

## THE IMPLEMENTATION OF EDUCATIONAL SUPERVISION IN IMPROVING TEACHER PROFESSIONAL COMPETENCE

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### Abstract

*The implementation of educational supervision to enhance the teacher professionalism at MAS Thawalib Tanjung Limau, Tanah Datar Regency becomes the main focus of this study. This study is a part of descriptive qualitative research. The head of the MAS, however, is the main source of research data. Observations and interviews are used as data collection techniques. The supervision provided by the head of MAS Thawalib Tanjung Limau plays a significant role as the effort to increase the quality of teachers. For increasing resource capacity and revamping materials to meet national education goals, strategies such as instructional supervision are helpful. The preparation stage, class observation, and assessment or feedback discussion are the three stages that make up this clinical supervision. Limited infrastructure and resources, lack of teacher discipline, and lack of teacher knowledge about efficient classroom management techniques are challenges experienced in the clinical supervision and teaching. This study shows that the principal's educational supervision places a vital position to support appropriate infrastructure and facilities of schools, maximize the teacher disciplinary action, and offer proper direction, and advice on efficient classroom management procedures.*

**Keywords:** Competence; Education; Supervision; Teacher Professionalism

## INTRODUCTION

The law of the Republic of Indonesia Number 20 of 2003 about the National Education System has stipulated that teachers must meet certain requirements in order to be able to fulfill their roles and responsibilities. According to Article 39 (1) and (2), it is stated that educators are experts in the field of making and implementing educational procedures, evaluating learning outcomes, training, research, and community service (RI Law, 2003). To carry out this task, a teacher certainly requires an appropriate set of abilities. These abilities are part of the teacher's professional competence that is a quality mastered by the teacher so that they can carry out their function and role as an educator proportionally and professionally (Sulfemi, 2019).

Such condition show how important the position and role of the school principal is. Thus, the principal needs a variety of skills. The ability to organize and assist staff in bringing about teaching changes in schools through comprehensive programs, as well as the ability to develop cooperation in the progress and implementation of supervision programs, are some of the skills that have to be possessed (Ulya, 2019). The principal cannot carry out the supervisory role alone. This also describes how important it is for educators and other staff members to respect, believe in, and support the work program of a school principal. To increase the creative potential of its members, a supervisor should be able to accept the risks associated with every step he takes. A leader like the principal will be held responsible for

himself as well as the people he leads. This is in accordance with the Qur'an which says that this planet needs a leader. As contained in the letter Al-Baqarah verse 30:

*"And (remember) when your Lord spoke to the Angels; Indeed, I want to make a caliph on earth ". they ask (about the wisdom of God's decree By saying): "Are You (O our Lord) willing to make people on earth who will make disaster and shed blood (kill), even though We always glorify You By praising You and purifying You?" God said: "Surely I know what you do not know", (QS. Al-Baqarah: 30).*

The verse of the Qur'an emphasizes that everyone is a leader and will be held accountable for what he has led. The same thing also applies to leaders such as the principal within the scope of the school space. He is required to be able to manage the educational institution he leads so that in the end he will be held accountable in front of Allah SWT. In his capacity as a manager, the principal has to help all school members so that the education management is able to be carried out effectively and efficiently (Mulyasa, 2022). Teachers and other school staff members should work together well to foster a positive atmosphere in the school environment. The principal also plays a significant role in curriculum direction and development, as well as in increasing the effectiveness of the teaching and learning process and creating skilled and qualified teachers and school staff as well (Satrio, Hasibuan, Us, & Rizki, 2021). Theoretically, the work of educational supervision is very good and honorable because it helps others, but in practice it is often neglected.

In fact, the current school supervision tends to be inspection rather than supervision, so that the practice of supervision has lost its true essence (Suharto, 2020). Supervisors practically attempt to evaluate and even criticize the performance of teachers or school staff members. With the capacity that supervisors have, they can help improve the ability and quality of teachers and school staff. As long as there are supervisors in the field who do not fully understand their roles and responsibilities, they will always find mistakes and weaknesses in teachers and staff. Supervisors have the authority to direct and admonish them. Lack of follow-up and direction, will cause them to make the same mistakes in the future.

