

## THE IMPLEMENTATION OF SCHOOL PRINCIPAL ACADEMIC SUPERVISION

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### **Abstract**

*Academic supervision is one of the most important steps for a school in order to improve the quality of educational process. As one of the best role model high schools in Bantul Yogyakarta, MAN Wonokromo has implemented the academic supervision regularly on its own way that might be different from other schools. This study aims to examine the implementation of academic supervision and the obstacles faced by the school principal and how he offers solutions. This field research takes the case in MAN Wonokromo Bantul Yogyakarta using qualitative descriptive approach. The methods used in data collection are observation, interviews and documentation, Meanwhile, testing the validity of the data uses data triangulation techniques. Then, data analysis technique uses data collection, data reduction, data display and conclusion. The results of this study indicate that the implementation of the principal academic supervision in MAN Wonokromo is done through scheduled and unscheduled planning, and the implementation uses the type of individual supervision in the form of class visits assisted by senior teachers who are in accordance with their scientific fields. The research finding points out that there are innovation and creativity initiated by the school principal in providing solutions when facing obstacles in the implementation of academic supervision by representing the supervision activities to senior teachers. Thus, this kind of supervision actually can be a good example for other schools to keep the quality of learning process in the class.*

**Keywords:** *Academic Supervision; Implementation; School Principal*

### **INTRODUCTION**

An educational institution is the only forum for the government to educate people. It is not only the place that concerns with the activity related to teaching and learning process, but also the right space for the young generation who will advance Indonesia in the future. It is not denied that one of the important factors that guarantee of educational quality is the learning process which is done by the school teachers (Jamaluddin, 2011). One way to maintain a good learning process is to conduct supervision. Academic supervision is an inseparable activity in terms of improving the quality performance of a school. The academic supervision carried out by the school principal is going to have the impacts on improving the performance of school teachers (Ramadhan, 2017). Therefore, supervision activity is very much needed in improving the education quality in the schools and for enhancing teacher's professionalism as well (Yohamintin, 2021)

Teachers play the determinant role for successful learning process because they interact directly with students when teaching in the class, (Bakkenes et al., 2010). The level of teacher quality is always in accordance with the quality of school output. Conversely, the decline in the education quality is seen as the failure of teachers in teaching in the class (Andriani, 2009). The fact shows that there are still many teachers who have not been professional in

carrying out their duties (Prasetyono et al., 2018). In this respect, Teacher Training Education Institutions (LPTK) which have been given the authority to prepare teachers is considered as the most responsible institution for deteriorating such education quality (Imron, 2012)

A series of criticisms raised about the low quality of education are almost aimed in all levels of education, such as the low achievement of secondary school students and the number of high school graduates who cannot work according to their abilities. This could be due to a lack of supervision, so that it has an impact on student outcomes and unattainable educational goals. (Dangara, 2015) Thus, the implementation of teachers' supervision in schools is considered important and even mandatory in order to improve the professionalism of teachers. (Imron, 2012) Even, it has been mentioned in the Constitution No. 14 of 2005 about Teacher and Lecturer, that teachers have a strategic function, role and position in national development in the field of education; so that teachers play an important role in efforts to improve the education quality. Supervision and quality are two things that cannot be separated. To improve the quality of education in schools should begin from the process of learning implementation carried out by teachers in the classroom and to ensure smooth learning in the classroom. Therefore, supervision absolutely has to be conducted (Sappaile et al., 2018). Without good supervision either from the school principal or from the central supervisors, the teachers will be irresponsible toward their main duty. As research conducted by non-governmental organizations in Ghana, the *Integrated Social Development Center (ISODEC)* showed that one of the causes of education quality was dropped due to weak supervision or teacher supervision in schools (Donkoh, 2019).

