



Analysis of the implementation of educational supervision by the principal of SMPN 1 Kemuning, Kemuning district, Indragiri Hilir regency

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Article info	Abstract
Keywords: supervision, principal, junior high school, teacher	Educational supervision by the school principal is one of the key aspects in maintaining and improving the quality of education in an educational institution. This research aims to (a) analyze the principal's supervision planning for teachers, (b) analyze the implementation of supervision by the school principal towards teachers, (c) analyze the evaluation of supervision by the principal of teachers, and (d) analyzing the follow-up supervision by the principal of teachers at SMPN 1 Kemuning, Kemuning district, Indragiri Hilir regency. This research was conducted using a qualitative approach with descriptive qualitative research methods. The research informants consisted of (a) the principal of SMP Negeri 1 Kemuning, Indragiri Hilir regency as a key informant or core informant; (b) an educational assistant at SMP Negeri 1 Kemuning, Indragiri Hilir Regency as a key informant or core informant; and (c) teachers at SMP Negeri 1 Kemuning, Indragiri Hilir regency as control informants. Data collection techniques consist of observation and interviews. The research instruments used were observation sheets and interview lists. The data analysis technique in this research uses the Spradley model. The validity of the data in this research was carried out by source and time triangulation. The research results can be concluded that there are four stages in implementing supervision, namely that supervision planning has not been implemented optimally because the supervision time has not been maximized and the instruments to be used have not met supervision needs. Furthermore, the implementation of supervision by the teachers' principal at SMPN 1 Kemuning, Kemuning district, Indragiri Hilir regency, has gone well.

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1. Introduction

Improving the quality and relevance of education is one of the most critical challenges in educational development. Centralization in the management or administration of education has limited the ability of local regions to regulate and manage various educational matters specific to their areas. Schools are one of the most critical components of education. Teachers, as educators, are a key human resource component that must be continuously nurtured and developed. Teachers' potential must be constantly enhanced to perform their roles professionally. Therefore, educational supervision is necessary to oversee and improve teachers' teaching and learning processes.

The role of the principal as a supervisor is aimed at improving education in schools. However, the duties of a principal are not solely focused on their role as a supervisor. According to the Regulation of the Minister of National Education of the Republic of Indonesia Number 13 of 2007 concerning

standards for principals/madrasah heads, a principal must possess five competencies: personal, managerial, entrepreneurial, supervisory, and social. The principal's duties related to supervisory competency include planning supervision programs to enhance teacher professionalism, supervising teachers using appropriate approaches and techniques, and following up on supervision results to improve teacher professionalism.

Educational supervision by the principal is key to maintaining and improving the quality of education in an academic institution. This supervision is integral to achieving educational business excellence and continuous improvement in the education sector. In this context, research on implementing educational supervision by principals becomes highly significant. Along with advancements in education and changes in societal and industrial demands, principals play an increasingly significant role in ensuring that the learning process in schools runs effectively and efficiently. Educational supervision by the principal involves monitoring, evaluating, and guiding teachers to ensure they can provide quality education to students.

In the context of education at the junior high school level, the role of the principal in implementing educational supervision is crucial. Adequate educational supervision can provide guidance, constructive feedback, and support to teachers in their efforts to improve the quality of learning. However, the impact of analyzing the implementation of educational supervision by principals at the junior high school level has not yet been fully understood.

The implementation of supervision has been carried out by the principal of SMPN 1 Kemuning, Kemuning district, Indragiri Hilir regency, as evidenced by the following: (a) Teachers are capable of using innovative learning approaches, such as cooperative learning techniques and student-active learning during teaching activities. (b) Teachers have incorporated IT-based learning into their teaching practices. (c) Students' learning outcomes have met the minimum competency criteria (KKM). (d) Senior teachers have conducted supervision for junior teachers, such as observing their teaching in the classroom. (e) Senior teachers have supported implementing subject teacher working groups (MGMP) as resource persons.