This study is relevant to a research conducted by Salma & Yusrizal (2018) entitled "*Pelaksanaan Supervisi Klinis dalam Meningkatkan Kompetensi Profesional Guru di MAN Beureunuen* (Implementation of Clinical Supervision in Improving Teacher Professional Competence in MAN Beureunuen)", which states that the stages of implementing clinical supervision to improve teacher professional competence in MAN Beureunuen are carried out from the initial stages, starting with the teachers coming to the supervisor to ask for supervision and the teachers also tell the problems that occur in the class, so that mutually good relations are created. Then, it continues with examining the learning objectives, methods and media used in learning process, determining the schedule to compiling instruments and implementation techniques observation. After the initial stages have been completed, class observation begins, in which the supervisor carries out the clinical supervision with instruments and conditions agreed by the teachers, records everything that happens during the clinical supervision process, collects data and records teacher's performance by observing the interaction between the teacher and students. It is then followed by the feedback stage through which the supervisor strengthens the determination and motivation of the teacher and asks the teacher's feelings after the observation, explains the results of supervision and concludes what has been achieved and rectified in the future.

In line with such research above, the researcher conducted preliminary observations and interviews with the Head of MAS Thawalib Tanjung Limau, MA Thawalib Tanjung Limau. He said that MAS Thawalib Tanjung Limau is a private school that has students from various

regions. Some of them came from the Tanjung Limau area and some from outside the region, even from outside the Tanah Datar Regency. Most of those who enter MAS Thawalib Tanjung Limau are due to encouragement from their parents, friends, teachers, and from themselves because they intend to study religion. However, there are also reasons why they are forced to go to school at MAS Thawalib Tanjung Limau for certain reasons. From their different regions, of course the behavior and morals of students also vary. In this case, the school tries to provide motivation and encouragement to be enthusiastic to study at MAS Thawalib Tanjung Limau. The teachers who teach at MAS Thawalib Tanjung Limau say that MAS Thawalib Tanjung Limau is a school which learns more Islamic religious education because it has become a hallmark of a madrasa that has to master Islamic teachings.

Therefore, according to the Head of MAS Thawalib Tanjung Limau, evaluating and supervising teachers who teach Islamic religious education such as *aqidah akhlak* (morals), *fiqh*, *al-Qur'an and hadith*, and *Sejarah Kebudayaan Islam* (History of Islamic Culture) are very important to do in order to improve the professional competence of the teachers in dealing with their students, especially related to the problem of religious understanding. In addition, the reason for supervision is because there are teachers who are not on time in collecting class equipment so that their performance when teaching becomes disorganized and not in accordance with educational goals. This condition then demands the importance of carrying out the supervision. Thus, based on this problem, this research "*Implementation of Educational Supervision in Improving the Professional Competence of Islamic Religious Education Teachers at MAS Thawalib Tanjung Limau*" is interesting to carry out.

The purpose of this study is to explain how educational supervision is applied to improve the teacher professional competence. This research examines three main issues, namely the application of clinical supervision to enhance the professional competence of Islamic Religious Education teachers at MAS Thawalib Tanjung Limau; execution of supervision in further developing the quality of Educators at MAS Thawalib Tanjung Limau; and the obstacles encountered during its implementation. The author identifies the problem, namely how to use the educational supervision to improve the professional competence of Islamic religious education teachers at MAS Thawalib Tanjung Limau.

## **RESEARCH METHODS**

This research uses descriptive-qualitative, which verbally describes the problem in accordance with the reality on the ground (Anggito & Setiawan, 2018). The issue of implementing educational supervision in increasing the professionalism of Islamic Religious Education teachers at MAS Thawalib Tanjung Limau becomes the main sources in this study. Particularly, it includes the principal of the MAS Thawalib Tanjung Limau who plays a role to organize the program of supervision education as well as being fully responsible for the implementation process.

The data collection method in this study is observation. Regarding the development of teacher professionalism at MAS Thawalib Tanjung Limau, the author refers to field observations related to the implementation of educational supervision by the school principal. The interviews are then used to communicate with the Islamic Religious Education teachers at MAS Thawalib Tanjung Limau to observe their efforts to enhance their professionalism. Then, data are analyzed by using the data reduction method, data presentation, and drawing conclusions (Sugiyono, 2019).

## **RESULTS AND DISCUSSION**

### **Implementation of Teaching Supervision**

The study on the implementation of supervision in the MAS Thawalib Tanjung Limau yields a number of details for investigating relevant sources, particularly the roles of the madrasah principal. From the results of the interviews, data show that the implementation of supervision is carried out with the intention of increasing the understanding of the existing teaching staff towards the material being taught to the students. Media and tools used to support the learning process can also be examined under this supervision. Finally, if there is a shortage of teachers, the supervisor guides them to enhance their teaching ability.

