

ACADEMIC SUPERVISION BY THE SCHOOL PRINCIPAL IN IMPROVING JUNIOR HIGH SCHOOL TEACHERS' PERFORMANCE IN SUSOH DISTRICT, SOUTHWEST ACEH REGENCY

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Abstract

The performance of elementary school teachers in managing the learning process still requires attention from the school principal through academic supervision activities. Academic supervision is carried out in the process of coaching, mentoring, and development of teacher performance. If teachers adopt a static attitude (feeling sufficient with the knowledge/experience they already possess), then the educational process will also be static. Teacher performance cannot reach its maximum potential without guidance, encouragement, and motivation from certain parties, in this case, from supervisors. The aim of this research is to determine the academic supervision of the school principal in improving the performance of junior high school teachers in Susoh District, Southwest Aceh Regency. This research method uses a qualitative approach with a field study perspective. Data collection techniques include observation, interviews, and documentation. Data analysis techniques in this research use Miles and Huberman's data reduction, data presentation, and conclusion drawing stages. The results of the research show that 1) Implementation of Academic Supervision at Unggul Tunas Nusa State Junior High School, Susoh State Junior High School 2, and Susoh State Junior High School 1 has been carried out in accordance with existing provisions, including: a) classroom visits. b) classroom observation. c) visitation approach. d) teacher activity in carrying out teaching duties; 2) The results of the supervision conducted by the principal of Unggul Tunas Nusa State Junior High School are: teacher preparation in teaching (teaching materials), teacher activity in carrying out duties, and teacher attitudes and behavior are better compared to Susoh State Junior High School 2. The results obtained from the follow-up of classroom visit supervision at Susoh State Junior High School 1 are very satisfying because teachers who receive special notes in the teaching and learning process (PBM) become maximal in teaching and there are significant changes. Academic supervision conducted by the principal of Unggul Tunas Nusa State Junior High School through various stages such as coaching from the principal in providing input, ideas, or forms of reprimand is a good attitude for achieving educational progress. Based on the results of interviews and observations, providing guidance on learning evaluation as a form of follow-up. This guidance is directly from supervisors and principals conducted during the evaluation process. If the principal and the supervisory team find teachers having difficulties in conducting learning evaluations, the team will try to overcome them.

Keywords : *Academic Supervision, School Principal, Teacher Performance*

1. INTRODUCTION

As stipulated in Law No. 14 of 2005 concerning Teachers and Lecturers Article 1 Point 1, it is stated that a teacher is a professional educator whose main tasks are educating, teaching, guiding, directing, training, assessing, and evaluating students, starting from early childhood education, elementary school, junior high school, senior high school, special education schools/vocational schools, up to higher education, whether they are studying through formal, non-formal, or informal education pathways. A teacher should continuously develop teaching skills that are in line with the progress of the times and the environment in which the educational process

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takes place. If a teacher remains static (feeling content with the knowledge/experience they already possess), then the educational process will also remain static. A teacher's performance cannot reach its maximum potential without guidance, encouragement, and motivation from specific parties, in this case, from supervisors. This opinion is supported by Izhar (2017:97) who stated that to create maximum teacher performance, there needs to be guidance in carrying out their duties at school, both in technical, academic, and educational administration fields.

Therefore, it is necessary for the school principal to have strategies to help teachers through supervision, in the form of coaching or guidance in carrying out their teaching duties at school and outside school through regular classes and independent learning and teaching activities. A teacher's teaching ability will be the guarantee and measure of the high or low quality of learning services provided to their students. Supervision activities should be the primary concern of school principals for teachers, so that there will be a change in academic behavior in teachers, which in turn will improve the quality of student learning outcomes. Kimball Wiles, cited in Maryono (2011), stated that 'supervision is assistance in the development of a better teaching-learning situation', supervision is a process of assistance to improve the learning situation.

In this study, academic supervision refers to the oversight carried out by the school principal to improve teacher performance and assist teachers in finding solutions to the problems they face in teaching and learning activities. The academic supervision of the school principal is an effort to improve the teaching-learning situation or provide assistance to teachers by the school principal in carrying out their professional duties so that teachers can help their students learn to become better, as stated by John Wiles and Joseph Bondi (1998) who stated that "supervision is an action and experimentation aimed at improving instruction and the instruction program" which can be interpreted that in the education process, supervision is an integral part of efforts to improve learning achievements and school quality.