Based on the information above, it can be concluded that the principal, as a supervisor, has supervised the teachers at SMPN 1 Kemuning, Kemuning district, Indragiri Hilir regency. Furthermore, based on interviews with the principal, the principal carried out the supervision activities, from the planning stage to the implementation stage to the evaluation or follow-up stage. However, there are several challenges in the implementation of supervision at the school: the supervision schedule often differs from the initial plan, some teachers feel rigid during supervision, leading to teaching methods that differ from their usual approach, and there is still a perception among some teachers that supervision is merely an activity to find faults. In addition, the evaluation and follow-up in supervision are seen merely as a responsibility to be carried out, whereas these follow-up actions should be appropriately conducted. This is because the goal of the supervision program is to guide teachers in improving their teaching quality, which in turn has an impact on enhancing the quality of students.

Based on the previous explanation, this research will discuss the analysis of the implementation of educational supervision by the principal at SMPN 1 Kemuning, Kemuning District, Indragiri Hilir Regency. The objectives of this study are to (a) analyze the planning of supervision by the principal for the teachers, (b) analyze the implementation of supervision by the principal for the teachers, (c) analyze the evaluation of supervision by the principal for the teachers; and (d) analyze the follow-up of supervision by the principal for the teachers at SMPN 1 Kemuning, Kemuning District, Indragiri Hilir Regency.

2. Method

This research used a qualitative approach because the study was conducted naturally, and the data collected and analyzed were qualitative. This study aims to understand the implementation of educational supervision by the principal at SMPN 1 Kemuning, Kemuning district, Indragiri Hilir

regency. The research took place at SMP Negeri 1 Kemuning, Kemuning district, Indragiri Hilir regency, and the research period lasted for four months, from February to May 2023.

The research informants are the principals, teachers, and supervisors (senior subject teachers) knowledgeable about the educational development at SMP Negeri 1 Kemuning, Kemuning district, Indragiri Hilir regency. The criteria for selecting informants are as follows. The informants in this study are divided into three classifications: (a) informants from the principal of SMP Negeri 1 Kemuning, Kemuning district, Indragiri Hilir regency, Indragiri Hilir regency (as key informants or core informants); (b) informants from senior subject teachers at SMP Negeri 1 Kemuning, Indragiri Hilir regency (as key informants or core informants); and (c) informants from teachers at SMP Negeri 1 Kemuning district, Indragiri Hilir regency (as control informants) (**Table 1**).

Table 1. Research informant

No	Name	Position	Description
1.	Nardi, S.Pd.	Principal	Key informant
2.	Drs. Safdi	Education Unit Supervisor	Key informant
3.	Dra. Suharni	IPS Studies Teacher	Control informant
4.	Suswati Wirta, S, Pd	Mathematics Studies Teacher	Control Informant
5.	Mimi Ariani, S. Pd	Guidance and Counseling teacher	Control Informant
6.	Rosmaniar, SE.	Head of Administration	Control Informant

The data collection techniques consist of observation and interviews. The research instruments used are observation sheets and interview lists. The research instrument for the observation sheet can be seen in **Table 3**, and the interview list in **Table 2**. The data analysis technique in this study uses Spradley's model (Sugiyono: 253), which is a qualitative research process that, after entering the field, begins by identifying a key informant, who is an authoritative informant trusted to 'open the door' for the researcher to access the research object. The validity of the data in this study is carried out through the triangulation technique. Triangulation means the researcher collects data while testing its credibility, which involves verifying its credibility using various data collection techniques and sources.

The validity of the data in this study was ensured through source and time triangulation. Source triangulation is a method to verify the same data using different sources and techniques. The data in this study consists of teacher performance data in teaching obtained through the results of classroom visit supervision and interviews. Time triangulation is a method to verify data from the same source but at different times. In this study, time triangulation was carried out by cross-checking the results of interviews with the same source but at different times.