The purpose of the teaching supervision conveyed by the Head of MAS Thawalib Tanjung Limau is in line with research conducted by Lalupanda (2019), entitled "*Implementasi Supervisi Akademik Untuk Meningkatkan Mutu Guru (Implementation of Academic Supervision to Improve Teacher Quality)*" argues that academic supervision carried out by the school principals is an attempt to improve teaching, including stimulating, developing teachers' capacity, and revising learning objectives, teaching materials, methods, and evaluation as well. The academic supervision can help teachers learn and understand their duties and roles as a teacher.

Based on the results of the interviews, the principal always advises teachers to diligently read books related to the subjects they teach. Such activities are part of supervision activities. In addition, the principal also provides opportunities for teachers to pursue further studies by giving a chance to continue their studies to a higher level. Regarding materials, schools provide teachers with books needed for the learning process and give media and tools to support learning. The Head of MAS Thawalib Tanjung Limau has made efforts to supervise teaching as much as possible, both related to Islamic Religious Education teachers and materials prepared to achieve national education goals.

The results of such interviews actually are in accordance with the conclusion of research conducted by Supriadi, (2019) with the title "*Hakikat Supervisi Dalam Pendidikan Islam (The Nature of Supervision in Islamic Education)*", that the educational supervision program is an activity to influence the behavior of students, teachers and all school personnel. This means to influence in a better direction in the learning process by providing motivation or encouragement to enhance the achievement. This activity is carried out in addition to providing a basis of encouragement and advice to all school personnel, it is also useful to meet the needs of teachers in the learning process.

### **The Implementation of Clinical Supervision**

An understanding of instructive management allows teachers to design and conduct their duties and responsibilities properly by utilizing the available means. The educational supervision is used to strengthen the skills of the school members, including the principal, teachers, BP officers, librarians, laboratory assistants, and others. Based on observations in the field, it shows that the Head of MAS Thawalib Tanjung Limau often implements three stages of educational supervision which include planning, observing and evaluating.

Meanwhile, there are three stages of the clinical supervision process applied in the MAS Thawalib Tanjung Limau which include the planning, observation, and evaluation stage. Those steps, according to Mosher and Purple, aim to improve the quality of institutions and learning of an educational institution (Hanief, 2016). The initial stage of this activity, according to an interview with the Head of MAS Thawalib Tanjung Limau, is to set a clinical supervision schedule, create an assessment program based on an agreement with the subject teachers, and also inform the teachers to prepare themselves. Learning programs such as effective week details, annual program, semester syllabus program, minimum passing criteria (KKM) and lesson plan (RPP) are the integral part of clinical supervision activities.

Supervisors and instructors collaborate to determine and decide on the observation and evaluation steps in the program. In order to build a collaborative relationship between supervisors and teachers, the main thing that needs to be done is to communicate clearly and openly. Technically, there are five steps that require to be considered so that these conditions can be created properly: 1) before discussing the next steps, firstly it should create a comfortable atmosphere between supervisors and teachers; 2) after that, set the objectives and learning plans to be achieved; 3) pay attention to the parts of the skills that need to be taught and improved; 4) choose or make observation tools that will be used to record the main focus of teacher behavior; 5) the observation tools are discussed together by the teacher and supervisor.

In an article entitled "*Pelaksanaan Supervisi Klinik dan Pengaruhnya Terhadap Kompetensi Pedagogik Guru Agama Madrasah Ibtidaiyah Ar-Rahman Labuaja* (Implementation of Clinical Supervision and Its Influence on the Pedagogic Competence of Religious Teachers at Madrasah Ibtidaiyah Ar-Rahman Labuaja)", Nurliana, Syukri, & Agil, (2020) contend that the first cycle in implementing clinical supervision is the planning stage that actually strengthens the findings of this study. At the planning stage, the principal talks with the teachers about the ability to be observed, the media to be used, the implementation schedule, and the procedures for supervising. These findings are further supported by a study conducted by Astuti (2019) entitled "*Implementasi Supervisi Klinis dalam Meningkatkan Profesionalisme Guru*" (Implementation of Clinical Supervision in Increasing Teacher Professionalism)" that the assistance of the school principal as a supervisor is very important in the planning stage.

