

# Academic Supervision by School Principals at State Elementary Schools in Indonesia

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**Abstract**—This study was aimed to examine the implementation of academic supervision planning program, including the follow-up activity of academic supervision and the constraints faced by principals in conducting academic supervision. This study was conducted at one elementary school in Bengkulu, Indonesia and used a descriptive quantitative method. The population was 208 teachers, and a random sampling technique was used to reach a total of 104 teachers as the sample. A questionnaire, observation, and documentation were used to collect the data which were then analyzed using percentage. The results showed that the academic supervision planning program scored 61.87 out of 100, while its implementation scored 57.59 out of 100, and the follow-up activities scored 49.93 out of 100. The constraints of the implementation process of academic supervision were time management, competences, teachers' perception, and commitment to quality.

**Keywords**—academic supervision; school principal; elementary school

## I. INTRODUCTION

Academic supervision is continuously a warm discussion in the world of education both at the elementary and higher school level. Research in this field is quite numerous and varied because it is believed that if academic supervision is well conducted and programmed, the quality of teachers will increase which implies to the increased quality of learning and at the same time improving the quality of the students. Fathurrohman and Suryana states that teachers are the component of human resources who should be nurtured continuously [1].

Academic supervision is one of the duties of the school principal as an implementation of school-based management, for that in order to improve human resources (HR) at schools, the role of supervision should be highlighted. In Indonesia, this is confirmed in *Permen Diknas* number 13 year 2007 states that managerial and academic supervision are carried out regularly and continuously by employees or supervisors of the teaching unit and head of the education unit [2].

Some research results show that the implementation of academic supervision is always positively correlated with improving teachers' performance, among others, Prasetyono, Abdillah and Fitria concluded that principals' academic

supervision has a significant positive relationship to teacher performance in Depok vocational secondary schools, Indonesia [3]. Donkoh and Dwamena state that there is a positive influence of supervision of education on teacher professional development [4].

Furthermore, the research conducted by Gloria and Nonye states that both internal and external supervision has a positive effect on the effectiveness of teachers' work [5]. In line with that, Uju and Paul in their research state that school-based supervision improves the academic performance of school teachers and students thereby it improves the standards of teaching and learning in schools [6]. Moreover, Ifedili and Ofa in their research revealed that student's academic performance and teacher performance would improve if there was ideal instructional supervision by school administrators [7]. The results of other studies related to academic supervision include Imo and Grace highlights that classroom visit control techniques has a significant relationship to performance of teachers [8].

Rahabav states that academic supervision by principals has not been effective due to time constraints (many administrative tasks) [9]. Moreover, Ozdemir and Yirci suggest that supervision is needed to determine the extent to which educational goals are achieved. Thus, supervision should be conducted by competent agents [10]. Potmesilova, Potmesil and Roubalova state that psychological supervision is needed [11]. The results of those studies above clearly show that academic supervision is very important as well as the chosen supervision technique is quite influential on improving the performance of teachers.

However, the higher of any influence of academic supervision on teacher performance, the better of any academic supervision techniques if they are not programmed and implemented properly, and there is no follow-up, it does not mean anything. While the phenomenon in the field shows that the implementation of academic supervision in the preparation of plans, implementation and follow-up of academic supervision was allegedly not optimal. It was revealed through several sources including BAN assessors of Madrasah School Hera Wati (BAN SM assessor of Bengkulu province) stated that several schools for their academic supervision were always low in planning, implementation and follow-up.

In line with that, Ros who is also a BAN SM Assessor in Bengkulu Province said that most of the Principals, could not show the implementation, planning, and especially the follow-up document and also those are completely unable to be proven. The statement was also admitted by BAN BC Bengkulu Province.

Based on the phenomenon above, the author plans to reveal this through a research that is about how the planning, implementation and follow-up of the academic supervision where some previous studies have not many even rarely blame it. Therefore, the purpose of this study is to find out how high the implementation of academic supervision in the field of implementation, planning and follow-up or feedback.