Table 2. Interview list

Indicator
Supervision planning: it includes several aspects, such as the objectives of the supervision to be carried out, the activities to be conducted, the timing of the supervision, the methods used, and the subjects involved in the supervision
Supervision implementation: it consists of several activities, namely collecting data, conducting evaluations, identifying weaknesses, providing feedback, and giving guidance.
Supervision evaluation: the aspects that must be evaluated are the evaluation of results and the evaluation of the implementation aspect
Follow-up on the results of supervision: includes providing feedback to the teacher based on the supervision results, encouraging the teacher to consider alternatives for learning goals, methods, and materials, and allowing the teacher to practice in comparison.

Table 3. Observation sheet of supervision

No	Aspects and Components of Observation
A. Supervision Planning	
1.	In developing the supervision program in the school, the principal uses guidelines/regulations for supervision.
2.	The school principal prepares the annual supervision program.
3.	The school principal prepares the semester supervision program.
4.	The school principal prepares a notebook for supervision activities.
5.	Before conducting the supervision, the school principal prepares the supervision instruments (observation sheets, questionnaires, interview guidelines, etc.).
6.	The school principal prepares the supervision schedule.
7.	The school principal informs the supervision schedule.
B. Supervision Officer	
1.	The school principal prepares the results of previous supervision before conducting the supervision.
2.	The school principal detects weaknesses or deficiencies in teachers' teaching.
3.	The school principal supervises students for the improvement or enhancement of skills.
4.	The school principal conducts classroom visits (classroom visits as part of the guidance by the school principal)
5.	The school principal conducts classroom observation (classroom observation aimed at obtaining objective data on the aspects of the learning situation)
6.	The school principal conducts individual meetings as part of supervision guidance.
7.	The school principal conducts learning supervision through meetings.
8.	The school principal conducts group discussions to improve the teachers' teaching quality.
9.	The principal invites teachers to study exemplary schools' learning processes (benchmarking).
10.	The school principal conducts supervision democratically.
11.	The school principal conducts supervision professionally.
12.	The school principal prepares a report on the implementation of supervision.
C. Supervision evaluation	
1.	The principal conducts evaluations with the teachers who have been supervised.
2.	The principal conducts individual evaluations of the supervision results.
3.	The principal conducts group evaluations of the supervision results, such as in a workshop or meeting.
D. Follow-up on supervision.	
1.	The principal conducts guidance based on the evaluation results.
2.	The principal considers the results of the supervisory evaluation by providing guidance.

3. Results

The description in this study is based on data from observations and interviews. The focus informants are the principal, teachers, and supervisors (inspectors) knowledgeable about the educational development at SMP Negeri 1 Kemuning, Indragiri Hilir Regency, following the criteria that can be used as a reference for informant sources. Therefore, the informants in this study are classified into three categories: (a) informants from the principal of SMP Negeri 1 Kemuning, Indragiri Hilir Regency (as key informants or core informants), (b) informants from the educational supervisors of SMP Negeri 1 Kemuning, Indragiri Hilir Regency (as key informants or core informants), (c) informants from teachers at SMP Negeri 1 Kemuning, Indragiri Hilir Regency (as control informants).

Supervision needs to be carried out to ensure that academic activities run according to the proper course and regulations. Based on this, the researcher has created a data analysis presentation framework based on three stages, which can be seen through the description below.

3.1 Planning of Supervision by the principal for the Teachers at SMPN 1 Kemuning, Kemuning district, Indragiri Hilir regency

Based on the research observation, it was found that the principal of SMPN 1 Kemuning has carried out supervision. This is evidenced by the supervision documentation for the 2022/2023 school year, conducted once a year, specifically at the beginning of 2022. According to the report on the supervision results, it was noted that the principal, in preparing the supervision program at the school, used the supervision guidelines/technical instructions outlined in the supervision report. The supervision report indicates that the planning for supervision was annual, not per semester. The principal also prepared a supervision schedule, which was announced from the beginning of the planning process. As a result, the educational resources, in this case, the teachers to be supervised, were very cooperative during the supervision process. This is considered one of the indicators of the principal's success in carrying out and completing their responsibilities within the school program, where supervision is one of the main tasks to be carried out.