The second stage is class observation by considering the teaching materials made by the teachers and evaluating their teaching style from the beginning to the end of the lesson. Providing direction, input, and guidance to supervised teachers in accordance with the agreed teaching methods and assessment components is one of the actions included in the third and final stage of evaluation. However, if there are teachers who experience difficulties in teaching, the principal will provide direction, encouragement, and enthusiasm so that they can overcome such obstacles. Meanwhile, in the observation program or the second visit, the principals, supervisors and other trainers use the class visit as a coaching strategy for teachers to monitor how the teaching and learning process is carried out as well as a means of gathering important information to increase teacher knowledge and understanding. Class visits are intended to assist teachers in solving any problems that may arise in class so that it will make it easier for supervisors to deal with their problems. In its implementation, class visits are carried out without prior notification. This means that the teachers did not know that there would be an implementation of the supervision program.

In general, class visits are carried out in four stages, namely (1) the preparation stage in which the supervisor determines the time, objectives, and strategies for observing class visits; (2) the observation stage in which the supervisor observes the learning process carried out by the teacher; (3) the last stage of the visit, the supervisor evaluates the supervision activities and formulates follow-up steps for the improvement. There are some of the prerequisites used to measure the success of class visits, namely (1) set goals to be achieved; (2) explain the supporting elements that can help educators in the learning process; (3) utilizing certain observation tools to obtain objective conditions; (4) cultivating a culture of mutual understanding through interaction between supervisors and teachers; (5) ensure that class visits do not interfere with the teaching and learning process; (6) implementing a follow-up program. A supervisor (the principal) may sometimes make class visits to directly observe a teacher's actions. The aim is to observe teachers teaching so as to ascertain whether they implement didactic standards ranging from the use of teaching materials to teaching methods and approaches. In addition, such actions are also to find out weak points that need to be remedied and improved. The supervisors and the supervised teachers are suggested to doing intensive

discussions after class visits are held. When the supervisor makes important recommendations, the teachers can provide feedback so that the recommendations can be fruitful to enhance the teaching and learning process. Because one of the necessary steps in the process of improving teacher quality is class visits, where prospective teachers are given the freedom to develop skills according to their level and capability.

This is in line with a study conducted by Setyawati (2019) entitled "*Pelaksanaan Pengawasan Kelas Kepala Sekolah Melalui Supervisi Klinis* (Implementation of Principal Class Supervision Through Clinical Supervision)" that the school principals or supervisors play the significant roles in the process of supervision activities by which they can review the learning environment directly, observe teachers teaching, and record the weaknesses or challenges faced by the teacher in the classroom. The study conducted by Iskandar (2020) entitled "*Manajemen Supervisi Akademik Kepala Madrasah* (Management of Academic Supervision of Madrasah Principals)" also shows that in the administrative observation stage it is completed according to the program that has been prepared, including perceptions of educational experience, learning strategies, learning media or devices, readiness of learning devices based on the schedule and illustration plans used, and learning assessment as well. Likewise, in the evaluation process to see the results of implementing an academic supervision plan the principal evaluates and directs teachers who do not fulfill the required standards and rewards those who are deemed successful in meeting the standards.

In the evaluation stage, the weakness is usually found in the teaching process in the classroom. Related to this, based on the interview with the Deputy Head of MAS Thawalib Tanjung Limau, after the evaluation was carried out, it was found that the obstacles faced by the teacher in teaching. To overcome these obstacles, intensive guidance is necessary to do, so that the teachers overcome such weaknesses. This guidance is carried out by helping teachers to improve their teaching skills by providing examples, directions, input and coaching in accordance with the subjects they teach. Then the principal with the deputy head of school hold discussions with teachers who experience problems by having discussions to formulate solutions together. The activity includes two steps, namely the first is an individual discussion by giving input, direction and guidance personally to the teacher without anyone else related to his problems; and the second, the discussions at teacher assembly meetings through general directions and input during teacher assembly meetings by looking for what obstacles teachers face in teaching, and finding proper solutions.

While in the evaluation stage, the method used is individual talk which is an individual discussion between the supervisor and the teacher to share opinions together related to problems faced. These aims are to: (a) give teachers the opportunity to advance in their work by solving the problems they face; (b) make better teaching materials; (c) overcoming all one's own shortcomings; and (d) avoid all bad conceptions. In addition, one-on-one discussions between supervisor and teacher are direct interactions where a teacher is free to discuss issues related to development of his skills, increasing his professionalism as a teacher as well.