Supervision can also take the form of encouragement, guidance, and opportunities to develop teachers' skills, such as creating creative lesson plans, selecting better teaching tools and methods, systematic assessment of the entire teaching process, and so on. In line with the above opinions, Novianti (2015:350) states that the supervision program is a unity, within the framework for improving knowledge, abilities, in carrying out tasks, functions, and roles of a school principal as a supervisor.

A school principal needs to understand that whatever activities they do are aimed at improving the results and process of learning, which refers to changes in teaching behavior for the better. Government Regulation No. 19 of 2005 Article 57 classifies supervision into two parts, namely (1) academic supervision and, (2) managerial supervision. Academic supervision aims to foster teachers in improving the quality of learning. While managerial supervision is the mentoring of the Principal to their staff in improving school performance.

However, in this study, the author focuses more on academic supervision by the school principal, because the author considers this supervision more important in improving the quality of education. Education is the most important investment for the nation, especially for Indonesia, which is developing itself alongside other nations in the world. Aniqiyah, Wilson, and Puspitasari (2014:3) argue that academic supervision is a planned coaching activity by the school principal to assist teachers and school staff in performing their jobs effectively to improve the quality of education and teaching. Field findings from several observation activities conducted by the author during the first semester of studying in the MAP Program at Syiah Kuala University show that many teachers still teach in a monotonous way. They only use lecture methods and end with question and answer sessions. Based on the problems outlined above, the research problem in this study is to describe in-depth and accurately how the school principal's academic supervision is implemented to improve teacher performance. The objectives of the study are to obtain information about (1) the planning of the school principal's academic supervision in improving teacher performance at SMPN in Susoh District, Southwest Aceh Regency; (2) the implementation of the school principal's academic supervision in improving teacher performance at SMPN in Susoh

District, Southwest Aceh Regency; (3) evaluation of the implementation of the school principal's academic supervision in improving teacher performance at SMPN in Susoh District, Southwest Aceh Regency; (4) supporting factors in the implementation of the school principal's academic supervision in improving teacher performance at SMPN in Susoh District, Southwest Aceh Regency; (5) obstacles in the implementation of the school principal's academic supervision in improving teacher performance at SMPN in Susoh District, Southwest Aceh Regency.

2. IMPLEMENTATION METHOD

2.1 Research Approach

The research approach used is a qualitative research approach, as the data will be presented through descriptive analysis. Sukmadinata (2014:94) explains that "the researcher will gather information from participants related to the school principal's academic supervision in improving teacher performance. Participants are individuals who are invited to participate in interviews, observed, and asked to provide data, opinions, thoughts, and perceptions." Creswell (2013:67) states that qualitative research presents data based on the perspectives of participants and partly based on the researcher's interpretation.

Sugiyono (2015:38) suggests that qualitative research is a research method based on post-positivism/interpretivism philosophy, used to investigate natural object conditions (in contrast to experiments), where the researcher is the key instrument. Data collection techniques are done through triangulation (combination), data analysis is inductive/qualitative, and the research results are in qualitative form that emphasizes meaning rather than generalization. In this study, the researcher uses a qualitative descriptive approach, whether in the form of writing or expressions obtained directly from the field. This type of research is field research using a qualitative descriptive approach, which is a research approach that reveals specific social situations by describing the reality accurately, formed by words based on relevant data collection and analysis techniques obtained from natural situations.

2.2 Research Location and Time

The researcher aims to obtain a clear and tangible description and information that is possible and easy for the researcher to conduct interview research. Therefore, the author determines that the research location is where the research will be conducted at SMP Negeri Unggul Tunas Nusa in Susoh District, Southwest Aceh Regency. This research is located on Jalan Nasional Blangpidie-Meulaboh, Ujung Padang Village, Susoh District, Southwest Aceh Regency. The researcher will use this location to conduct the research process. The reason for choosing SMP Negeri Unggul Tunas Nusa is because: First, the location meets the requirements needed according to the case that is the focus of this research problem, which is to describe a junior high school that is advanced and excellent, which has facilities and policies that serve as examples for other educational institutions. Furthermore, the researcher also conducts research at SMP Negeri 2 Susoh for the same reason and is used as a comparison in this study. The research period is approximately 4 months. The research period is set for 4 months from October to December 2023. The research is conducted to obtain comprehensive and in-depth information in the data collection process, including conducting data validity checks.

