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**ACADEMIC SUPERVISION OF ELEMENTARY SCHOOL PRINCIPALS TO  
IMPROVING THE QUALITY OF LEARNING IN THE KAMPUNG CAMBRIDGE  
PROGRAM MUTIARA CENDEKIA**

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**ABSTRAK**

Penelitian ini bertujuan untuk mengetahui proses supervisi akademik yang dilakukan pada pelaksanaan pembelajaran program kampung Cambridge di Sekolah Islam Terpadu Mutiara Cendekia dan dampaknya terhadap kualitas pembelajaran serta rencana tindak lanjut hasil supervisi akademik sebagai bagian refleksi mempertahankan mutu sekolah. Penelitian ini menggunakan metode deskriptif kualitatif dengan jenis penelitian dengan pendekatan studi kasus. Penelitian ini difokuskan pada aspek perencanaan, pelaksanaan, dan evaluasi serta mengidentifikasi hambatan program supervisi akademik kepala sekolah dasar dalam peningkatan mutu pembelajaran pada program Kampung Cambridge Mutiara Cendekia. Langkah-langkah penelitian yang dilakukan diawali dengan 1) Mengidentifikasi dan berkomunikasi dengan pihak yang berkepentingan, 2) Pengumpulan data, 3) Menganalisis temuan penelitian, 4) Menarik simpulan. Pengumpulan data menggunakan metode wawancara, observasi dan dokumentasi. Hasil penelitian ini menemukan bahwa kepala sekolah SDIT Mutiara Cendekia Lubuklinggau dalam perencanaan supervisi akademik dilakukan secara berkala dan mengikutsertakan secara aktif guru untuk menyusun program supervisi akademik serta melibatkan peserta didik untuk melihat respon penilaian terhadap mutu pembelajaran. Kepala sekolah dan guru harus memiliki komunikasi yang baik dan menjadi motivator agar tercipta suasana pembelajaran yang interaktif, sehingga dibutuhkan pelatihan yang menghadirkan narasumber ahli untuk meningkatkan kompetensi guru. Adapun hambatan yang ditemukan dalam penelitian ini, yaitu minimnya waktu kepala sekolah sehingga sulit terlaksananya supervisi akademik secara periodik. Adapun solusi dari hambatan tersebut adalah menugaskan guru senior atau guru ahli dengan melibatkan wakil kepala sekolah berkompeten sebagai pengganti tugas supervisi kepala sekolah.

**Kata-kata kunci: Supervisi Akademik, Mutu Pembelajaran, Kampung Cambridge.**

## ABSTRACT

*This research aims to determine the academic supervision process carried out in the implementation of the Kampung Cambridge learning program at the Mutiara Cendekia Integrated Islamic School and its impact on the quality of learning as well as follow-up plans for the results of academic supervision as part of a reflection on maintaining school quality. This research uses a qualitative descriptive method with a case study approach. This research focuses on aspects of planning, implementation and evaluation as well as identifying obstacles to the elementary school principal's academic supervision program in improving the quality of learning in the Kampung Cambridge Mutiara Cendekia program. The research steps carried out began with 1) Identifying and communicating with interested parties, 2) Collecting data, 3) Analyzing research findings, 4) Drawing conclusions. Data collection uses interview, observation and documentation methods. The results of this research found that the principal of SDIT Mutiara Cendekia Lubuklinggau planned academic supervision regularly and actively involved teachers in preparing academic supervision programs and involved students to see the assessment response to the quality of learning. School principals and teachers must have good communication and be motivators to create an interactive learning atmosphere, so training is needed that presents expert speakers to improve teacher competence. The obstacles found in this research were the lack of time for school principals, making it difficult to carry out periodic academic supervision. The solution to this obstacle is to assign senior teachers or expert teachers by involving competent deputy principals as substitutes for the principal's supervisory duties.*

**Keywords:** *Academic Supervision, Quality Of Learning, Kampung Cambridge.*

## INTRODUCTION

Educational institutions are currently in the public spotlight, especially in showing the performance of educational services. The school is an institution operating in the field of education within the framework of advancing and developing national education. As an organization where schools have a goal that is the hope of achieving curricular goals, institutional goals, to national education goals that have been set by the government as a whole.

