Teacher Professional Development in Academic Supervision: A Qualitative Study at "*Madrasah Tsanawiah*"

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ABSTRACT: This research aims to examine the implementation, supporting and inhibiting factors, and follow-up actions of the principal's academic supervision in improving teacher performance at MTs Mathalibul Huda Jepara in the 2023/2024 academic year. A descriptive qualitative method was used for this study. The research participants included 24 teachers and the school principal, with teachers serving as the main informants. Data were collected through documentation, interviews, and observations. Data analysis was performed using the interactive model of Miles and Huberman, which involves data collection, reduction, display, and conclusion drawing. The findings of the research reveal that: 1) the implementation of academic supervision by the principal involves planning, execution, monitoring, and evaluation based on supervision instruments, which include learning administration tools such as annual programs, semester programs, syllabi, lesson plans, educational calendars, lesson schedules, and a Learning Implementation Plan (RPP); 2) the supporting factors for effective supervision include the availability of school facilities and the teachers' awareness and preparedness, while the inhibiting factors include the principal's busy schedule and academic background; 3) follow-up supervision is conducted by the teacher coordinator through an assignment letter. The results of this study provide valuable insights into the principal's role in academic supervision and its impact on teacher performance improvement at MTs Mathalibul Huda Jepara.

Keywords: instructional supervision, principal, teacher performance.

ABSTRAK: Penelitian ini bertujuan untuk mengkaji pelaksanaan, faktor pendukung dan penghambat, serta tindak lanjut dari supervisi akademik kepala sekolah dalam meningkatkan kinerja guru di MTs Mathalibul Huda Jepara pada tahun ajaran 2023/2024. Metode deskriptif kualitatif digunakan dalam penelitian ini. Partisipan penelitian terdiri dari 24 guru dan seorang kepala sekolah, dengan guru sebagai informan utama. Data dikumpulkan melalui dokumentasi, wawancara, dan observasi. Analisis data dilakukan dengan menggunakan model interaktif Miles dan Huberman, yang mencakup pengumpulan data, reduksi, tampilan, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa: 1) pelaksanaan supervisi akademik oleh kepala sekolah mencakup perencanaan, pelaksanaan, pemantauan, dan evaluasi berdasarkan instrumen supervisi, yang meliputi alat administrasi pembelajaran seperti program tahunan, program semester, silabus, rencana pelaksanaan pembelajaran (RPP), kalender pendidikan, jadwal pelajaran, dan daftar nilai; 2) faktor pendukung supervisi yang efektif meliputi ketersediaan fasilitas sekolah dan kesadaran serta kesiapan guru, sementara faktor penghambat meliputi jadwal kepala sekolah yang padat dan latar belakang akademik kepala sekolah; 3) tindak lanjut supervisi dilakukan oleh koordinator guru melalui surat tugas. Hasil penelitian ini memberikan wawasan yang berharga tentang peran kepala sekolah dalam supervisi akademik dan dampaknya terhadap peningkatan kinerja guru di MTs Mathalibul Huda Jepara.

Kata kunci: kepala sekolah, kinerja guru, supervisi instruksional.

INTRODUCTION

The competence of school principals in enhancing school quality encompasses various aspects, including coordinating the teaching and learning process, allocating adequate time for school needs, managing resources and facilities effectively, providing necessary teaching materials, and fostering good communication with teachers, staff, students, and the broader community (Mustamin & Yasin, 2012; Tonich, 2021) Effective school leadership requires principals to master and execute their managerial roles adeptly. According to Basilio (2021) & Scaffa (2007)principals must demonstrate creativity in designing plans and programs that promote school development. This involves duties such as planning, organizing the school structure, coordinating within the organization, and supervising staff members.

Despite the central role of principals in educational management, research exploring their function as education managers remains limited. Principals play a pivotal role in shaping school policies and ensuring collaboration with teachers, staff, students, and the community, supported by effective communication (Buccella et al., 2022; Peurach et al., 2021). One significant management function of school principals is supervision, which is instrumental in fostering professional teachers. As educational leaders, principals directly influence the implementation of educational programs and the attainment of school goals through their leadership skills (Windari et al., 2020; Nasution et al., 2022).

Supervision activities provide a comprehensive understanding of school management's strengths and weaknesses, including administrative aspects. These activities also evaluate the implementation of planned educational programs (Sunaryo, 2020). Effective supervision aims to enhance the efficiency and effectiveness of educational processes and school management across all types of schools (Haryanto et al., 2024; Haryanto & Isrohmawati, 2023). Principals, in their supervisory role, set policy directions, clarify school visions and missions, and foster harmonious collaboration with all stakeholders involved in the educational process (Muslihah, 2009; Basilio, 2021). A principal's performance, assessed through their leadership and supervisory practices, directly impacts internal factors such as teachers, students, and infrastructure, as well as external relationships with other institutions (Cruz-González et al., 2021; Alkrdem, 2020).