2.3 Research Subjects

Research subjects are the source of data that provide clarity about the object being studied. In qualitative research, the subjects are only sources that provide complete and accurate information about several events, people, and situations that are observed. The research subjects in this study are the principals and teachers of junior high schools in Susoh District, West Aceh Regency. All of these subjects are sought to provide data on the academic supervision of school principals in improving the performance of junior high school teachers in Susoh District, West Aceh Regency.

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The instruments for this research are designed by the researcher themselves because this research uses a qualitative approach. The researcher is the main instrument responsible for setting the research focus, selecting informants as data sources, collecting data, assessing data quality, analyzing data, interpreting data, and drawing conclusions from the findings. Nasution, as cited by Sugiyono (2015:373), states that in qualitative research, there is no other choice but to make humans the main research instrument. One reason is that everything does not have a definite form until a study begins. Problems, research focus, research procedures, and hypotheses used, even expected results, cannot be determined definitively and clearly before this research is conducted. Everything still needs to be developed along the path and research route. In that uncertain and unclear situation, there is no other choice, and only the researcher themselves as the only tool that can achieve it.

Based on the above opinion, it can be understood that qualitative research is still unclear about the certainty of its direction before its title is determined, before its purpose is confirmed, and before its research method and technique are chosen. Therefore, the researcher chooses the data and determines the basic theory in this study. After the problem is studied, the purpose is determined, the method is confirmed, and the object is clearly chosen, then this thesis can be developed.

2.5 Reliability Test

The validity of a research is also determined by the credibility of the data obtained by the researcher, which is through a technique of examination based on certain criteria. According to Sugiyono (2019:270), "Data validity tests in qualitative research include credibility testing, transferability testing, dependability testing, and confirmability testing." In testing the validity of the data, the researcher uses credibility testing. In this study, credibility testing is done using triangulation.

According to Sugiyono (2019:273), "Triangulation is the checking of data from various sources in various ways and at various times." The triangulation used by the researcher is technique triangulation. Technique triangulation is done by checking data with the same source using different techniques obtained through observation, interviews, and documentation. If the credibility testing techniques produce different data, the researcher further discusses with the data source or others to ensure which is considered correct or possibly considered correct due to their different perspectives.

2.6 Data Collection Techniques

Data collection techniques are used so that researchers can provide maximum results with correct steps and eliminate errors as much as possible. In addition, data collection techniques are also used to establish data that has high validity and reliability. Sugiyono (2015:62) states that data collection techniques are the most important step in research because this study aims to obtain data that meets the established standards. The data collection techniques used in this study include: Observation can be defined as systematic observation and recording of activities being studied. The researcher attempts to observe the activities of the research subjects in the field using methods permitted in descriptive research. The data collection technique uses participatory observation where the researcher is directly involved in the activities being observed or used as a source of research data. This technique is used to determine the performance of teachers, the implementation of academic supervision by the school principal, and the follow-up to the results of academic supervision of junior high school teachers in Susoh District, Southwest Aceh Regency.

Interviews and observations are conducted simultaneously. Interviews can be used to delve deeper into the data obtained from observations. This ensures that there is no discontinuity between what is seen, heard, and recorded. Yunus, M (2022:11) explains that "interviews can be defined as a data collection method used to obtain information directly from the source." Interviews can be structured or unstructured, and can be conducted face-to-face or over the phone. The interview

technique is used by the researcher to obtain evaluative information directly from the respondents interviewed. The researcher meets and interacts naturally with the respondents to obtain information directly from them. In many situations, researchers can also interact verbally over the phone. Interaction can also be done nowadays through video calls. With this technique, the researcher conducts interviews by obtaining primary sources from their informants. The researcher interviews the research subjects using an interview guide prepared by the researcher. Data collection technique through documentation study is defined as an effort to obtain data and information in the form of written records or images stored from various sources and by various people related to the research problem. Furthermore, Sugiyono (2015:306) states that documentation can be defined as a method of collecting data directly from the place where the researcher conducts their study. Each instrument is used to obtain data or information about "Principal Supervision in Improving the Performance of Junior High School Teachers in Susoh District, Southwest Aceh Regency."

2.7 Data Analysis Techniques

One of the data analysis procedures in this study is based on the approach described by Bogdan and Biklen (2007:357), who state that qualitative data analysis is an effort made by a researcher to work with data, organize it into manageable units, synthesize it, identify patterns, determine what is important and what is learned, and decide what can be communicated to others. The data and information obtained will be analyzed qualitatively and interpreted continuously from the beginning to the end of the research.