If the teachers have a problem in teaching and learning process (*PBM*), the principal will easily analyze the problem they are face through this private session. A teacher is also pleased with the assistance received in solving problems related to classroom instruction. Therefore, individual chat is one way to improve the teacher's shortcomings. According to the author, as the principal of a madrasah, it is better not to discuss things that are not too important, but supervision activities are more directed for supporting the strength of teachers and an environment that encourages teachers to reflect on and evaluate the results of their own work. Many issues need to be resolved during these private conversations and, therefore, a supervisor needs to be careful when reacting to problems of teachers especially in the context of their professional responsibility.

According to Holik (2022) in his article “*Supervisi Akademik Menggunakan Pertemuan Individual Sebagai Upaya Meningkatkan Kemampuan Proses Pembelajaran Guru Pada Sekolah Binaan Di Sudin Pendidikan Wilayah 2 Jakarta Timur* (Academic Supervision Using Individual Meetings as an Effort to Improve the Ability of Teacher Learning Processes in Sekolah Binaan Di Sudin Pendidikan Wilayah 2 Jakarta Timur)”, it states that individual meetings involving the school principal and teachers can improve the quality of learning by combining counseling techniques, individual and academic supervision measures. Encouraging creativity Teachers have to maximize the supervision process which is inseparable from the planning, carrying out learning, and interacting with students.

One way of supervision to improve the teaching and learning environment is through teacher meetings. Organizing the teacher meeting is also carried out by the Head of MAS Thawalib Tanjung Limau. During the meeting, some important topics related to teaching and learning activities in schools are discussed. Because basically teaching is a profession that requires special skills, this kind of work cannot be done haphazardly by people outside of education field. Teachers' meetings are used to plan events such as panel discussions, seminars, workshops, conferences, study groups, commission work, and other activities related to the aspects of education and teaching. According to Hasanah & Kristiawan (2019) in their article “*Supervisi Akademik dan Bagaimana Kinerja Guru* (Academic Supervision and How Teacher Performance)”, it argues that teacher meetings are held to discuss teaching challenges and find appropriate solutions in schools. Basically, this step is the second stage of supervision techniques to improve a conducive learning atmosphere in MAS Thawalib Tanjung Limau.

In this sense, preventive actions are required in such surveillance activities. maximum development of teacher professionalism is always based on the level of expertise in order to increase work efficiency (Utami et al., 2021). All supports of school administrators is intended to foster the leadership of teachers and other staff members in achieving educational goals which are the main part of supervision activities. The purpose of education is to make humans better—more moral, independent, tough, smart, skilled, disciplined, professional, responsible, productive, healthy, and spiritual—as well as enhancing faith and piety to the Almighty. As such, the meaning of supervision is broad. All support from school administrators, called supervision, is to help teachers and other school employees to become more effective leaders in achieving educational goals.

A teacher may have several levels. At this point, one would go through the procedures to be a professional. The Head of MAS Thawalib Tanjung Limau has to follow an organized process when conducting visits or observations, including planning, implementation, analysis, drawing conclusions, and evaluation. All of this is divided into the following categories: the first, planning is carried out democratically and jointly by the principal and the teachers to be visited, depending on the challenges they face together, what will be seen, and when is the optimal time. The second, observations are made as relaxed as possible by always paying attention to the good name of the teachers in class, not being self-assertive, not interfering too much, and being democratic in making decisions. These aspects must also be included in the third stage of supervision, namely the discussion stage of the results of observations by discussing the advantages and disadvantages, with the Head of the madrasa and teachers who are seen in a safe and peaceful environment. Final assessment is also done collaboratively by engaging all stakeholders.

On the basis of shared conclusions, improvement strategies are also sought together. If necessary, the principal offers advice rather than giving orders. If other observations are required, these are also prepared together. The attitude of the Head of madrasah when making observations and his attitude towards the teachers after the observation is completely the most important aspects of the class visit activity. In this case, there are three types of class visits, namely (1) spontaneous visits, (2) sudden visits, (3) visits at the request of the class teacher.