During the supervision activities, there were also obstacles in its implementation, such as the facilities and infrastructure for carrying out supervision not fully supporting the process. There was a lack of resources to support the principal in sending teachers to other schools for comparative learning processes. Additionally, the teaching materials owned by the teachers were incomplete, and the recapitulation of learning outcomes, such as the results of daily tests, general exams, final school exams, national exams, and the results of self-development or extracurricular activities, were not well-organized.

Based on the interview results, it was found that the obstacle faced by the principal in making supervision plans was time constraints, as the principal's duties and responsibilities consumed a significant amount of time. Another challenge was the delay in distributing the teaching manuals, which caused the teachers to be late in preparing their lesson plans (RPP). This, in turn, impacted the principal's ability to review the teachers' lesson plans on time.

3.2 Implementation of supervision by the principal for the teachers at SMPN 1 Kemuning, Kemuning district, Indragiri Hilir regency

The implementation of supervision includes four aspects: (a) data collection, (b) evaluation of previous supervision data, (c) detection of weaknesses, and (d) guiding development. In the data collection phase, a report from the supervisor of SMPN Kemuning in 2023 revealed that, based on the previous supervision results, out of 26 teachers, 16 teachers (61%) were categorized as good, while the remaining 10 teachers (39%) were still in the low category. Further findings of weaknesses in the teachers were observed in their lack of competency in aspects such as creating knowledge tests, performance, and behaviour. The next step in the supervision findings was to provide guidance tailored to the issues identified by the teachers. Thus, in the final stage, the evaluation of the supervision process could be conducted by the principal for the teachers at SMPN 1 Kemuning, Kemuning District, Indragiri Hilir Regency, following the outcomes of the process.

The second stage evaluates previous supervision data carried out at the beginning of the semester in the 2022/2023 school year. Based on this evaluation, it was found that out of 26 teachers at SMPN Kemuning, 10 teachers had low ratings. With this supervision assessment, the principal can review the supervisor's notes regarding the weaknesses identified and take appropriate follow-up actions based on the supervision results.

The third stage is the detection of weaknesses. In the previous supervision, weaknesses were observed from the teacher supervision assessment instruments, where several items indicated areas of weakness in the teachers' teaching competencies. These items included the teachers' ability in knowledge tests, performance skills tests, attitude assessments, and remedial and enrichment activities. Based on the academic supervision report for the 2022/2023 school year, the following observations were made:

- a) Teachers are expected to develop knowledge tests for students by analyzing the difficulties in the test items to ensure they align with the material and students' abilities.

- b) Teachers are expected to explore students' potential so that they can reflect their knowledge through accurate and proper performance or practice.
- c) Teachers are expected to model attitudes that can be emulated by students so that students can demonstrate attitudes in line with the attitude indicators to be achieved.

The fourth stage is development guidance. After completing the data collection, reviewing the previous supervision assessments, and analyzing the weaknesses of earlier supervisions, the principal can conduct development guidance. This development guidance is the core of the supervision process. The supervision can be carried out using specific methods and techniques. The researcher interviewed the principal regarding the types of supervision implemented at the school, why they were carried out, and an overview of their implementation. Based on the interview results, it was found that the supervision carried out included administrative supervision and classroom observation during the teaching and learning process. Administrative supervision was conducted by reviewing the teachers' lesson plans and providing corrections. The implementation was supervised using classroom observation instruments to assess the teachers' competencies in the teaching and learning process.

