:

"To motivate teachers who have good performance in learning and other fields and according to standards, according to the competencies required, namely academic competence, personal competence, professional competence, and social competence, we often reinforce with praise and suggestions so that what has been done so far is maintained and improved and shared with other fellow teachers, apart from that we also reward them in the form of certificates of appreciation as dedicated teachers, giving them additional assignments as deputy principals, homeroom teachers, extracurricular supervising teachers, recommending or proposing them to become instructors, become teachers' credit score assessment team, MGMP administrators, become Activist Teachers, become a Teaching Teacher Practice of Mobilizing Teachers and so on".

Then the principal added:

"For our teachers who have not met the standards in carrying out learning assignments, we provide

advice and input to make improvements starting from planning lessons by completing learning tools than in implementing learning so that it is by what is designed in the lesson plans, meaning here we provide guidance directly to those concerned, especially those relating to matters that are specific and immediately corrected, such as steps in learning, use of methods and others, besides that, we also carry out indirectly on matters of a general nature. The way we also follow up on the results of this supervision is to provide opportunities for them to attend training, workshops, seminars and so on".

One teacher also added:

"For teacher friends who have a good way of teaching, the school principal gives appreciation. As I recall, after the supervision, I was called to the principal's room and shown the care results. He politely reprimanded me and advised me on incomplete learning tools and, the steps in the learning process in less systematic classes, his direction so that I can immediately complete the device. If you still need to compile the machine, please study with other colleagues and attend workshops or training on the preparation of learning tools.

Another teacher continued to say:

"The principal appreciates his fellow teachers who have met the standards in the implementation of learning, he conveyed this at the meeting and during the flag ceremony in front of all school members, and he also appealed, gave advice, and suggestions for teachers who were still weak and lacking in carrying out the learning process to improve their competence by collaborating with teachers who have met the standards, and allowed to attend training, he also sometimes directly provides guidance, sometimes also indirectly depending on the problem. To increase our work motivation, the principal offers reinforcements and awards to teachers who are categorized as meeting standards so that they continue to be improved. As for fellow teachers who are still experiencing problems,

Based on the interview above, the findings that the researcher can conclude are:

1. The principal provides reinforcement and rewards through praise and motivation, additional assignments, certificates of appreciation, instructor recommendations, driving teachers, practical teaching, and so on for teachers who have met the standards.

2. The principal gives reprimands, advice, and suggestions to teachers who need to meet standards in academic supervision.
3. The principal provides direct guidance on matters of a unique nature, especially regarding the steps in learning.
4. The principal provides opportunities for teachers to participate in education and training, workshops and so on.

This researcher's findings are by the guidebook for academic supervision of the Ministry of Education and Culture, which explains three follow-up alternatives given to educators. The three follow-ups are: 1) Strengthening and rewards are given to teachers who have met the standards; 2) Educational warnings are given to teachers who do not meet the standards; 3) Educators are allowed to attend further training/upgrading.

Likewise, Permendikbud No 22 of 2016 concerning Process Standards that in carrying out follow-up supervision results that must be carried out, namely: 1) Strengthening and rewarding educators whose performance meets or exceeds standards; 2) Providing opportunities for educators to take part in continuous professional development programs.

REFERENCES

1. Subianto, J. (2013). Peran Keluarga, Sekolah, Dan Masyarakat Dalam Pembentukan Karakter Berkualitas [The Role of Family, School, and Community in Quality Character Building]. *Edukasia: Jurnal Penelitian Pendidikan Islam*, 8(2). doi: [10.21043/edukasia.v8i2.757](https://doi.org/10.21043/edukasia.v8i2.757) (in Indonesian).
2. Syahroni, S. (2017). Peranan Orang Tua dan Sekolah dalam Pengembangan Karakter Anak Didik [The Role of Parents and Schools in Developing Students' Character]. *Intelektualita*, 6(1), 13. doi: [10.19109/intelektualita.v6i1.1298](https://doi.org/10.19109/intelektualita.v6i1.1298) (in Indonesian).
3. Usman, H. (2014). Peranan Dan Fungsi Kepala Sekolah/Madrasah [The Role and Function of the School/Madrasah Principal]. *Jurnal Ptk Dikmen*, 3(1) (in Indonesian).
4. Lubis, A. H. (2018). Pelaksanaan Standar Pengelolaan Pendidikan Ditinjau Dari Perencanaan Program Pada Sekolah Menengah Kejuruan Kartika I-1 Padang [Implementation of Education Management Standards Observed from Programme Planning at Kartika I-1 Vocational High School Padang]. *Jurnal Bahana Manajemen Pendidikan*, 7(1), 1. doi: [10.24036/bmp.v7i1.8563](https://doi.org/10.24036/bmp.v7i1.8563) (in Indonesian).
5. Primasari, I. F. N. D., Marini, A., & Sumantri, M. S. (2021). Analisis Kebijakan Dan Pengelolaan Pendidikan Terkait Standar Penilaian Di Sekolah Dasar [Analysing education policy and management related to assessment standards in primary schools]. *Jurnal Basicedu*, 5(3), 1479–1491. doi: [10.31004/basicedu.v5i3.956](https://doi.org/10.31004/basicedu.v5i3.956) (in Indonesian).
6. Prastania, M. S., & Sanoto, H. (2021). Korelasi antara Supervisi Akademik dengan Kompetensi Profesional Guru di Sekolah Dasar [Correlation between Academic Supervision and Teachers'

CONCLUSIONS

Based on the results of the research, it was concluded that:

- 1) Planning for academic supervision by the principal at the School, has followed the rules and is by existing theory. It is proven that the principal held preparatory meetings, formed a supervision team, made a schedule for implementing supervision, and determined the instrument used.
- 2) The implementation of academic supervision by the principal at the School, has been carried out by the division of tasks for the supervision team, according to individual and group supervision techniques as stated by several experts (theory), and by the stages or steps for implementing academic leadership as described in the educational supervision guidebook issued by the government (Ministry of Education and Culture).
- 3) Follow-up academic supervision by the principal at the School, has been carried out by the theory and guidelines for educational leadership issued by the government in the form of strengthening and rewarding teachers who meet standards, educating teachers who do not meet standards, as well as providing opportunities for teachers to take part in further education and training.