In the explanation of Undang-Undang No 20 Tahun 2023 concerning the National Education System where the terms Educator and Education Personnel are explained that Educators are educational personnel who are qualified as teachers, lecturers, counselors, tutors, lecturers, tutors, instructors, facilitators, and other appropriate titles. with their specialties, as well as participating in providing education. This means that the school principal is an educational worker who has a role in providing knowledge to students. The principal is also a teacher who carries out additional work.

Based on Peraturan Menteri Pendidikan Nasional RI Nomor 13 Tahun 2007 Tanggal 17 April 2007 concerning School/Madrasah Principal Standards, a school principal at each level of education must have the status of a teacher at that level of education. After successfully being elected as a school principal, the teacher is required to continue to develop existing competencies. The competency dimension that must be developed is the supervision competency dimension, with competency demands: 1) planning an academic supervision program in order to increase teacher professionalism, 2) carrying out academic supervision of teachers using appropriate supervision approaches and techniques, 3) following up on the

results of academic supervision of teachers. teachers in order to increase teacher professionalism.

Developing competency for teachers is the responsibility of a leader, in this case the school principal. The school principal will work together with teachers to realize learning to achieve educational goals optimally. Collaborative efforts are carried out by carrying out academic supervision activities in accordance with the mandate of Permendikbud nomor 6 tahun 2018 that school principals have to supervise teachers (Permendikbud RI No. 6, 2018). Apart from providing an assessment of teacher performance, academic supervision activities can increase teacher competence in managing classroom learning.

Its role in improving the quality of education is supported by its success in optimizing teacher performance. Good teacher performance will influence the student learning process, as well as being able to carry out and condition students to be able to receive learning well (Sanglah, 2021). Good learning in the educational process in an institution will improve the quality of the school itself. The quality of education will be realized with competent teachers and efficient learning management so that teachers' performance is professionally formed (Maulansyah et al., 2023).

In order to improve the quality of teachers in an educational institution, of course a school principal is needed who has professional abilities to stimulate increased teacher competency and pedagogical expertise. The principal's academic supervision is the most important part in ensuring the implementation of a learning activity program at school. So that supervision carried out by school principals must be carried out continuously and sustainably in order to improve the quality of learning which can ultimately improve the quality of education in Indonesia in general. Academic supervision is the basis for professional supervision activities. What is being studied is how to improve the quality of teacher learning by implementing learning innovations in order to increase a teacher's competency, so that teachers become more capable of handling the main learning tasks of their students. Program tools and activity procedures in schools are aimed at improving and increasing the quality of learning carried out by teachers by paying attention to various aspects ranging from teaching skills, knowledge of teaching materials, and the ability to develop (Rosni, 2021).

Educational development carried out in schools must follow supervision guidelines and supervision provides supervision, where the principles of supervision and educational guidance are to improve the conditions of the learning environment (Bermawi & Fauziah, 2015). In carrying out his duties as a supervisor, the principal requires different skill prerequisites from ordinary teachers, where the principal must have an understanding of the concepts and theories of supervision, engineering supervision and supervision of various instruments. As a supervisor, a school principal can carry out managerial supervision and academic supervision simultaneously to be able to carry out optimal supervision (Rozi Tasari, 2023).

Therefore, a school principal is needed who not only has the ability but also has a strong will to carry out academic supervision in an effort to improve the quality of education in the institution he leads. There are several things that sometimes make supervision activities less effective, namely the principal's initiative in carrying out academic supervision is still very lacking, this is due to the large number of administrative tasks so it is difficult to find time to carry out the principal's academic supervision.

Conditions where the lack of supervision from the school principal creates a climate that is less conducive to increasing teacher professionalism and the quality of education. Because the role and function of teachers in the world of education is very important, school principals have a major role in managing personnel, especially regarding the professional competence of teachers in schools. School principals must have the ability to understand and

apply academic supervision competencies well. Academic supervision carried out by the school principal must fulfill aspects of the academic supervision program, implementation of the supervision program, evaluation of the results of academic supervision and factors inhibiting academic supervision.

