The Implementation of the Principal's Academic Supervision in Improving the Professionalism of Early Childhood Educators

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Abstract

The purpose of this study was to determine the implementation of academic supervision of principals in improving the professionalism of PAUD teachers. The type of research used in this research is descriptive qualitative. The data sources in this study were the principal and three teachers. The data collection techniques used were interviews and field notes. Data analysis by reducing data, presenting data, and verifying data. The research findings indicate that school principals mentor teachers to enhance their professionalism, improve their knowledge and skills, and enhance the quality of education. Inhibiting factors include teacher absenteeism and nervousness during supervision. Supporting factors include positive teacher response and good relationships between all parties involved.

Keywords: Supervision, Academic, Principal, Professionalism, Teacher

INTRODUCTION

Professional shows that a person has the required expertise, competence, and masters the field he does with full responsibility (Ardhi & Warmansyah, 2023; Nuruzzaman et al., 2023; Warmansyah et al., 2024). Therefore, in doing work, mastery is needed so that the work done can run well and can achieve maximum results. Furthermore, teacher professionalism is an important part of teaching and learning.

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activities in schools (Suwartini, 2017; Wulandari, 2012). Professional teachers must be able to encourage students to be able to optimize their potential in order to achieve maximum achievement. In accordance with Law No. 14 of 2005 Article 1 paragraph (1) states that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, and evaluating students in early childhood education through formal education, basic education, and secondary education (Kartowagiran, 2011; Laela et al., 2023).

In addition to teachers, school principals are also people who play an important role in the progress of educational institutions. Principals can function as educators, managers, administrators, supervisors, leaders, innovators, and motivators (Hasanah & Kristiawan, 2019). In carrying out his function as a supervisor, the principal acts as a driving force in the process of educational institution activities. In addition, he is also required to supervise or coach the work and performance carried out by teachers and education personnel (Badrudin et al., 2022; Sum & Taran, 2020; Syamsy & Zamroni, 2023).

That way, professional teachers are needed to support the improvement of the quality of education itself, through a learning process that is not focused on just delivering material, but also has an impact on changing the behavior and knowledge of students. Therefore, professional teachers must have good performance and in accordance with educational standards. Professional teachers must have the ability and proficiency based on knowledge, behavior, and skill motivation to achieve maximum educational goals (Suprihatiningrum, 2014).

Teachers are one of the elements in the education system, the existence of teachers is a determining factor in the successful implementation of the learning process to achieve educational and learning goals (Amalina et al., 2022; Tarup et al., 2017). Therefore, the teaching profession is an ordinary job that can be done by everyone, because professional teachers are required to have competencies that require special expertise which is innate from birth, talent, learned and developed through education and training. These competencies include pedagogical competence, namely scientific ability, personality competence, namely strong character, professional competence, namely the ability to master subject matter broadly and deeply, and social competence, namely the ability to communicate and cooperate effectively and efficiently with students, fellow teachers, colleagues, parents / guardians of students, and leaders in the school environment (Musfah, 2015).

So that professional teachers consciously carry out their work in accordance with the demands of the profession, this means that a teacher is required to have the ability or competence and attitude in accordance with the demands of his profession. Teachers have a very important role in carrying out their profession as educators so that they can become professional educators. Without an educator, the principal cannot carry out his profession as a leader (Kartowagiran, 2011).
The task of a teacher is also to make administration related to academics. Teachers are also assessed by the principal in the learning process called academic supervision. Academic supervision can be done once in 6 months. It aims to see the teacher's skills in teaching. Academic supervision is an approach taken in order to help teachers to develop their achievements (Leniwati, 2017). Etymologically, the term supervision comes from two words, super and vision. Super means above, vision means vision or vision from above, more precisely describing a position that looks higher that can observe the position below. It can be interpreted that the definition of supervision in general is direction, control carried out by a person to his subordinates within the scope of the organization in order to achieve organizational goals (Kurniawan, 2018).