Schools, as educational institutions, interact with various stakeholders to address opportunities, challenges, and potential risks. Optimal school management and resource empowerment, achieved through strong leadership, are critical for realizing educational objectives (Haryanto et al., 2024). Principals, as key figures in schools, manage financial and human resources to accomplish the school's vision and goals. They also create an environment conducive to improving teacher performance and facilitating effective teaching practices (Ilham, 2021; Mustamin & Yasin, 2012). Supervision by principals ensures that

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teachers and staff maintain professionalism, discipline, and performance, which are vital for achieving educational success (Corrigan & Merry, 2022).

Several studies highlight the importance of academic supervision by principals in enhancing teacher performance. For instance, Zhu et al. (2019) & Muslihah (2009) found that consistent supervision and support from principals improve teacher dedication and classroom performance. Similarly, Kamsiti et al. (2024) & Muhammad Ilham (2021) emphasized the strong correlation between effective academic supervision and teacher effectiveness. Other researchers, such as Mustamin & Yasin (2012), underline the role of supervision in improving the efficiency and professionalism of educators. Teacher perceptions of principal supervision, as investigated by Gordon (2019) & Milhaleva (2020), further demonstrate the significant impact of leadership on teacher performance. In addition to boosting teacher professionalism, supervision by principals enhances motivation and teaching effectiveness, as demonstrated in studies by Tonich (2021) & Pratiwi & Warlizasusi (2023). However, challenges remain. For instance, at Madrasah Tsanawiyah Mathalibul Huda Jepara, despite having excellent facilities, some teachers exhibit low enthusiasm during principal supervision. This highlights the need for enhanced supervision strategies to address teacher motivation and performance issues.

Performance, as defined by Suchyadi et al. (2023) &Fearnley & Amora (2020) , reflects an individual's ability to complete assigned tasks based on skills, experience, and dedication. Improved teacher performance is characterized by complete administrative tasks, high motivation, punctuality, discipline, and positive relationships with colleagues and school leadership (Sein-Echaluce et al., 2020) & Corrigan & Merry (2022). This research addresses the following questions: (1) How does the principal implement academic supervision to enhance teacher performance? (2) What challenges and solutions does the principal face in their supervisory role at MTs Mathalibul Huda Jepara?

RESEARCH METHOD

Satori et al. (2019) & Nassaji (2020) describe this research as employing a qualitative and descriptive approach. The focus of the study is on the implementation of academic supervision by the school principal, acting as a supervisor, to enhance teacher performance at MTs Mathalibul Huda Jepara. The research involved 24 participants, including school principals and teachers, with informants selected based on their ability to provide insights into the principal's supervision practices at the school.

Data collection methods utilized in this study included observations, interviews, and documentation. Observations provided information on various aspects such as the physical environment, intensity and duration of reactions, behavioral control (conditions influencing observed behavior), and the quality of interactions. Specifically, observations at MTs Mathalibul Huda Jepara covered school administration, the principal's role, and teaching and learning activities (Arikunto, 2013; Mohajan, 2018).

Interviews were conducted directly, allowing researchers to engage face-to-face with school principals, teachers, students, and educational staff at MTs Mathalibul Huda Jepara. This method aimed to gather data unavailable through observation or documentation. Documentation, on the other hand, involved collecting data from written records such as transaction logs, books, newspapers, magazines, agendas, and institutional archives. These documents provided a deeper understanding of the research subject and served as a triangulation tool to verify data accuracy.

To ensure data validity, the study employed strategies like data triangulation and prolonged participation. Triangulation, as described by Moleong (2018), involves verifying data by comparing it with other sources or methods. Researchers immersed themselves in the research environment at MTs Mathalibul Huda Jepara to collect extensive information.

The data analysis followed the interactive model proposed by Miles and Huberman, encompassing data reduction, data display, and conclusion drawing or verification. The process of analysis was continuous throughout the research, integrating data collection with reduction, presentation, and interpretation in a cyclical manner (Miles & Huberman, 2020).