Research has been conducted where academic supervision can improve the quality of teacher learning. Mulloh & Muslim, (2022) presented research results that supervision is coaching that is planned and implemented by supervisors to support educators and education staff in carrying out learning processes and activities more effectively. Increasing a teacher's professional competence can be improved through educational supervision, where the implementation of professional supervision by the school principal can improve the quality of education.

This is also in line with research conducted by Suparliadi, (2021) which found that academic supervision carried out by the Principal is an activity in improving the teaching process, including stimulating, selecting position growth and development of teachers as well as revising learning objectives, teaching materials, methods, evaluation or teaching assessment. Academic supervision can help teachers to learn and understand their duties and roles as educators so that this can improve teacher quality.

The research results show Mujiono, (2020) that academic supervision is capable of implementing academic supervision to improve teachers pedagogical competence, personality competence, professional competence and social competence. School principals must be able to plan supervision programs well, carry out standardized supervision and carry out further supervision as an evaluation process, especially in improving the quality of learning which will have a wider impact later. A professional school principal, one of whom will be able to supervise his teachers, so that he can improve the situation of the teaching and learning process which has a positive impact on improving the quality of education (Fathurrohman & Sutikno, 2009).

School principals and teachers are important elements that are interrelated in maintaining and improving school quality. The end result of improving school quality is the quality of learning carried out by teachers at school. One strategy that is an effort to mitigate learning conditions and strengthen character in the Kampung Cambridge program by strengthening English language learning is part of an effort to maintain school quality. There are two aspects of supervision, namely the academic aspect and the managerial aspect. Academic supervision focuses on learning inside and outside the classroom. Managerial supervision is more about observing aspects of school management and administration as a support for the implementation of effective learning (M. Purbasari, 2015).

Carrying out academic supervision must have a strategy that can provide the concept of gradual quality improvement. Apart from being tasked with providing guidance on the quality of teachers, the principal also functions as a motivator who can raise the enthusiasm of teachers to improve their competence (Wahjosumidjo, 1994). This can be done by developing human resources to ensure quality is guaranteed, so that intensive supervision in order to increase quality standards can be achieved in a gradual and measurable manner. Measurable supervision and control in educational institutions can be carried out through supervision activities by school supervisors, school principals, colleagues and other stakeholders (Berliani et al., 2023).

The aim of this research is to determine the academic supervision process carried out in the implementation of the Kampung Cambridge learning program at the Mutiara Cendekia Integrated Islamic School and its impact on the quality of learning as well as follow-up plans for the results of academic supervision as part of a reflection on maintaining school quality.

## **RESEARCH METHODS**

This research uses a qualitative approach with a case study type of research. Where qualitative research is carried out by exploring and understanding the meaning of a number of individuals or groups of people originating from various problems in the Kampung Cambridge program with a focus on the academic supervision of the school principal. The researcher used a qualitative approach because this approach was carried out in natural conditions, so as to obtain an overview of the principal's academic supervision in implementing teacher quality improvement which is practiced at SDIT Mutiara Cendekia.

Then, by using case study research, a complete and in-depth explanation was obtained regarding the principal's academic supervision, as well as its relation to improving the quality of teacher learning at SDIT Mutiara Cendekia. The data sources in this research were obtained from parties involved in improving the quality of teachers at SDIT Mutiara Cendekia Lubuklinggau, namely the principal, deputy principal and 10 English teachers.

Data collection uses interview, observation and documentation methods. The interviews conducted were more open in nature, meaning that the informant revealed answers based on facts in the field that were truly in accordance with the situation and conditions in the field. So the data obtained consists of several direct quotes from people about their experiences during program implementation, opinions regarding the program, and their knowledge. Analysis is carried out by compiling, connecting and reducing data, presenting data, drawing data conclusions during and after data collection. The data analysis technique used by researchers is the interactive model of Miles, Huberman, and Saldana (2014), which according to the interactive model includes data condensation, data display and conclusion drawing (Wanto, 2018).