The implementation of supervision or commonly called observation is an activity carried out by the supervisor to visit the teacher's class to be supervised. Supervision is very important for education to ensure the effectiveness and productivity of the programs designed. At least, there are two reasons that underlie the importance of learning supervision. First, curriculum development, which is always an indicator of educational progress. The curriculum requires continuous adjustments. Teachers must develop their creativity so that the curriculum is well implemented. In these efforts, there must be obstacles encountered. For example, incomplete information, school conditions have many shortcomings, community apathy, low method application skills, and the ability to solve problems has not been maximized (Yunus & Zohriah, 2022). According to Leniwati & Arafat (2017) defined academic supervision as a series of activities to help teachers develop their professional abilities in managing effective learning. Thus the nature of academic supervision is a series of activities in order to help teachers to develop their professional competence in managing learning led by the school principal.

Based on the results of interviews conducted on December 6, 2022 at PAUD Melati Kec. Tanjung Emas against the author conducted with the principal named Hasmineli Gutri he stated that this academic supervision has been implemented. However, the implementation of the principal's academic supervision has not had a meaningful effect on improving teacher professionalism because 1) the academic supervision model carried out by the principal is still conventional / traditional so that it is no longer relevant for the implementation of supervision in the present 2) irregular implementation time according to the schedule that has been set so that it is not effective. Of course this is very potential to raise various problems concerning education in the environment of paudud melati 1 in jorong sungai salak.

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The objectives to be achieved in the study, namely to explain how the implementation of the principal's academic supervision in improving teacher professionalism in paud melati and explain what are the supporting and inhibiting factors for the principal in improving teacher professionalism in the implementation of academic supervision in paud melati.

METHODS

This research uses descriptive qualitative research. Qualitative research is a technique that aims to produce descriptive data through written or spoken words from people or behaviors that can be observed. Researchers use qualitative research because in this qualitative method researchers have in-depth knowledge about the perspectives of research subjects in the field that cannot be explained using numbers. In addition, in qualitative research, researchers can provide clear details about human behavior that would be difficult to explain with quantitative methods that can only be explained in words or qualitative methods.

This research was conducted at PAUD Melati, Tanjung Emas sub-district, the subject of this research was the teachers at PAUD Melati. The research was conducted on December 28, 2023 to February 2024. Data collection instruments are interviews, observations, field notes, documentation, and researchers also need the help of recording devices to carry it out in the form of cellphones. The data sources used are primary and secondary data sources. The data analysis techniques used are data reduction, data presentation and data verification.

RESULTS AND DISCUSSION

From the data that has been obtained at PAUD Melati by using interviews with 4 informants and also using field notes. Based on the results of the interview, it can be concluded that the informant, namely the principal, has provided support as a principal in improving the professionalism of teachers, this can be seen from the results of interviews that researchers have conducted that the principal has participated in improving the professionalism of teachers by providing direction by creating a family relationship at school, helping to solve teacher problems, carrying out supervision, creating interpersonal relationships that know each other, and conducting work assessment. This action can already prove that the principal has provided academic supervision that can improve the professionalism of teachers at PAUD Melati.
From the results of interviews with teachers and principals, it is in sync between the answers from teachers and answers from principals who say that supervision carried out by teachers will affect the level of professional competence of teachers. This is also supported by a statement from Suwartini (2017) which says that the principal's academic supervision has a significant effect on the professionalism of public elementary school teachers in Purwakarta Regency. The influence shown by the principal's academic supervision on teacher professionalism is significant and classified as high. Practically, one of the factors that cause the high influence of the principal's academic supervision on teacher professionalism is the optimal role of the principal as a supervisor and teachers critically always seek and actively improve themselves to get better things in carrying out their duties.

This theory supports the results of interviews and field notes with several informants, namely principals and teachers with statements referring to the principal's supervision to improve teacher professionalism. In addition, good communication from the principal is a major factor in the implementation of this academic supervision. Direction is carried out by carrying out several indicators, namely instructions, suggestions and orders. In the process of carrying out duties as a principal, the duties as a supervisor overlap with the duties as a head. Thus, the task as a supervisor seems to be invisible to teachers, although principals in general have carried out this task. Direction, suggestions and orders are carried out by principals to improve the quality of learning that is considered less than perfect. Problem solving is done actively by the principal. This is done so that the school atmosphere becomes a conducive atmosphere. Although the principal's duties in administrative matters are quite a lot, the principal always tries to carry out his duties as a problem solver. The tasks performed by the principal when carrying out the supervisory function are in accordance with the supervision or academic supervision carried out by the principal.