RESULT AND DISCUSSION

This section constitutes the core of the research article and is the most extensive part, accounting for approximately 50-60% of the total article length. It encompasses the presentation and discussion of the research findings. The findings provide insight into how the school principal implements supervision in practice. The discussion builds upon the problem formulation to interpret the research results. Subsequently, the findings are analyzed through the lens of existing theories to determine how the madrassa principal conducts supervision. The research data address the following aspects: 1) planning for supervision; 2) implementation of supervision; 3) monitoring and evaluation of supervision; 4) factors that support or hinder supervision; and 5) follow-up actions or solutions to address challenges in supervision, including initiatives to overcome barriers.

Principal Academic Supervision Planning

Before carrying out supervisory activities, as outlined above, the school principal prepares by designing a supervision program. This process includes holding preliminary meetings with several senior teachers and deputy principals. To formalize the process, the principal issues a Decree authorizing the formation of an Assistant Supervision Team. This team, tasked with assisting in supervision and enhancing the effectiveness of the principal's supervisory role, consists of senior teachers. These teachers, selected for their higher ranks and demonstrated competence, are deemed impartial and capable of conducting supervisory duties effectively, including accurately assessing the teaching situation.

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The supervision program is tailored to meet the needs of MTs Mathalibul Huda Jepara and its teachers. The key steps in conducting supervision include: (1) Establishing benchmarks, which involves determining the standards and rules to be followed; (2) Conducting assessments by reviewing actual work results; (3) Comparing the assessment outcomes with the benchmarks to identify any gaps; (4) Identifying and recording deviations or inefficiencies that arise; and (5) Taking corrective actions to ensure the plans are effectively implemented.

From an examination of the principal's academic supervision records, data regarding the six-month supervision planning for teachers were collected during the researcher's time at the study site. The details of this planning are summarized in the table below:

Table 1. Principal's Academic Supervision Planning Schedule

No.	Month	Week	Place	Teacher Name
1	February 2024	Week 1	Classroom	Teacher 1
		Week 2		Teacher 2
		Week 3		Teacher 3
		Week 4		Teacher 4
2	March 2024	Week 1	Teacher room	Teacher 5
		Week 2		Teacher 6
		Week 3		Teacher 7
		Week 4		Teacher 8
3	April 2024	Week 1	Classroom	Teacher 9
		Week 2		Teacher 10
		Week 3		Teacher 11
		Week 4		Teacher 12
4	May 2024	Week 1	Teacher room	Teacher 13
		Week 2		Teacher 14
		Week 3		Teacher 15
		Week 4		Teacher 16
5	June 2024	Week 1	Teacher room	Teacher 17
		Week 2		Teacher 18
		Week 3		Teacher 19
		Week 4		Teacher 20
6	July 2024	Week 1	Teacher room	Teacher 21
		Week 2		Teacher 22
		Week 3		Teacher 23
		Week 4		Teacher 24

In line with the principal's guidelines, teachers who are part of the scheduled supervision program must meet certain requirements. These include: (1) Developing a set of learning tools, such as an academic calendar, a breakdown of effective weeks, an annual teaching plan, a

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syllabus, a semester program, and detailed lesson plans; (2) Keeping a Grade Book to document the evaluation of student learning; and (3) Providing teaching aids when applicable.

The Actuating of Academic Supervision of School Principals

At MTs Mathalibul Huda Mloinggo Jepara, the principal's academic supervision process is conducted in three stages: pre-class visits, class visits, and post-class visits. The evaluation of each teacher is based on the completeness of their teaching materials, the administration of lesson plans, and the execution of learning activities in the classroom, all of which are assessed against established instruments. This aligns with Rahmat's perspective, which outlines supervision as consisting of three key phases: (1) pre-supervision, (2) supervision implementation, and (3) reflection and guidance.

To accelerate the achievement of educational goals, it is essential to continuously enhance these practices, aiming for every teacher to achieve a "very good" rating in meeting the process standards for effective teaching. Table 2 presents the actual implementation of the teacher supervision program as carried out by the principal of MTs Mathalibul Huda Jepara.

Table 2. Realization of Principal Academic Supervision Class Supervision Implementation Schedule by the School Principal

Supervision Schedule (Month)	Teacher Name	Leaning Instruments					Realia/ Props	Assessment Book
		Effective Weeks	Annual Program	Semester Program	Syllabus	Course Plan		
February 2024	1	√	√	√	√	X	X	√
	2	√	X	√	√	√	X	√
	3	X	√	√	√	X	√	√
	4	√	√	√	√	√	√	√
March 2024	5	√	√	√	√	√	X	√
	6	X	√	√	√	X	√	√
	7	√	X	√	√	√	X	√
	8	X	√	√	√	X	√	√
April 2024	9	√	√	√	√	√	X	√
	10	√	X	√	√	√	X	√
	11	√	√	√	√	√	√	√
	12	X	√	√	√	X	√	√
May 2024	13	√	X	√	√	√	√	√
	14	√	√	√	√	X	√	√
	15	X	√	√	√	√	X	√
	16	√	√	√	√	√	X	√
June 2024	17	√	X	√	√	√	√	√
	18	√	√	√	√	√	√	√
	19	√	√	√	√	√	√	√
	20	X	√	√	√	X	√	√
July 2024	21	X	√	√	√	√	X	√
	22	√	√	√	√	√	√	√
	23	√	X	√	√	√	X	√
	24	√	√	√	√	X	√	√