- Professional Competence in Primary Schools]. *Jurnal Basicedu*, 5(2), 861–868. [10.31004/basicedu.v5i2.834](https://doi.org/10.31004/basicedu.v5i2.834) (in Indonesian).
7. Susilowati, Y. H., Sudrajat, A., & Padillah, E. (2021). Pengaruh Kompetensi dan Supervisi Akademik terhadap Kinerja Guru SDN di Kecamatan Pamulang [The Influence of Competence and Academic Supervision on the Performance of SDN Teachers in Pamulang Sub-district]. *Jurnal Studi Guru Dan Pembelajaran*, 4(2), 256–262 (in Indonesian).
 8. Nurfatah, N., & Rahmad, N. (2018). Pelaksanaan Supervisi Oleh Kepala Sekolah Dan Pengawas Sekolah [Implementation of Supervision by School Principals and School Supervisors]. *Jurnal Manajemen, Kepemimpinan, Dan Supervisi Pendidikan*, 3(1). doi: [10.31851/jmksp.v3i1.1585](https://doi.org/10.31851/jmksp.v3i1.1585) (in Indonesian).
 9. Sanglah, I. N. (2021). Peningkatan Kinerja Guru Melalui Supervisi Kepala Sekolah pada Sekolah Dasar [Improving Teacher Performance through Principal Supervision in Primary Schools]. *Jurnal Pedagogi Dan Pembelajaran*, 4(3), 528. doi: [10.23887/jp2.v4i3.40700](https://doi.org/10.23887/jp2.v4i3.40700) (in Indonesian).
 10. Susilo, S., & Sutoyo, S. (2019). Pengaruh Supervisi Akademik Kepala Sekolah Terhadap Kinerja Guru [The Effect of Principal Academic Supervision on Teacher Performance]. *Jurnal Manajemen, Kepemimpinan, Dan Supervisi Pendidikan*, 4(2), 188. doi: [10.31851/jmksp.v4i2.2908](https://doi.org/10.31851/jmksp.v4i2.2908) (in Indonesian).
 11. Isbianti, P., & Andriani, D. E. (2021). Pelaksanaan Supervisi Akademik oleh Kepala Sekolah Menengah Pertama Negeri di Klaten Jawa Tengah [Implementation of Academic Supervision by Principals of State Junior High Schools in Klaten, Central Java]. *Jurnal Manajemen Pendidikan*, 3(1), 75–85 (in Indonesian).
 12. Ramadhan, A. (2017). Pengaruh Pelaksanaan Supervisi Akademik Pengawas Sekolah Dan Supervisi Kepala Sekolah Terhadap Kinerja Guru SMK Negeri Di Kabupaten Majene [The Influence of the Implementation of Academic Supervision of School Supervisors and Supervision of School Principals on the Performance of State Vocational School Teachers in Majene Regency]. *Journal of Educational Science and Technology (EST)*, 3(2), 136. doi: [10.26858/est.v3i2.3579](https://doi.org/10.26858/est.v3i2.3579) (in Indonesian).
 13. Muliati, M., Sudirman, S., & Fahrudin, F. (2020). The Effect of Principal Leadership Style to Teacher Job Performance. *International Journal of Multicultural and Multireligious Understanding*, 7(6), 66. doi: [10.18415/ijmmu.v7i6.1635](https://doi.org/10.18415/ijmmu.v7i6.1635)
 14. Aidi, H. (2021). Pengaruh Supervisi Kepala Sekolah Terhadap Kinerja Guru Di SMPN 09 Cirebon [The Effect of Principal Supervision on Teacher Performance at SMPN 09 Cirebon]. Retrieved from https://repository.uinjkt.ac.id/dspace/bitstream/123456789/59430/1/11160182000031_Himmatul%20Haq%20Aidi%20-%20HIMMATULHAQ%20AIDI.pdf (in Indonesian).
 15. Novianti, H. (2015). Pelaksanaan Supervisi Akademik Kepala Sekolah Dalam Meningkatkan Kinerja Guru [Implementation of Principal Academic Supervision in Improving Teacher Performance]. *Manajer Pendidikan*, 9(2), 350–358 (in Indonesian).
 16. Priansa, D. J., Setiana, S. S. (2018). *Manajemen dan Supervisi Pendidikan* [Education Management and Supervision]. Bandung: Pustaka Setia (in Indonesian).
 17. Sukmadinata. (2005). *Metode Penelitian Pendidikan* [Educational Research Methods]. Bandung: Remaja Rosdakarya (in Indonesian).
 18. Sugiyono. (2012). *Metode Penelitian Kuantitatif Kualitatif Dan R&D* [Quantitative, Qualitative and R&D Research Methods]. Bandung: Alfabeta (in Indonesian).
 19. Nur, A. (2014). *Pengawasan Pendidikan Tinjauan Teori dan Praktik* [Educational Supervision A Review of Theory and Practice]. Jakarta: Raja Grafindo Persada (in Indonesian).