In implementing supervision, a good work ethic is needed from the school principal so that this supervision will run properly as it should. When the school headmaster does not have a good work ethic, it certainly brings about the decline of the school's quality. Therefore, through this article, the researcher wants to discuss the implementation of academic supervision carried out by the school principal of MAN Wonokromo Bantul, including also the constraints and how the solutions are offered to face such obstacles. When carrying out supervision, there have been many studies conducted related to the implementation of academic supervision, (Prasetyono et al., 2018; Ramadhan, 2017). However, only a few are discussing the solutions to deal with the obstacles faced. (Adiyanto, 2017)

## **RESEARCH METHODS**

### **Type of research**

This research is *field research* with a qualitative research model. Qualitative research is the type of research that produces findings that cannot be achieved by using statistical procedures or by means of quantification (Basrowi, 2008). This research uses descriptive analytical methods, namely methods that attempt to systematically explain the discussion material originating from various sources for later analysis in order to obtain results as a conclusion. In other words, this descriptive study takes the problem or focuses on actual problems as they were at the time when the research was conducted (Nana, 2005).

### **Research Location**

The location of this study is in MAN Wonokromo Bantul Yogyakarta which is located on East Imogiri Road KM 10 Wonokromo Plered, Bantul, Special Region of Yogyakarta 55792, Indonesia.

### **Sources of Data**

Data sources or research subjects that the researcher will take are a *purposive sampling technique*. The subject of this research is the madrasah principal of MAN Wonokromo. The

school principal, besides being an internal supervisor at school, also knows how the conditions of the teachers who teach there in terms of competence, personality, and social. The second subject is the vice school principal of the madrasah in the curriculum affairs because he is one of the senior teachers representing the school principal in carrying out academic supervision. The other subjects are some madrasah teachers who have been supervised.

### **Data Collection Method**

This research uses several methods to obtain data, while the methods of data collection are as follows:

**Observation Method.** Observation is a technique or a way of collecting data by making observations on ongoing studies (Sukmadinata, 2008). This method of data collection is used to look at physical conditions and activities carried out in implementation of school principal academic supervision in MAN Wonokromo Bantul. In this study, the researcher used indirect observation techniques.

**Interview Method.** In this method the researcher uses *in-depth interview*, and this can be said to be an unstructured interview or free interviews in which the researcher does not use interview guidelines that have been systematically compiled and completed for data collection. However, the guidelines used are only in the form of outlines of the problems to be asked (Sugiyono, 2007). This method is used to obtain responses, opinions, verbal statements from data sources through direct dialogue so that researchers obtain data related to the implementation of the school principal academic supervision in MAN Wonokromo Bantul.

**Documentation.** Documentation is a way of collecting data that produces important records and notes related to the problem under study, so that the complete, valid and not based on estimated-data will be obtained (Basrowi, 2008). This method is used to collect document data in the form of supervision schedules related to the implementation of the school principal academic supervision in MAN Wonokromo Bantul.

### **Validity Test Data**

To obtain data validity, this study uses data triangulation techniques. Triangulation is a technique of checking the validity of data that uses something else, outside the data for the purposes of checking or as a comparison to such data (Moleong, 2010). In this sense, the researcher will compare or check data with something different by checking the results of observation with interview and compare again with the results of the documentation.

## **RESULTS AND DISCUSSION**

### **Implementation of Principal Academic Supervision as the Effort to Improve the Quality of Education in MAN Wonokromo Bantul**

#### **Definition of Academic Supervision**

Before we discuss the practice of supervision, we should repeat the meaning of supervision. Supervision is a set of efforts to provide assistance to teachers in the form of professional services provided by supervisors (principals, supervisors and other coaches) in order to improve the quality of the process and results of teaching and learning (Muslim, 2010). Therefore, in order to realize a good supervision program is needed a supervisor who has skills and integrity in work. Which we mean by the supervisor here is the school principal. The definition of academic supervision is a series of activities to help teachers develop their ability to manage the learning process in order to achieve learning goals (Glickman, CD,

Gordon, 2007). This academic supervision cannot be separated from the assessment of teacher performance in managing the learning (Sergiovanni, 1982). The academic supervision will automatically improve teachers' ability in the teaching and learning process in classroom to achieve goals effectively and efficiently (Ambarita et al., 2014).

### **Purpose and function of Academic Supervision**

According to Sergiovanni, there are three objectives of academic supervision, namely;

- Helping teachers develop their professional abilities in understanding academics, improving class atmosphere, and developing their teaching skills.
- Academic supervision is held with the intention to monitor teaching and learning activities in schools. This activity can be carried out through the principal's visits to classes when the teacher is teaching, private conversations with the teacher, colleagues, and with some of students.
- Academic supervision is held to encourage teachers to apply their abilities in carrying out their teaching tasks.

