



## Principal Strategy Through Academic Supervision to Improve Teacher Professionalism in Islamic Educational Institutions

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**ABSTRACT:** One of the supervision techniques implemented by the principal is academic supervision. The function of academic supervision is an effort to improve as a continuous process and is carried out continuously (continuous quality improvement). The role of academic supervision by the principal can affect teacher professionalism. This study aims to determine the principal's strategy through academic supervision in improving teacher professionalism in Islamic Educational Institutions. The research method uses a qualitative approach with observation, interview, documentation and data validity techniques. The results of the study obtained that (1) academic supervision carried out by the principal uses a schedule that has been submitted to the teacher. (2) academic supervision that is carried out continuously and openly can improve teacher professionalism and competency. (3) the cooperative learning strategy used can make it easier for the principal to supervise and motivate teachers to be more professional.

**KEY WORDS:** Principal Strategy, academic supervision, Educational Institution

### INTRODUCTION

Humans are resources in an organization that have a fundamental role in advancing an organization, especially in Islamic Educational Institutions. Bangun believes that in building superior quality human resources, it is necessary to increase human capital competitively in order to be able to adapt to changes in the work environment. Islamic Educational Institutions are organizations that require a leader with a commitment to work together to achieve goals together as desired by the institution. The principal as the main authority holder in the school needs to understand well how the principal's supervision and leadership management, because the principal's supervision and leadership are two things that are interrelated and strengthen each other.

According to Gibson et al., in Dewi(Trang, 2013), Performance can be used formeasure efficiency Work or efficiency institution. Performance or work achievement is the achievement of quality and quantity of work results achieved by an employee who has fulfilled the tasks and responsibilities given to him. Achievement of work in accordance with the specified target is a brief definition of performance.

Leadership is the backbone of organizational development, especially in an educational institution. If the leader is good, the goals of the institution can be achieved optimally and vice versa. Every action of the leader has a big impact on his subordinates, both in terms of attitude, behavior and performance (Shahzad et al., 2010). Leadership is needed as a controller and decision maker. Leadership can be reflected in individual characteristics, habits, ways of influencing others, interactions, positions in the organization and perceptions of legitimate influence (Elfrianto, 2020; Tanjung & Elfrianto, 2019)

One of the effective ways for the principal's role in improving teacher professionalism is by conducting supervision. The principal can directly interact with teachers when conducting supervision. Therefore, a principal needs to guide, foster and direct the teachers and staff well. With high commitment and professionalism, teachers can work professionally in accordance with the rules. Through this supervision, it is hoped that the principal can effectively influence and direct teachers in improving their learning competencies in the classroom.

One of the supervision techniques implemented by the principal is academic supervision. The function of academic supervision is an effort to improve as a continuous process and is carried out continuously. This academic supervision upholds the practice of continuous quality improvement as one of the basic principles and integrated management (Hadis, 2010, p. 34). Academic supervision is the basis or foundation of professional supervision activities, which is a way for the principal to provide assistance to improve the professional abilities of teachers. The lack of intensive implementation of academic supervision is due to the many administrative tasks of the principal so that it is difficult to find time to carry out academic supervision on an ongoing basis. The principal has a central role in managing the professionalism of teachers in their respective schools, so it is very important for the principal to understand and create strategies in implementing supervision properly.

The research conducted by (Erni Agustin, 2017) obtained the results that there is a positive and significant influence of the principal's academic supervision on teacher professionalism by 20.2% and there is a positive and significant influence together between the principal's academic supervision and teacher professionalism on the quality of public elementary school education in Purwakarta Regency by 36.3%. Similar to the research above (Meila Hayudiyani, Bagus Rachmad Saputra, Maulana Amirul Adha, Nova Syafira Ariyanti, 2020) and also (Syukkur, 2021) entitled providing results that academic supervision can improve teacher quality in improving student learning achievement, so that schools are included in the superior category.

From the background above, it is necessary to study in depth how the principal's strategy in an Islamic Educational Institution is to improve the professionalism and competence of teachers, one of which can be done through academic supervision. This research was conducted at Anak Saleh Elementary School with the hope that in the future the level of professionalism and competence of teachers will be more superior so that it can improve the image of the Institution in this era of global and digital competition. The principal also tries by being able to provide influence or stimulus in the form of direction or coaching so that teachers consciously and professionally carry out their duties to achieve the goals of the institution together.

## RESEARCH METHODS

The method used in this study is a descriptive qualitative method. This method aims to provide a systematic, factual, and accurate description of the factors, facts, and characteristics and relationships between the phenomena being investigated. This method can also solve current problems. The techniques used in the study go through four stages, namely: observation, interviews, documentation and data validity.

The subjects of the study were the principal and teachers of Anak Saleh Elementary School which has 24 study groups with 52 teachers and has an A accreditation status. This school is an Islamic elementary school that has a distinctive advantage in the integration of the National curriculum, Institutional curriculum and family curriculum.

Interviews are conducted in accordance with Esterberg's theory, namely meeting with the interviewer to exchange information or ideas by asking questions, so that they can be narrowed down to a conclusion or meaning in a particular discussion. Interviews and documentation are useful for the process of collecting information sourced from individuals to draw a conclusion.