3.3 Evaluation of supervision by the principal for the teachers at SMPN 1 Kemuning, Kemuning district, Indragiri Hilir regency

The researcher interviewed the principal regarding the evaluation actions taken by the principal in the supervision process. The interview results can be seen in the following excerpt:

"Yes, I conduct the evaluation gradually. Usually, the evaluation activities are held regularly by observing the progress of the teacher in question. For example, after meeting with the teacher twice and observing their progress, I consider the teacher to have understood, so I do not continue until the teacher is fully responsive."

Based on the interview above, it was found that the supervision evaluation is carried out gradually. The evaluation activities are usually conducted regularly by monitoring the teacher's progress, for instance, after two meetings and assessing the teacher's development. However, the supervision evaluation also faces internal challenges, such as the principal's limited understanding of conducting proper assessments related to the current curriculum. This lack of knowledge forces the principal to search for assessment formats and share insights with other principals. However, the time available for these sharing sessions is still quite limited. To address the problems teachers face based on the evaluation results, the principal seeks information online and discusses the issues with other principals to find solutions to the challenges.

3.4 Follow-up on supervision by the principal for the teachers at SMPN 1 Kemuning, Kemuning District, Indragiri Hilir Regency

Based on several interview excerpts, it can be concluded that the follow-up action involves recommending that teachers be allowed to attend training or workshops. This recommendation is meaningful for the teachers and the institution where the educators work, as it aims to improve their performance.

4. Discussion

Based on the results of the research conducted, several findings were made at each stage of observation. In the planning phase, it was found that the supervision planning had been done correctly but was not maximized. This can be seen from several sub-indicators of supervision as follows:

4.1 Planning of supervision by the principal for the teachers at SMPN 1 Kemuning, Kemuning district, Indragiri Hilir regency

4.1.1 Implementation and purpose of supervision

The results of this study show that supervision was implemented at SMPN 1 Kemuning. The supervision aimed to improve teachers' performance in teaching activities by helping them prepare effective and correct lesson plans. Supervision is an effort to provide training so that teachers or educators become more professional in carrying out their duties, ultimately improving students' learning process. This aligns with the definition of supervision from the educational management perspective, where, when analyzed further, it is an effort to stimulate, coordinate, and guide teachers continuously, individually and collectively, to achieve practical learning activities that support the ongoing development of students.

4.1.2 Time and frequency of activities

The research findings revealed that the principal only supervised once at the end of the semester. Academic supervision in teaching should ideally be carried out continuously and periodically. According to Arikunto (2011), one of the principles of educational supervision is that the activities are periodic guidance and assistance for teachers. Periodic academic supervision should ideally occur once every three months.

4.1.3 Form of supervision

The principal had planned the form of supervision to be conducted before the supervision process began. The types of supervision used at SMP Kemuning were academic and administrative. The principal planned to observe the teaching and learning process (KBM) conducted by the teachers. However, the principal had not yet determined the type of observation to be performed. According to Arikunto (2011), one type of observation that can be used in supervision is classroom observation, which involves the principal directly visiting the classroom to observe the teacher's activities in the teaching and learning process.

Syafrina's (2022) study found that classroom observation techniques effectively improve teacher performance in teaching. The principal can also present the results of the observations and then provide the teachers with the opportunity to reflect on and analyze them (Hasanah & Kristiawan, 2019). The principal should have a clear plan for supervision, ensuring that teachers are scheduled from the start so that the supervision process runs smoothly.

4.1.4 References and instruments

Another finding in the planning phase is regarding the sources used by the principal to create the supervision plan. Although the school supervisor had explained that the instruments used for supervision were precise, the principal still felt that they were insufficient, as they only addressed broad aspects, making the technical details hard for the principal to understand.

4.1.5 Challenges in supervision planning

The challenges faced by the principal in planning supervision included the heavy workload, which prevented the principal from conducting supervision twice in one semester. Another issue was the delayed arrival of teacher textbooks, which hindered the teachers from preparing lesson plans (RPP). As a result, this delay affected the principal's ability to plan supervision on time at the beginning of the semester.