The results of academic supervision function as a source of information for the development of teacher professionalism (Sergiovanni, 1982). Thus, indirectly academic supervision can be said as a means to develop a teacher professionalism in the school.

### **Principles of Academic Supervision**

In order for academic supervision to run well, appropriate principles are required, as follows:

- Academic supervision must be able to create a harmonious relationship between supervisors and teachers to be supervised.
- It should be carried out continuously in order to have a positive impact on supervised teachers.
- It must be done democratically. It means that the supervisor has to always involve the teacher who is actively developing it, in order to create an active and cooperative atmosphere.
- Academic supervision program has to be integrated with other education programs. This is done since supervised not only from how the teacher teaches in the class, but also how the student's condition during the teaching and learning process in the classroom also needs to pay attention (Directorate General of Quality Improvement of Educators and Education Personnel: 2008).

### **Academic Supervision Technique**

- Group Techniques
  - Hold meetings
  - Hold group discussions
  - Hold upgrades
  - Seminars
- Individual Technique
  - Hold class visits, there are three types of class visits:
    - Visits without being notified, namely supervisors who suddenly come directly to the class without being informed in advance to the teacher concerned.
    - Visit by telling in advance; this is usually carried out when the supervisor has given a schedule of visits so that the teacher knows on the day and what time he will be visited.

- Visiting at the teacher invitation, this kind of visit is better because the teacher has the motivation to improve his professional skills in implementing learning in classroom
- Conducting observations, it visits directly to a class conducted by supervisors either supervisors or principals with the intention of monitoring ongoing learning events in the classroom.
- Conducting individual interviews, this is done if the supervisor feels the need to reprimand or requires an answer from the teacher. This is better done to maintain the teacher's feelings. (Kristiawan et al., 2019)

### **School Principal as a Supervisor**

The principal as a supervisor means that the principal who functions as a supervisor, controller, coach, director, and giving examples to teachers and employees at school. One of the important things for the principals as the supervisors is to understand the task and the position of employees at school they lead. In carrying out its function as a supervisor, the principal must be able to master his duties and be responsible for all school activities, regulate the teaching-learning process up to the things related to infrastructure in the school environment (Herabudin, 2009). The principal is also responsible for internal supervision as one of the administrative functions (Appiah, 2009). This is needed so that the principal understands the situation that occurs in the school environment by which it can provide better supervision of all existing learning process.

### **Principal Academic Supervision Practice**

#### ➤ Planning

Before conducting academic supervision, the principal is assisted by senior teachers to prepare a supervision schedule to determine who will be supervised. In this case, there are some teachers who have been notified that they will be supervised and some will not. The principal immediately jumps into classes to observe how the teacher teaches in the classroom, and how the students are in the class. The point is that there are scheduled and unscheduled plans in this planning. (Interview with Rahmat Mizan as head of the madrasa on 15 February 2018 at 9:30 A.M.)

#### ➤ Implementation

The interview result from Rahmat Mizan, as the Principal of Madrasah, stated that the implementation of academic supervision was carried out internally using individual supervision techniques in the form of class visits to teachers during the lessons by going around the existing classes with notes to record some mistakes made by the teacher. The things supervised in this school are not only in terms of how the teacher teaches but also how the learners are interested in participating the lesson. Whether they are interested in or not; is there a sleepy student or not; how the teacher delivers the lesson will automatically affect learners' interest. If a teacher has succeeded in making his students interested in the lesson, it will affect the learning outcomes. In carrying out academic supervision, the principal is assisted by senior teachers who are experts in their fields. It is impossible for the principal to oversee all supervisions in the classroom, especially the material taught by the supervised teacher that is not in accordance with the principal's expertise (Interview with Rahmat Mizan as head of the madrasa on February 15, 2018 at 9:30 a.m.). Therefore, it is needed the participation of senior teachers who are in line with their fields to carry out supervision on behalf of the principal. In conducting supervision activities, it is impossible for the principal to be able to do it alone without being assisted by senior teachers. This is because teacher supervision carried out in schools is not only limited to the teaching and learning process but also in terms of administration. As such,

the help of senior teachers will greatly influence the smooth running of supervision activities carried out in the school.