## **RESULTS AND DISCUSSION**

The results of research conducted on four main indicators which include 1) principal academic supervision planning; 2) implementation of the school principal's academic supervision; 3) evaluation of the principal's academic supervision; and 4) obstacles and solutions to principals' academic supervision, can be described as follows.

### **Principal Academic Supervision Planning**

At the planning stage of academic supervision carried out by the principal, researchers found that the principal of SDIT Mutiara Cendekia Lubuklinggau in planning the academic supervision program implemented in the Kampung Cambridge program was carried out periodically in order to increase the professionalism of the teachers who implemented the program.

It is hoped that this supervision program which is carried out periodically will be able to monitor teaching and learning activities in the Kampung Cambridge program and understand the teacher's duties in the learning process so that the guidance provided is in accordance with what the teacher needs in order to improve the quality of education. This is supported by research conducted by Aisyahrani et al., (2023) which states that the effectiveness of a program will increase along with the details of program implementation activities and operational activities which will help and make it easier for supervisors to carry out actions as scheduled.

The planning of the supervision program carried out by the principal of SDIT Mutiara Cendekia Lubuklinggau has involved the teacher council, one of which is through teacher council meetings which are held every Wednesday of every week. Yusuf, (2023) that in preparing a supervision program that involves a board of teachers in the school environment, it can maintain environmental conduciveness in achieving the supervision carried out. A similar thing was also found in research by Nasution et al., (2021) which stated that in preparing a supervision program, discussions were needed in meetings involving teachers to improve the

performance of supervising learning activities.

The supervision planning carried out by the school principal is to prepare academic supervision instruments, one of which is the assessment of the Learning Implementation Plan, which is in the form of a learning implementation plan that has been prepared by the teacher before carrying out the learning activity or process. Teachers who teach must plan learning activities in the Kampung Cambridge program, including preparing learning materials, learning media, and learning methods that will be applied in the process of English learning activities in the program.

This is in line with research conducted by H. Y. Purbasari et al., (2021) which states that the Learning Implementation Plan used by teachers is a supervision instrument carried out by the school principal as a reference material for evaluating and reflecting on classroom learning. The Learning Implementation Plan was developed from the syllabus to direct students' learning activities in an effort to achieve Basic Competency in English at SDIT Mutiara Cendekia. Every educator in an educational unit is required to prepare a lesson plan completely and systematically so that learning takes place in an interactive, inspiring, fun, challenging and efficient manner. Learning planning can motivate students to participate actively, as well as providing sufficient space according to students' talents, interests and physical and psychological development.

### **Implementation of Principal Academic Supervision**

Research findings in the implementation of the principal's academic supervision in improving the quality of teacher learning, the principal in coordination with the teacher shows that the principal always communicates, discusses and provides input or suggestions to the teacher to display his best abilities during the teacher's learning process in the classroom. Mukhtar, (2015) which states that the principal must be able to be a motivator and provide advice in creating an effective and efficient teaching and learning process so that learning productivity is achieved which ultimately can improve the quality of education. The ability to lead in school institutions and run a good organization greatly influences the performance of school members, especially the performance of teachers and other educational staff.

One of the academic supervision techniques carried out by school principals in the Kampung Cambridge program is by conducting class visits and observations. Implementation of supervision carried out by the school principal. The first step is a pre-observation meeting. In this meeting the principal provides an explanation of the visit activities that will be carried out and ensures that the presence of the principal during supervision will not disrupt the course of learning.

Apart from that, the principal and teachers discuss the Learning Implementation Plan and other matters related to the implementation of learning that will be supervised. The second step is carrying out observations. At this stage, the principal looks at things that must be observed such as student participation in Kampung Cambridge classes, the use of teaching aids, which support the learning process. Observations are carried out without any element of assessing or judging so that it is hoped that results will provide motivation to improve teacher quality. Gatot Krisdiyanto, (2019) which states that supervision techniques will influence improving the quality and implementation of good supervision. Where appropriate academic supervision techniques can resolve and answer the problems faced by teachers. Soewadji (1987) states that supervision can provide stimulation, guidance or assistance to teachers so that their professional abilities develop further, so that learning situations become more effective and efficient.