Analysis and interpretation of data refer to the theoretical foundation related to the research problem, as stated by Miles and Huberman as cited by Sugiyono (2015:405). These experts suggest that qualitative data analysis activities are interactive and ongoing until completion. The term "activities in data analysis" refers to data reduction, data display, and conclusion drawing/verification. So, in this study, the activities in data analysis include data condensation, data display, and conclusion drawing or verification as shown in the diagram below :

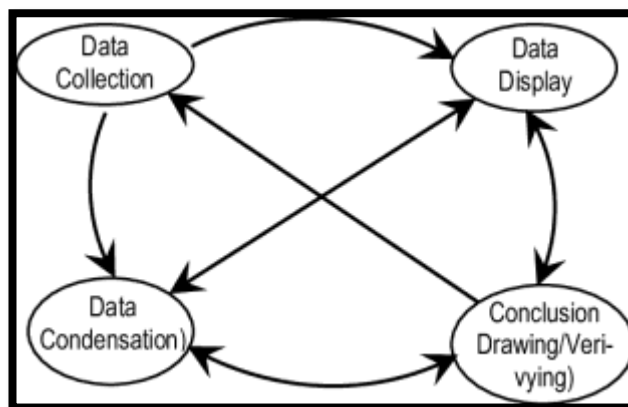


Figure 2.1 Data Analysis Techniques According to Miles and Huberman

3. RESULTS AND DISCUSSION

Professional competence is the ability that teachers must possess in planning and executing the learning process. Teachers have the task of directing student learning activities to achieve learning goals; therefore, teachers are required to be capable of delivering course materials effectively. Teachers must constantly update and master the subject matter being presented. Self-preparation regarding the material is sought by seeking information from various sources such as reading the latest books, accessing the internet, and always keeping up with the latest developments and advancements in the presented material. Professional competence or proficiency is the ability that teachers must possess regarding aspects related to teaching. In delivering instruction, teachers

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have a role and responsibility as a never-dry source of material in managing the learning process. Teaching activities should be embraced by students as an art of managing the learning process acquired through practice, experience, and an unending willingness to learn.

Profession usually relates to someone's livelihood in fulfilling their respective needs. According to Purwanto (Gultom, 2022: 38), "A teacher as a profession means a job that requires competence (skills and authority) in education and teaching in order to carry out the job effectively and efficiently, as well as being successful." Meanwhile, professionalism refers to the condition, direction, values, goals, and quality of someone's skills and authority related to their livelihood. Professionalism tends to be the nature of someone towards their work. A person's work professionalism will arise if they work according to the applicable rules and regulations. Furthermore, Purwanto (Gultom, 2022: 39) explains that "A person's professionalism can be said to be good if they behave and act according to the rules of their profession. Such as prioritizing the public interest or society, being an expert in their field, being dedicated in their field, and so on."

3.1 Planning of Principal's Supervision in Improving Teacher Performance

The supervision program is designed to evaluate whether the implementation of supervision has been in line with the plan or not. If the implementation of supervision is in accordance with the established program, then it indicates that the supervision has been conducted well. However, there may still be some obstacles. The supervision program is also created to ensure that all members of the school have the same understanding of academic supervision conducted by the principal (Kodariah, 2016:5).

In improving the effectiveness of supervision, planning is required, which includes various activities or tasks that will be carried out by the principal in conducting supervision. Academic supervision planning holds an equally important position as planning in the function of educational management, so it is necessary for supervisors, whether inspectors or principals, to master it. Planning is an important process in decision-making related to various choices and strategies that will be implemented to achieve future goals. This process also involves monitoring and evaluating its implementation systematically and continuously.

Effective supervision will influence the implementation of the supervision program. A detailed plan for the supervision program will yield optimal results. Based on this context, if the supervision program is developed without thorough planning, its implementation will not proceed systematically. With this academic supervision program, school monitoring can be well planned. The planning of the academic supervision program begins with the preparation of monitoring planning documents that can help teachers develop their ability to manage the learning process to achieve learning objectives. There are no specific guidelines governing the planning of school principal supervision of teacher performance. Principals can adapt to the needs and personal conditions of each teacher.