4.2 Implementation of supervision

Academic supervision by the principal is essential to control the teachers' teaching process and ensure the quality of education services. Supervision results help ensure that education remains consistent and relevant to the needs of the community, the job market, and further levels of education. Another finding in the implementation of supervision relates to the success of the

evaluation process itself. The principal acknowledged that the evaluation had not yet been fully implemented. This was due to challenges faced by both the principal and the teachers. The principal encountered difficulties due to a lack of knowledge, while teachers expressed reluctance, feeling burdened by the principal's visits without prior notice.

4.3 Evaluation of supervision by the principal for the teachers at SMPN 1 Kemuning, Kemuning district, Indragiri Hilir regency

Based on the research findings, it was found that the achievements in planning, implementing, and evaluating supervision had not yet reached 100%. Interviews revealed that the challenges in conducting supervision evaluations were internal, with the principal not understanding how to assess, particularly the proper curriculum. Several efforts can be made to improve the principal's understanding, such as training and enhancing the principal's competencies. Rahayuningsih Rijanto (2022) suggested that workshops for principals could be conducted to improve their leadership and school management skills, including their ability to supervise teachers and educational staff to enhance the quality of the school.

The research by Sartana (2020) also found that the principal's competence in conducting academic supervision can be enhanced through monitoring and evaluation techniques. Monitoring is an activity aimed at assessing the alignment of the implementation of school operations with the plans, programs, and standards that have been established, as well as identifying any challenges encountered during program implementation. Meanwhile, evaluation refers to activities aimed at collecting information about how something works, which can be used as a basis for decision-making and finding the most suitable solutions.

4.4 Follow-up supervision by the principal for teachers at SMPN 1 Kemuning, Kemuning district, Indragiri Hilir regency

Regarding the follow-up to the supervision, it was found that the feedback provided by the principal consisted of guidance on the teachers' weaknesses based on the evaluation results. It is known that the feedback provided by the principal involves coaching and assistance to the teachers in addressing the issues highlighted by the supervision. Feedback is an essential aspect provided after supervision. According to Sanoto et al. (2021), enhancing teachers' competencies continues through the academic supervision process, which includes evaluation and feedback as a follow-up for improvement. By offering constructive and solution-oriented feedback to teachers through monitoring services, the principal can improve the quality of the teachers' performance, as the school culture and the principal's leadership significantly influence the teachers' work (Hanafi, 2023).

Additionally, the research found that the follow-up actions taken by the principal include recommending that teachers be allowed to participate in training or workshops. Such recommendations benefit the teachers and the institution where the educators work to enhance their performance. According to Muspawi (2021), the development of teachers' professionalism and competencies can be fostered through various alternatives, such as programs to improve teachers' educational qualifications, certification and standardization programs, competency-based integrated training programs, educational supervision programs, MGMP (Subject Teacher Consultation) empowerment programs, teacher symposiums, traditional training programs, reading and writing academic journals, participating in scientific meetings, conducting research (especially Classroom Action Research), internships, following current news from media outlets, participating in professional organizations, and establishing collaboration with colleagues.

5. Conclusion and Implications

Based on the research findings, it can be concluded that there are four stages in the implementation of supervision. The first stage, the planning of supervision, has not been fully optimized, as the time allocated for supervision is not maximized, and the instruments to be used do

not fully meet the supervision needs. Next, the implementation of supervision by the principal at SMPN 1 Kemuning, Kemuning district, Indragiri Hilir regency, has been running well. This can be seen from the process, which begins with observing the teachers to be supervised, identifying weaknesses, and providing guidance with forms and methods tailored to the teachers' needs. The evaluation of the supervision carried out, followed by the follow-up actions by the principal, has been maximized. Feedback has been provided to the teachers, and opportunities have been given for professional development through various training programs.

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