Another finding during the implementation of supervision by the principal was that the principal gave directions to create good collaboration between teachers in the school, namely that teachers were asked to regularly discuss and share knowledge with each other so that peer tutoring activities could help provide a good experience for each of them. teachers in increasing

knowledge. This discussion can increase teachers' knowledge that they do not yet know, which in turn is expected to improve the quality of the teacher personally. Suwanda, (2018) that as a manager, the school principal devotes most of his time to allocating energy and thoughts, providing solution facilities to teachers and students in every problem of the learning process. By paying more attention to learning, teachers and students, the teaching and learning process in schools can be carried out with guidance and direction which becomes a stimulus for educational progress carried out by the school principal.

This research also found that in implementing supervision, the principal looked at the responses from students to find out the extent of the teacher's mastery in carrying out the learning process in the Kampung Cambridge program where strengthening English language subjects was the main thing carried out in the program. By mastering learning materials, the process of learning activities in class can be more interactive and increase the role of students in learning activities.

This is in line with the results research of Tanjung, (2016) that learning using the cooperative learning model can improve students' understanding and communication skills compared to conventional learning which is only teacher-centered. The cooperative learning model can be used as a learning method applied to students to create a pleasant atmosphere. In communication as interaction or two-way communication, the teacher plays the role of giving action or receiving action. The same thing applies to students, they can be recipients of action, they can also be the ones giving action. So that between teachers and students there will be dialogue. The aim of supervision is to ensure the quality of education and support teachers' professional development, leading to better academic results and increasing student success rates in terms of skills and abilities

In research, Sawir et al., (2023) explained that using the right type of teacher communication will have a very good and effective impact in helping students master lessons and achieve success which can provide maximum knowledge insight to students. Good communication is also supported by teacher creativity in mastering learning media which will support successful learning. This statement is also supported by the results of research conducted by Abidin, (2019) stating that there is an alternative that teachers can do, namely using learning models in creative ways. The success of the learning process comes from the teacher's ability to develop learning models that are oriented towards increasing the intensity of effective student involvement in learning delivery activities. Basically, creating learning conditions that enable students to learn actively and have fun will enable students to achieve optimal learning outcomes and achievements.

### **Evaluation of Principal Academic Supervision**

In this research, at the stage of evaluating the principal's academic supervision to improve the quality of teacher learning at SDIT Mutiara Cendekia Lubuklinggau in the Kampung Cambridge program, namely reporting the results of the supervision evaluation carried out by the principal to the teacher becomes a process of self-improvement for the supervisee. Teachers carry out self-evaluations regarding their teaching duties in transferring their knowledge to students. So that teachers who teach in the Kampung Cambridge program can improve or improve the learning process to be more effective and efficient. In research conducted by Suradi, (2018) suggestions and input from the school principal will make teachers better at providing learning materials and teachers will be helped in carrying out their duties in evaluating student learning.

The supervision carried out by the school principal as a form of follow-up academic supervision program is to provide training to all teachers who are teaching staff in the Kampung Cambridge program Mutiara Cendekia. This follow-up is not only for teachers who have problems or obstacles in carrying out their duties, both in terms of limited knowledge and skills in managing English learning in Kampung Cambridge. The Principal held training by bringing

in resource persons or presenters from Cambridge University Press representatives in order to gain a more precise understanding of learning. Nilda et al., (2020) stated that when carrying out supervision, the principal must be able to read the teacher's condition and establish good communication with the teacher being supervised and on an ongoing basis so that the coaching objectives can be achieved.

This is in line with the results of research conducted by Ajepri et al., (2022) that school principals hold training activities to make teachers more innovative and make it easier for teachers to choose teaching methods to make learning more enjoyable for children. Research conducted by Puspitasari, (2015) confirms that school principals who show an attitude of high commitment and focus on developing teaching and learning activities in schools, will try to facilitate and encourage teachers to continuously improve their competence by providing lots of coaching and training.