## II. METHOD

### A. Method

The method used in this study was survey research method, namely by the Quantitative Descriptive approach where the research was conducted in 25 Public Elementary Schools in the District of Sukaraja, Seluma Regency, Bengkulu Province, Indonesia.

### B. Population and Sample

The population in this study were all Public Elementary school teachers, which numbered 2008 people from 25 schools. The description of the population could be seen in the following table:

TABLE I. POPULATION OF THE STUDY

No.	Population	Total Numbers of Teachers
1	A	8 people
2	B	8 people
3	C	7 people
4	D	8 people
5	E	8 people
6	F	8 people
7	G	8 people
8	H	7 people
9	I	8 people
10	J	8 people
11	K	12 people
12	L	8 people
13	M	8 people
14	N	8 people
15	O	8 people
16	P	8 people
17	Q	8 people
18	R	7 people
19	S	8 people
20	T	7 people
21	U	10 people
22	V	10 people
23	W	12 people
24	X	8 people
25	Y	7 people
	Total Number	208 people

The sample in this study is part of the population that is considered representative. The sample was taken by using the probability sampling technique type cluster sampling. The sample obtained amounts to 104 people from the calculation 50% multiplied by each area or region population.

### C. Instrument of the Study

The instrument used in this study was a questionnaire that is a number of statements about the research variables that explored, namely about the school supervisor's academic supervision plan, implementation and follow-up of the implementation. A list of questions was arranged using a Likert scale. Each answer has four alternative answers, namely

- Always = 4
- Frequently = 3
- Sometimes = 2
- Never = 1

In this study, the sample size of 104 people means that the ideal value of implementing academic supervision is  $4 \times 104 = 416$ .

### D. Test of Validation and Reliability

Before the instrument is applied, the instrument is firstly tested, namely the validity and reliability test. To test the validity is by using Pearson product moment correlation, while the reliability test uses a split half technique which is analyzed by the Spearman Broun formula.

### E. Technique for Data Analysis

The technique for data analysis uses inferential statistical descriptive analysis because the data were taken randomly.

## III. RESULT AND DISCUSSION

### A. Result

Based on the answers to the questionnaire obtained from the teacher as a research sample could be seen in the following table:

TABLE II. SUPERVISION PLANNING

No.	List of Assessed	Rating				Number of Respondents	Total Number
		4	3	2	1		
1.	The School Principal Establishes a Supervision Team	15	31	46	12	104	257
2.	The School Principal/ Team prepares the Supervision Program	16	31	47	10	104	261
3.	The School Principal/ Team arranges the schedule according to the agreement.	14	33	47	10	104	259
4.	The School Principal/Team prepares the instrument of learning instrument analysis instrument	15	31	47	11	104	258
5.	The school principal construct the mentoring program.	16	31	45	12	104	259
6.	The school Principal/Team prepares an instrument analysis for learning implementation	14	30	44	16	104	250
7.	The School Principal/Team composes the supervision format	15	31	47	11	104	258
Total Number		105	218	323	82	-	1.802

Based on the table above, it could be explained as follows:  
the educational score for all items is the highest value (4) x number of samples (104) which is 4 x 104 = 116. So, based on the data, the percentage for the item:

$$\begin{aligned}
 1 &= (257: 416) \times 100\% = 61.77 \\
 2 &= (261: 416) \times 100\% = 62.74 \\
 3 &= (259: 416) \times 100\% = 62.25 \\
 4 &= (258: 416) \times 100\% = 62.01
 \end{aligned}$$

$$5 = (259: 416) \times 100\% = 62.25$$

$$6 = (250: 416) \times 100\% = 60.09$$

$$7 = (258: 416) \times 100\% = 62.01$$

The total number = 433.12 = 61.87. Furthermore, for the academic supervision plan the average score obtained, 61.87 from the expected one is (100%).