Of all the categories, each has its drawbacks. However, from the class visit activities, the teachers can identify their strengths and weaknesses through intensive discussions with the supervisors. It is necessary to offer an observation because teaching and learning outcomes for students are much influenced by the competence of teachers. New advances in teaching and learning perspectives also have implications for encouraging teachers to continually expand their responsibilities and competencies. Competent teachers will be better equipped to control the classroom and ensure that students get the highest possible level of learning. Improving the quality of teachers, or growing their skills, is an pivotal procedure in relation to the implementation of educational supervision. This is done to enable that a teacher always acts according to his roles and responsibilities.

Through an educational supervision, the teacher professionalism can be improved. According to Ibrahim Bafadal, increasing the teacher professionalism is one of the promises that has to be made in the whole educational process (Naro, 2017). In accordance with the objectives of the Law of Teacher and Lecturer, a professional improvement is sought to accelerate the path of teachers towards certification. In this respect, individual discussion is an attempt to identify deficiencies or actions to support teachers in developing their professional skills so that their performance is more professional. Individual conversations with teachers are centered on the process of improving instructional strategies related to professional development. In order for supervision efforts to go according to plan, a good teaching process cannot be separated from the supervision of the Head of the madrasa.

The meeting among teachers is important to be held to help them more professional in terms of increasing the professional competence of teachers. It interferes with improvement if teachers are constrained by the certain problems that disturb the capability and professional development. Based on the data, it can be said that the supervision program implemented in the MAS Thawalib Tanjung Limau to improve the professionalism of PAI teachers is very successful, particularly in increasing teacher professionalism. In addition, the development of teacher professionalism that takes place indirectly is an educational process that can advance their roles and responsibility as a teacher.

### **The Obstacles in the Implementation of Supervision**

Based on the research results, the MAS Thawalib Tanjung Limau faces challenges in carrying out its supervision to maximize the professionalism of the teachers, some of which are due to incomplete infrastructure, low discipline of teaching staff, and lack of understanding and awareness of teaching staff in effective and efficient classroom management. It should be recognized that every madrasa have its own challenges, including in terms of facilities and infrastructure that have a significant impact on the teaching and learning process. In addition, the instructions are conducted in the MAS Thawalib Tanjung Limau where the authors collect data. In contrast to other madrasa or institutions, in this madrasa the issue of facilities and infrastructure is too urgent to optimize in order the teaching and learning process runs well in the classroom. Appropriate complete infrastructure and improving teacher discipline are two actions that school principal should take to overcome challenges by building the comprehensive supervision.

Such view above is in line with the idea that every time a supervision program is carried out, there will definitely be a number of challenges and obstacles to be faced. Berliani (2017) says that any difficulties that arise are natural, but supervisors need to deal with them immediately so that teachers do not repeat the same mistakes. However, teachers are often still afraid of being watched and may even avoid it. This is because the teacher's understanding of the meaning of supervision is still very limited. These are the difficulties felt by school managers in supervising. This happens because some teachers still believe that supervision is something used to force teachers to do whatever the supervisor wants. Due to the busy schedule of the



principal outside of the school hours and the absence of school managers in pushing for more advanced programs related to improving the quality of teaching staff, it is frequently caused by the supply of follow-up from the school principals is still not optimal.

## **CONCLUSION**

Based on the findings, the Head of MAS Thawalib Tanjung Limau plays a significant role in educational supervision activities. Similar to clinical supervision, the supervision activities carried out in the MAS Thawalib Tanjung Limau also aim not only to increase teacher professionalism, but also to improve the quality of teaching materials used in madrasa. The stages in the supervision activities include the preparation stage, the class observation stage, and the assessment or feedback discussion stage. All three are important stages that cannot be separated from each other.

Limited infrastructure and resources, lack of discipline of teaching staff, and lack of insight from teaching staff regarding efficient classroom management techniques are some of the challenges experienced in clinical and teaching supervision in the MAS Thawalib Tanjung Limau. To overcome these difficulties, the Head of madrasa seeks solutions by building complete infrastructure, optimizing the discipline of teaching staff, and providing direction, guidance on teaching methods, and efficient classroom management techniques.

## **Suggestion**

The principal as a supervisor should carry out regular supervision so that problems that occur in the teaching and learning process can be resolved, so that teacher professionalism and the quality of teaching materials can be improved. Of course, supervision activities must go through a series of processes which consist of the preparation stage, the class observation stage, and the assessment or feedback discussion stage. Thus, further research is expected to more explore the whole of those stages.

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