Note: **√** Available
          X Unavailable

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Chart 1. below illustrates the realization of the supervision of teachers at MTs Mathalibul Huda Jepara by the principal:
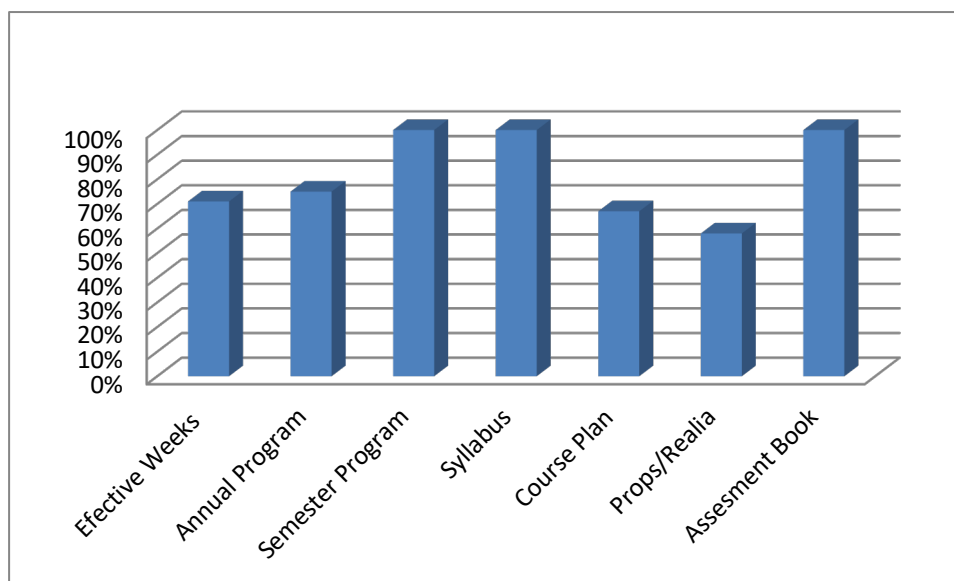

Chart 1. The Realisation of Principal's Academic Supervision in 2023/2024

Chart 1 shows statistics that teachers who prepare learning tools in the form of analysis of the effective number of weeks are 71%, annual programs are 75%, semester programs are 100%, syllabi are 100%, Learning Implementation Plans are 67%, teaching aids are 58%, and assessment books are 100%. %. This shows that the majority of teachers at MTs Mathalibul Huda Mlonggo have completed learning tools. However, some instruments are lacking, namely props. This is due to differences in learning needs for different subjects between practical and theoretical subjects.

Monitoring and Evaluation Academic Supervision of the School Principal

Prior to beginning monitoring activities, the principal carries out pre-class visit tasks, such as conducting interviews, to confirm that teachers are prepared with complete learning materials. At MTs NU Mathalibul Huda Jepara, the supervision process is consistently overseen by the principal, with evaluation and supervision outcomes addressed in subsequent steps. For follow-up, the principal organizes post-supervision activities, which include reflective discussions on the results of the supervision process. These follow-ups involve collaborative sharing sessions where teachers explain their experiences, aiming to identify the challenges and strengths they encounter during the learning process. Through a supervision checklist, the principal monitors and evaluates the implementation of the supervision program.

This practice corresponds with Kusnandar's model (2008), as described in the Ministry of National Education's academic supervision guidelines. The model highlights several key actions: (1) Identifying educational needs by analyzing gaps between teachers' actual and desired competencies in knowledge, skills, and

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attitudes; (2) Determining management requirements, such as resources, finances, and media; (3) Collecting additional information on teacher competencies through external consultants, interviews, or surveys; (4) Evaluating environmental conditions and potential barriers; (5) Establishing broad long-term goals; (6) Defining specific behavioral or performance targets to enhance teacher learning skills; (7) Identifying alternative strategies and resources for teacher development; and (8) Documenting and categorizing developmental needs for appropriate action.

Supporting Factors and Inhibiting Factors Academic Supervision of School Principals at MTs NU Mathalibul Huda Jepara

Based on the results of monitoring and evaluation, several supportive factors were identified as strengths in the implementation of academic supervision by school principals, while various challenges from the field were noted as obstacles.