TABLE III. SUPERVISORS

No.	List of Assessed	Rating				Number of Respondents	Total Number
		4	3	2	1		
1	The School Principal with the team holds an initial meeting with the teacher who wants to be supervised	10	30	45	19	104	239
2.	School Principal with the team carrying out monitoring.	10	31	47	16	104	243
3.	School Principal with the team carry out supervision in accordance with the schedule.	7	33	47	17	104	238
4.	The School Principal with the team conducts reflection with the teacher	8	31	45	20	104	235
5.	The Principal with the team draws up further action plans.	10	31	47	16	104	243
Total Number		45	156	231	88	-	1.198

Based on the table above, it could be explained as follows:  
the ideal score for all items is the highest value (4) times the number of samples (104), namely 4 x 104 = 416. Furthermore, based on the table above then the percentage for items are as follows:

$$\begin{aligned}
 1 &= (239: 416) \times 100\% = 57.45 \\
 2 &= (243: 416) \times 100\% = 58.41
 \end{aligned}$$

$$3 = (238: 416) \times 100\% = 57.21$$

$$4 = (235: 416) \times 100\% = 56.49$$

$$5 = (243: 416) \times 100\% = 58.41$$

The total number = 287.97: 5 = 57.59. For the implementation of academic supervision, the average value obtained is 57.59 than expected, namely (100).

TABLE IV. FOLLOW-UP SUPERVISION

No.	List of Assessed	Rating				Number of Respondents	Total Number
		4	3	2	1		
1	Discussing the result of supervision with the teachers who have been supervised.	5	11	57	31	104	238
2.	Rechecking the implementation of follow-up supervision.	7	9	57	31	104	200
3.	Assigning teachers to have teachers' workshop.	4	10	58	32	104	194
4.	Mapping the results of supervision through the supervision matrix	6	10	57	31	104	199
Total Number		22	40	229	125	-	831

Based on the table above, it could be explained as follows:  
the ideal score (for all items is the highest value (4) multiplied by the number of samples (104) that is 4 multiplied by 104 = 416 based on the table above where the prefix for items:

$$1 = (238: 416) \times 100\% = 57.21$$

$$2 = (200: 416) \times 100\% = 48.07$$

$$3 = (194: 416) \times 100\% = 46.63$$

$$4 = (199: 416) \times 100\% = 47.83$$

The total number is 199.74:  $4 = 49.93$ . Furthermore, for academic supervision follow-up the average score obtained was 49.93 than expected (100).

### B. Discussion

Based on the presentation of the data and the results of the above calculations, it could be discussed as follows:

- Academic supervision planning scores 61.87 from the value expected by 100. It indicates that there are still many school principals who have not construct a good supervision plan, even though the planning or supervision program is very important as revealed in how several previous studies which state that academic supervision is very influential on the performance of the teacher [9].
- Implementation of Academic Supervision, for the implementation of academic supervision, the results obtained were 57, 59 of which were assessed as 100. It was interpreted that the school principal had not maximally carried out academic supervision, even though teacher training through academic supervision was effective enough to improve teacher performance as revealed by Fahhorrohman and Suryana [1]. They state that the teacher is a component of human resources who should be continuously nurtured. The results of the study also show that the implementation of academic supervision with various techniques, especially with the technique of class visits is very influential in improving the quality of learning [8].
- Follow-up of Academic Supervision, as the ending of the implementation of academic supervision is to improve the results of the analysis that was carried out during the academic supervision took place. Moreover, in this study, the follow-up actually obtained the highest score of 49.93 from the expected 100 value. It means most principals did not follow up the results of the analysis of the Academic Supervision even though the findings should be followed up immediately with various ways such as joint discussions and training so that the teacher feels that academic supervision could really help the difficulties of the teacher carrying out the learning process.

### IV. CONCLUSION

Based on the result of discussion, it is clear that academic supervision has not been maximally proven as evidenced by

the acquisition of the three aspects, they are planning, implementation and follow-up. They are still far from the maximum value. Through brief interviews and observations, there are reasons on why the academic supervision was not conducted, which one of it was the busy schedule of the school principal. The numbers of administration matter conducted by the school principal increases. Several elementary schools have no administration staffs to help in school management. Furthermore, the competence and leadership of the School Principal are still low. But, this research should be followed by quantitative research.

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