Related to the importance of the supervision carried out in MAN Wonokromo, according to Rahmat, each semester there will be PKG activities (Teacher Performance Assessment). It is conducted to see how the teacher's readiness in teaching in the classroom and before teaching. The teacher must prepare learning tools, and it has always to be carried when teaching in order to not to get out of the learning objectives. The principal can find out the competency and performance of the teachers in the learning process (Nurfatah; Rahmad, 2018). From the practice of supervision, we have seen that the practice is in accordance with the principles of educational supervision, such as; scientific, cooperative, constructive, and progressive (Binti, 2009). It is because the principal who also functions as a supervisor has carried out supervision in accordance with such principles. From some information about the academic supervision practices above, the researcher can conclude that what the principal has done is in line with the theory of the principle of education supervision. Before doing supervision, the principal of MAN Wonokromo Bantul has compiled specific schedules regarding the time for supervision, either notified in advance or not to the supervised teacher for the sake of more objective results.

➤ Evaluation

This evaluation was carried out after the implementation of academic supervision from the principal or senior teachers who were given the mandate to become supervisors to replace the principal when unable to attend. After delegating supervision activities to senior teachers, then the teachers will make a report about what was found when supervising to the principal to be followed up by holding the school teacher meeting. Teachers who get a number of notes from the principal will be called to be held in private discussion between the supervisor and the teacher. In this discussion, the supervisor gives some advice or suggestions so that the teacher can improve his teaching method. This is done with a familial approach to create a friendly and harmonious relationship between the supervisor and the teacher. This follow-up is carried out continuously in order to have a positive impact after supervision has been carried out to the teacher. This is done by routinely controlling the teacher who has been called. Therefore, if the teacher is still undeveloped after being supervised by the principal, the principal will follow up more (Interview with Sumarna, on 15 February 2018 at 10:30 wib).

### **Constraints in carrying out academic supervision and solutions**

The obstacles found when conducting supervision were lack of time to carry out academic supervision (Rahabav, 2016), since the assignment came suddenly from the Ministry of Religion office. Besides, the school principal did not master all the fields of science of the supervised teacher. The principal was only an expert in the field of religious science, so that the teacher supervised directly by him was only an Islamic Education teacher.

The solution made by the principal to overcome these obstacles is to delegate the task of academic supervision to senior teachers in the school in accordance with their scientific fields. This is done to maintain the implementation of academic supervision in order to run optimally because the supervisor understands the lessons taught by teachers who will be supervised (this result is also in accordance with the results of research from Adiyanto, Wahyudi, and Sukmawati, 2016). The example of this obstacle also occurs when the schedule for supervision has been determined, but suddenly there is an event that cannot be abandoned. Therefore, the time for supervision is cut off due to such event.

Here are some notes that we can take when observing MAN Wonokromo Bantul. After being examined from the types of supervision, it turns out that the type of supervision studied is a



type of internal supervision. It is because those who carry out monitoring and implementation of evaluations are from residents of the school itself, such as the principal, senior teachers, and others. It can be inferred that what is happening in the field related to the supervision carried out by the principal as the supervisor is mostly in accordance with existing theories of the supervision itself. Therefore, there is no problem between the theory and practice that exists in field.

## **CONCLUSION**

The implementation of principals' academic supervision in MAN Wonokromo Bantul is carried out through existing and unscheduled planning. In its implementation, the supervision is done using an individual supervision technique in the form of class visits assisted by senior teachers. Evaluation is conducted after supervision by holding an internal meeting between the supervisor and the teacher with the familial approach. The constraints faced by the principal in carrying out academic supervision are in the form of lack of time in carrying out these tasks because of the sudden assignments of the Ministry of Religion. In addition, the principal does not master all the scientific fields of the teachers to be supervised. The solution is done by delegating the task of academic supervision to senior teachers in accordance with their scientific fields. This is conducted in order that the implementation of academic supervision in MAN Wonokromo Bantul can be held optimally.

## **Suggestion**

Based on the research findings, for a recommendation this research result might be a guideline for other school principals, especially MAN Wonokromo Bantul to continue and maintain the academic supervision that has been achieved. It is also hoped that further research will be able to examine more deeply about other supervision techniques in the school.

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