The academic supervision program is compiled once a year but needs to be specifically arranged in its implementation, for example, on a weekly, monthly, and semester basis. The supervision program itself does not have to be uniform in every school but must be adjusted to the specific conditions of the school. Involving teachers in the supervision process can strengthen collaboration and responsibility. Thus, academic supervision planning plays a very important role in the overall academic supervision process. The Ministry of Education and Culture states that planning the academic supervision program is the preparation of monitoring planning documents and a series of activities that help teachers develop their abilities and manage the learning process to achieve learning objectives. Therefore, academic supervision planning is a crucial aspect that must be carried out by the principal to improve teachers' ability in managing the learning process towards achieving learning objectives.

3.2 The Implementation of Principal's Supervision in Improving Teacher Performance

One of the duties of a school principal is to act as a supervisor, aiming to provide guidance and assistance in directing educators to understand and implement educational procedures to enhance educational progress. Principals are also required to possess the ability to conduct various types of supervision and control to improve the quality of teachers' performance. This is done as a preventive measure to prevent educators from making mistakes and to be more cautious in carrying out their duties. Directing teachers to take initiative and encouraging them to actively create an environment where each individual feels protected and has the opportunity to develop their potential. This principle states that supervision is conducted with the aim of building and developing the creative potential of teachers. Supervision is desired to be carried out in a pleasant atmosphere, not through intimidation. Thus, teachers will be more motivated to improve and develop their quality potentials. The academic supervision conducted in this research involves principals from SMP Negeri Unggul Tunas Nusa and SMP Negeri 2 Susoh, who apply four supervision techniques, including class visits, classroom observations, visitation approaches, and evaluating the teachers' activity in carrying out their teaching duties.

- **Class Visits**
Based on the research results, it is shown that principals have maximally conducted class visits because they have visited classes once a month and entered the classrooms while teachers were teaching according to their schedules to observe, assess, and guide the teachers who were teaching.
- **Classroom Observations**
Based on the research results, it is shown that principals have conducted classroom observations according to the teachers' schedules to monitor the teaching-learning process. This step aims to directly observe how the teaching-learning process takes place to determine whether the teachers at SMP Negeri Unggul Tunas Nusa and SMP Negeri 2 Susoh are performing their duties well or not.
From the description, it can be seen that principals have conducted classroom observations well by conducting careful observations, using specific instruments, regarding the classroom atmosphere created and developed by teachers during class hours to obtain objective data.
- **Visitation Approach**
Inter-class visits conducted by the principals at SMP Negeri Unggul Tunas Nusa have been implemented, as seen from the principals at SMP Negeri Unggul Tunas Nusa often visiting among teachers who are teaching to share information with fellow teachers, expand teaching experiences, observe teaching methods among teachers to achieve better goals. This research result shows that the principal of SMP Negeri Unggul Tunas Nusa has supervised with inter-visit class techniques better than SMP Negeri 2 Susoh.
- **Teacher Activity in Carrying Out Teaching Duties**
Based on the research results, the follow-up of the academic supervision results by the principal on the aspect of teacher activity in carrying out their duties has been implemented well. This is seen from the supervision activities carried out by the principal by touring the school, which has a good impact on building teacher discipline towards their duties. From this description, it can be seen that the follow-up of the academic supervision results by the principal on the aspect of teacher activity in carrying out their duties has been implemented well. This is seen from the supervision activities carried out by the principal by touring the school, which has a good impact on building teacher discipline towards their duties. This research result shows that the principal of SMP Negeri Unggul Tunas Nusa has carried out the follow-up of academic supervision results on the aspect of teacher activity in carrying out their duties very well.

In implementing academic supervision, the principal of SMP 1 Susoh has applied academic supervision techniques correctly and properly, whether it is individual techniques such as direct calling through discussion and providing guidance to teachers who are considered to have weaknesses in managing the learning process. This is done so that the teacher can immediately

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make improvements and complete what is lacking in learning management. Whatever strategy the supervisor employs, the nature of the work they do must be in the objective reality context of interaction between the supervisor and the teacher. Additionally, principals as teaching supervisors also need to have the power to influence teachers to cooperate in improving professionalism and teacher performance to enhance the quality of the teaching-learning process and outcomes in the classroom.