The principal's duty to create interpersonal relationships with all individuals in the school must fulfill the following indicators. a) Positive statements b) Responsibility c) Feedback d) Attention Interpersonal relationships are sometimes difficult to implement due to the diverse nature of humans. To establish interpersonal relationships, it is necessary to appreciate, respect and accept the shortcomings and strengths of others. Assessment of work results is always carried out by the principal. Assessment is not only in the form of numbers but also narratives that are used to illustrate for teachers to be able to improve performance in an effort to improve the quality of learning.

There are several factors that hinder and support the implementation of academic supervision itself. The following is an explanation of the inhibiting and supporting factors for the implementation of the principal's academic supervision. Based on interviews from principals and teachers, it can be concluded that the implementation of supervision by principals also has its obstacles, both in terms of personal teachers, principals themselves or other matters from the education office. In addition, interviews with teachers have also
been conducted regarding the factors inhibiting the implementation of academic supervision. In addition, the inhibitor of academic supervision is the presence of children who are sometimes very minimal, making it ineffective to carry out academic supervision.

This is in line with research conducted by Fahmi (2018). The inhibiting factor for the implementation of scientific supervision is the inherent intensive work system. Teachers must familiarize themselves with a new work culture that requires creativity and perseverance, in terms of educational autonomy and regional autonomy, and old work habits must be abandoned. Teacher creativity is necessary because it can affect the quality of education. Academic teaching requires more time allocation. An obstacle for supervisors is that not all teachers have access to specialized guidance from supervisors because many schools need guidance. It is a very difficult job for a supervisor to lead 10 schools (Slameto, 2016). Similarly, principals have to participate in many activities outside the school, thus delaying the established teacher supervision schedule. Due to time constraints and the number of schools covered, supervisors can only train each teacher once a semester, so the supervision program is not maximally implemented (Fahmi et al., 2018).

In addition to inhibiting factors, the supporting factors for the implementation of academic supervision based on the results of interviews from the principal and the teacher, we can conclude that the factors that support the implementation of academic supervision are the support of teachers, teachers who want to be corrected and given advice, besides that the delivery from the principal to the teacher is also with language that can be accepted by the teacher, so that the communication goes well. This is in line with the opinion of Faizatun (2020) which says that: (1) Teacher motivation in teaching, (2) The existence of an academic teaching schedule (3) personal relationships between teachers, (4) the same profession, (5) senior teachers are cooperative, and (6) education administration is fully and well organized. implementation of its duties; its duties are continuous supervision of all teachers; (8) good student conditions; and (9) strong cooperation between teachers.

The successful implementation of a principal's supervision is influenced by several supporting factors. This means that the supervised teachers are cooperative and open to the supervision process carried out by the principal. Supporting factors that ensure the successful implementation of academic supervision are: (1) socialization of the academic supervision plan, (2) teachers' willingness to be supervised, (3) full control over teachers, (4) appropriate guidance from madrasah leaders, (5) senior teachers are actively invited to collaborate with their peers, and (6) students are trained in classroom attendance and observation skills, (7) qualified teachers willing to collaborate, and (8) good reputation during learning activities using both (Hardono, Haryono, 2017).

This is supported by good teacher input and adequate equipment, and everything goes thanks to the high dedication of PAUD Melati teachers. From the results of the above description it can be concluded that the supporting factors for the implementation of
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academic supervision in improving the professionalism of teachers at PAUD Melati are teachers responding positively about the implementation of supervision, the establishment of good relationships between teachers and teachers and principals with teachers, the emergence of teacher awareness to improve their abilities.

CONCLUSION

Based on the results of research and discussion, it can be concluded that with the academic supervision conducted by the principal to teachers in the education unit, it will make the competence of teachers become more improved, especially the competence of the teacher's professionalism. Supporting factors of academic supervision include academic supervision activities that have been scheduled and scheduled to help the implementation of supervision in PAUD Melati, the willingness, commitment and high dedication of teachers in improving competence in teaching, the careful preparation of teachers before being supervised, the demands of the minds of teachers who want to always, the existence of active cooperation with various agencies, the existence of complete infrastructure in the classroom helps teachers in the learning process. The advice for school principals, in order to always carry out principal supervision properly, especially academic supervision to improve teacher professionalism in schools, therefore principals must do something that can attract teachers' interest in learning and provide motivation, provide rewards, complete learning facilities and equipment so that teachers are more free in carrying out learning.

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