One of the key supportive factors is the teachers' willingness to be supervised by the principal. Teachers recognize that the supervision process offers valuable insights to enhance the teaching and learning process and its outcomes. Moreover, teachers understand that academic supervision, when grounded in research findings, can motivate them to approach their teaching responsibilities with greater professionalism and accountability. Through the supervision process, teachers are encouraged to reflect on their strengths and weaknesses, enabling them to maintain and improve their strengths while addressing and correcting any shortcomings to achieve quality teaching and learning outcomes.

However, several challenges hinder the smooth implementation of academic supervision. One significant issue is that principals often need to supervise teachers in subject areas outside their expertise, making it difficult to provide effective guidance. Additionally, the principals' busy schedules can interfere with the planned supervision activities, as unexpected tasks often arise, disrupting the monitoring process. These challenges have been identified and further examined to develop potential solutions that could mitigate their impact on the supervision process.

Efforts to address these obstacles aim to optimize the role of academic supervision in enhancing teaching quality and ensuring that the goals of effective education are achieved.

Follow-up on the Results of the Principal's Academic Supervision at MTs Mathalibul Huda Jepara

In addressing the challenge of subject area linearity, the principal collaborates with subject area teachers and the subject family supervisor to tackle issues teachers face during the implementation of teaching activities. This collaboration is critical, as it enables a more holistic approach to supervision, where expertise from different areas can help resolve difficulties that arise in the

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classroom. According to the theory of *distributed leadership* (Roost, 2023), leadership is not solely the responsibility of the principal but is shared across the school community. This approach encourages collaborative problem-solving and ensures that teachers have the necessary support from various stakeholders to improve their teaching practices. Additionally, due to the principal's heavy workload, the responsibility for academic supervision is delegated to the School Academic Supervision Assistant Team, as outlined in the principal's Decree. This delegation aligns with the concept of *shared leadership* (Zhu, et al., 2018), where the distribution of leadership tasks among multiple individuals helps in managing the administrative load and enhancing the effectiveness of supervision. By empowering the Assistant Team, the principal ensures that supervision continues without interruption, even when immediate tasks demand the principal's attention. The delegation of tasks can also be linked to *task delegation theory* (Buccella, 2020), which emphasizes the need to assign tasks based on individuals' expertise and available time, ensuring that responsibilities are efficiently distributed to maintain the quality of school operations.

Research by Imam & Zaheer (2021) also suggests that shared leadership structures, where responsibilities are distributed among teams, contribute to improved school performance by fostering collaboration, reducing stress on individual leaders, and enabling more focused attention on key school activities such as teaching and learning. This collaborative and distributed approach helps ensure that supervision continues to function effectively, even in the face of challenges like the principal's demanding schedule.

CONCLUSION

The research indicates that the principal has made significant efforts to improve the quality of supervision, thereby supporting the professional development of teachers. The academic supervision practices at MTs Mathalibul Huda Jepara align with the 2014 Ministry of Education and Culture guidelines for academic supervision.

To enhance teacher performance, the principal of MTs Mathalibul Huda Jepara implements academic supervision through several key steps: 1) Developing a supervision program in collaboration with teachers and deputy principals. The principal also issued a Decree to establish an Assistant Supervision Team; 2) Supervision is carried out by evaluating each teacher through pre-class visits, classroom observations, and post-class reflections. The formed assistance team helps the principal with these supervision tasks, ensuring more effective school supervision. The evaluation of each teacher's performance includes an assessment of how well they prepare learning materials, implement lesson plans, and conduct classroom activities using the provided resources; 3) Supervision is also monitored and assessed through interviews and the verification of the teaching materials that teachers intend to use; 4) Follow-up supervision involves sharing information and listening to the teacher's explanation, which helps identify their strengths, weaknesses, and the challenges they face during the

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teaching process; 5) The preparedness of teachers and the completion of teaching materials are key supporting factors for effective supervision. Challenges include the principal's busy schedule and the subject matter linearity between the principal and teachers; 6) The School Supervision Assistant Team, formed through the principal's Decree, is entrusted with overseeing the principal's academic program as part of the follow-up to the supervision activities.

This research suggests that the principal's role as a school leader is integral to the creation of conditions conducive to professional and ideal supervision, which ultimately drives the achievement of educational goals. The findings from how the principal at MTs Mathalibul Huda Jepara implemented academic supervision can serve as a model for other schools in the same district and beyond, potentially influencing broader educational practices.

ACKNOWLEDGMENT

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