The follow-up program of academic supervision carried out by the principal will have a positive impact on the teachers being evaluated, because the teachers will evaluate the learning process that has been carried out in the classroom to improve it in a better direction. This is supported by research by Wulandari & Nisrina, (2020) which states that teachers who are creative and innovative will have an impact on the learning carried out in the classroom. The learning atmosphere will be more varied and enjoyable for students so that it can increase motivation and interest in learning so that it will have a positive impact on learning outcomes and the quality of education.

The academic supervision carried out will produce qualified and professional teachers. This is in line with research by Marmini, (2021) which states that teacher professionalism has increased since the school principal carried out academic supervision, namely by visiting classes, providing guidance, motivation, guidance and direction to teachers in learning. The principal fulfills the need for teacher handbooks and adds teacher learning resource facilities to increase teaching references. Increasing teacher productivity is a determinant of school success, as stated by Arzfi et al., (2022) emphasizing that the quality of education can be achieved by developing teacher pedagogical capacity in the context of developing human resources. Principal supervision is needed to ensure that all learning activities meet standards and achieve results.

### **Barriers and Solutions to Principal Academic Supervision**

The results of the research, based on interviews with school principals, show that the obstacle faced by school principals in implementing academic supervision in improving the quality of teachers at SDIT Mutiara Cendekia Lubuklinggau in the Kampung Cambridge program is the school principal's busy activity schedule. The supervision schedule does not match the plan that has been set with the principal's busy schedule which can be seen from the routine meetings held by the school. The school principal's workload is quite large, which becomes an obstacle in carrying out supervision. This is supported by research conducted by Nurmalina, (2018) stating that the busy activities that must be carried out by school principals cause supervision not to be in accordance with the agreed schedule so that supervision and monitoring of supervision cannot run optimally.

The solution taken from this obstacle is that the principal assigns a senior teacher or deputy principal who has the competence to provide assessment and supervision to teachers. The solution taken by the principal is in line with research conducted by Alwi, (2021) where supervision carried out by the principal of teachers can use a collaborative approach, namely through the Deputy Principal for Curriculum, then passed on to senior teachers to provide guidance in terms of learning. This is also statement supported by Santosa, (2022) that educational success cannot be separated from the efforts of the school principal as a leader in directing and motivating teachers.

In an effort to overcome the obstacles that occur, research conducted by Yusuf, (2023)



states that the supporting factor for implementing supervision is the teacher providing positive feedback regarding the implementation of supervision. Where the establishment of good relationships between teachers and teachers and school principals and teachers will raise teacher awareness to improve their abilities.

## CLOSING

Planning for the academic supervision program for elementary school principals in improving the quality of learning in the Kampung Cambridge program is carried out periodically by involving all teacher councils through meetings and coordination so that the planning carried out will be more planned. The school principal prepared an academic supervision instrument in the form of a lesson plan for English subjects which the teacher used as reference material for the principal to carry out evaluations and reflections on learning in the Kampung Cambridge program. The implementation of the principal's academic supervision in improving the quality of teacher learning is to establish communication between the principal and teachers. Meetings and coordination will provide convenience for teachers where the principal can provide input or suggestions, teachers discuss and share their respective knowledge so that teachers can improve their quality and improve the learning process in the classroom.

Evaluation of the principal's academic supervision in improving the quality of teacher learning, namely teachers who have been supervised carry out self-evaluations regarding the learning process in the Kampung Cambridge program to provide changes for the better. The results of the evaluation will be an improvement for teachers to increase their competence. The school principal also holds training as a follow-up to the supervision carried out so that teachers will become qualified and professional. The obstacles to academic supervision of school principals in carrying out their duties to carry out supervision in order to improve the quality of teacher learning in the Kampung Cambridge program are the principal's busy schedule with daily routine tasks and the quite large burden of the principal's position in leading the school with various responsibilities that must be carried out. The solution to overcome these obstacles is to assign a deputy principal for curriculum and competent senior teachers to carry out academic supervision on behalf of the principal in order to remain committed to providing direction and input to improve the learning process.

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