## DISCUSSION

### Academic Supervision of the Principal of Anak Saleh Elementary School

In this study, it was found that the principal created a scheduled and open academic supervision model in stages. Supervision was carried out openly by prioritizing collaborative and enjoyable elements. The principal's ability to carry out academic supervision at SD Anak Saleh can be said not to be a burden on teachers and scary. However, with the cooperative learning model, teachers are motivated to become better and more competent. The description or model of academic supervision carried out by the principal of SD Anak Saleh is as follows:



**Chart 1. Academic Supervision Model at SD Anak Saleh**

From the model described, it can be concluded that the supervision activities carried out by the principal have brought about a change and the desire of teachers to be more competent in carrying out the learning process. This is because when the principal supervises, teachers feel that they are not assessed or judged unilaterally, but rather on reflection and sharing of learning experiences while in their respective classes.

Three dimensions of the principal's academic supervision include planning the academic supervision work program, the principal's strategy in implementing academic supervision, and implementing follow-up academic supervision carried out by the principal systematically and collaboratively with the curriculum field representative. In its implementation, several instruments are needed that can be developed to improve competence in certain aspects.

Of the three dimensions with the lowest level is the follow-up dimension. This happens because of the large workload of the principal, namely in terms of principal management and administration, so that the principal is still focused on planning work programs and strategies for implementing continuous academic supervision. The principal needs to cooperate in creating a follow-up supervision program that has so far been considered less than optimal, so that later the results of supervision will be obtained that increase significantly with the increase in teacher competency required by the Institution.

The results of the follow-up of academic supervision will later be needed by teachers to improve their performance in the teaching and learning process in the classroom. This is in accordance with the findings of research conducted by Prof. Djam'an Satori in 1995 in the city of Bandung on the supervision system in elementary schools in particular has not been running effectively, especially in relation to efforts to develop the professionalism of teachers. The implementation of new supervision is limited to attention to the physical and formal administrative aspects and has not paid serious attention to the supervision of the implementation of the teaching and learning process. However, even though the implementation of the role of academic supervisor is not carried out effectively by the principal, the principal has shown a fairly high level of concern for teaching and education problems, and the principal always provides time and opportunities for dialogue and helps teachers understand and solve the educational problems they face.

### **Professionalism of Elementary School Teachers Anak Saleh**

Steps that can be taken by the principal after carrying out academic supervision are in the form of coaching for teachers, either by providing motivation to participate in training, seminars, workshops, or facilitating KKG activities by inviting outstanding teachers as resource persons. That way, it is hoped that teachers will be able to improve their teaching performance so that ultimately the learning objectives can be achieved properly.

Teacher development through academic supervision carried out by the principal must focus on what has become the responsibility as a teacher. Teachers must be considered as partners who can be invited to exchange ideas in thinking about various educational problems in schools. This kind of development pattern can elevate the dignity of teachers because they have the same position in managing education. The results of supervision need to be followed up in order to provide a real impact on improving teacher professionalism. This real impact is expected to be felt by the community and stakeholders. The follow-up is in the form of: reinforcement and awards given to teachers who have met the standards, educational reprimands given to teachers who have not met the standards and teachers are given the opportunity to take part in further training/training.

Based on the results of observations and interviews conducted with the principal and teachers at SD Anak Saleh, it was found that teacher professionalism is in the high category with an average tendency score of all indicators of 6.78. The score was obtained from the results of the school's education report in the last two years. It can be concluded that in general the academic supervision carried out by the principal in improving the professionalism of teachers at SD Anak Saleh is in the good category. This means that the four dimensions of teacher professionalism, namely improving and maintaining the image of the profession, pursuing quality and professional ideals, have been fulfilled.

The role of the principal is the spearhead in achieving or not achieving organizational goals. A leader needs to implement his leadership through the following six functions:

1. The function of planning, namely arranging everything that will be done in the future by considering the conditions and circumstances around the organization and as a reference material in moving forward. In the management function put forward by GR Terry that planning is indeed the first step in starting everything.
2. Looking ahead, in this case as a leader must be able to analyze everything that will happen in the future and prepare for all possibilities that will occur. The principal sees and analyzes the strengths, weaknesses, opportunities and also any threats that can reduce the performance of his subordinates in the future.
3. Loyalty development. Leaders as holders of the highest power must be able to cultivate their employees' awareness of a sense of love and loyalty to their organization. With love for the organization, there will also be a feeling of love and respect for the tasks, groups and leaders in the organization. The school principal provides an example and understanding and reasoning about the importance of sincerity in work and not just pursuing material things.
4. Supervision of plan implementation. Another function of a leader is to supervise the running of the organization, whether it is in accordance with existing planning or not and to examine all possible obstacles that will disrupt the implementation of organizational planning.
5. Making decisions, in making decisions it is the authority of a leader to determine the policies that will be implemented within the scope of the organization, so it is necessary to observe and analyze the problems faced so that the decisions taken are appropriate and do not harm the organization.
6. The awarding of awards/rewards is carried out periodically once every semester by the Institution and once a year by the Foundation in order to motivate the performance of teachers and staff and to further increase loyalty in serving and working.

### **CONCLUSION**

Principals in an effort to improve teacher professionalism need to implement strategies in the institution, one of which is by conducting academic supervision openly, collaboratively and cooperatively. This study provides an overview that the principal has conducted academic supervision according to the schedule that has been submitted to the teacher. Academic supervision carried out by the principal continuously and openly can improve teacher professionalism and competence. The cooperative learning strategy used can make it easier for the principal to supervise and motivate teachers to be more professional. The basis for the

principal in carrying out his function as a leader has 6 important functions, namely 1). planning function, 2). Forward-looking, 3). Loyalty development, 4). Supervision of plan implementation, 5). Making decisions, 6). Giving gifts. By implementing these functions, the goals of the organization can be achieved effectively and efficiently according to shared expectations.

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