3.3 Follow-up of academic supervision by the school principal in improving teacher performance

The follow-up of academic supervision conducted by the school principals at SMP Negeri Unggul Tunas Nusa and SMP Negeri 2 Susoh includes several steps. First, supervisors provide recommendations to teachers after the supervision process is completed. Next, supervision also involves providing appropriate policies for teachers after improvement processes. Lastly, communication forums are held as part of the follow-up to academic supervision. These forums are conducted regularly every week with the aim of providing opportunities for teachers to discuss and bringing in external speakers as part of professional training. These activities are also overseen by the school principals to provide assistance to teachers in resolving the issues they face.

The impact of academic supervision on the personalities of teachers in these two junior high schools is as follows: 1) teachers identify and improve deficiencies and weaknesses in teaching and learning activities; 2) teachers can improve themselves in terms of teaching methods, teaching techniques, classroom management, discipline, and so on; 3) student achievements, both academically and non-academically, improve. The follow-up actions from the results of academic supervision mark the end of the supervision activities. It is highly expected that positive changes occur in teachers who have been supervised. These changes are expected to make teachers become professional in teaching, thus improving the quality of education. Follow-up actions can include strengthening and rewarding teachers who meet the standards, providing educative admonitions to teachers who do not meet the standards, and giving teachers the opportunity to attend training sessions.

Follow-up activities are a continuation of the supervision carried out by the school principals. In this way, assessment instruments and notes regarding the strengths and weaknesses of teachers need to be objectively recorded or recorded by the supervisors. The results of these assessments and notes can be used to provide guidance, both individually and collectively within the school environment. According to Anisshahmai (2016), the role of the school principal as an academic supervisor includes following up on the results of supervision by accessing the notes from the supervision and providing guidance to teachers individually or in groups.

Follow-up actions from the results of supervision must be done effectively to improve teacher professionalism. This requires appropriate strategies to follow up on academic supervision to have a real impact on the school community and society. The explanation aims to clarify that these actions are taken so that teachers can realize the shortcomings or weaknesses in the teaching and learning process. After realizing this, teachers are expected to strive to improve their quality through various coaching activities such as training, seminars, Subject Teacher Working Groups (MGMP) activities, Teacher Working Groups (KKG), and other relevant activities.

After the supervision is conducted, the next step taken by the school principals is to conduct follow-up actions. Follow-up actions are carried out based on findings from classroom visitation supervision, such as finding teachers who are still unable to adjust the teaching and learning time with the time specified in the Lesson Plans (RPP) and recorded in the supervision notes as follow-up material. Follow-up actions are given to promote changes in teachers' understanding and also to improve the performance of SMPN 1 Susoh teachers.

The follow-up actions taken by the Principal of SMPN 1 Susoh are not only done after the supervision activities in the classroom but also done through face-to-face meetings, which are usually conducted immediately after the supervision by the principal. If at that time the teacher still

has teaching schedules or the principal has other activities, the follow-up will be conducted in the principal's office on another day during break time. The Principal of SMPN 1 Susoh will discuss the results of the supervision with the teacher and then provide coaching to the teacher regarding the obstacles faced in the learning process. The results obtained from the follow-up of classroom visitation supervision are very satisfying because teachers who receive special notes in the teaching and learning process (PBM) become maximal in teaching, and there are significant changes.

4. CONCLUSION

Based on the results of the research and discussion in the previous chapters, in this chapter, the researcher will provide a conclusion regarding the academic supervision by the school principal in improving teacher performance with a focus on research, namely:

1. The planning of the academic supervision program by the school principal for performance improvement at SMP Negeri Unggul Tunas Nusa includes: providing guidance to teachers through individual and group coaching. The principal also creates teacher coaching programs and workshops every semester.
2. The implementation of Academic Supervision at SMP Negeri Unggul Tunas Nusa has been carried out in accordance with the existing provisions, including: a) classroom visits. b) classroom observation. c) approach with visitation. d) the teacher's activity in carrying out teaching duties. Meanwhile, the implementation of academic supervision at SMP Negeri 2 Susoh includes realizing plans, using a direct approach with classroom visits and inter-class visits. Supervision is carried out every day or when teachers experience problems at school every day.
3. The follow-up actions from the results of supervision conducted by the school principal at SMP Negeri Unggul Tunas Nusa include: teacher preparation in teaching (teaching aids), curriculum implementation results that must be achieved in a certain period, teacher activity in carrying out duties, and teacher attitudes and behaviors. Meanwhile, at SMP Negeri 2 Susoh, the follow-up of academic supervision by the school principal to improve the personality competence of teachers has shown an increase. This is evident from the discipline, behavior, language, and achievements of teachers.

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