

# Implementation of the supervisory function in fostering the competence of the principal's academic supervision on the performance assessment of kindergarten teachers

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## ABSTRACT

The purpose of this study is to describe how the implementation of the supervisory function in fostering the competence of the principal's academic supervision on the performance assessment of kindergarten teachers in Banda Aceh City. This study uses a descriptive qualitative approach. The research was conducted at the Kindergarten in Banda Aceh City. Data collection techniques using observation, interviews. The standard of data validity in qualitative research refers to the standards of credibility, transferability, dependability, and confirmability. The data analysis technique used is descriptive qualitative analysis with data reduction techniques, data presentation, and drawing conclusions. The results of this study are the results of this study conclude that the supervision carried out by the principal on the implementation of the Teacher Performance Assessment has been carried out systematically and programmed, so that teachers feel the assistance of the principal in improving their performance. Factors that support the successful implementation of the supervisory function in fostering the competence of principals' academic supervision on the implementation of teacher performance are the factors of principals and teachers who have a desire to improve their performance through academic supervision activities shown by a cooperative attitude towards the supervision process. Meanwhile, the obstacles are the principal's lack of knowledge about Teacher Performance Assessment, the number of teachers who must be fostered and the lack of intensity of academic supervision of teachers. Meanwhile, the solution is to follow teacher performance appraisal training, increase the intensity of class visit supervision and increase academic supervision development programs and teacher performance appraisals on a regular and continuous basis.

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## 1. INTRODUCTION

In today's era of globalization, education is important in the context of educating the nation. It is undeniable that society is in dire need of quality education that is able to compete in an era of increasingly fierce and fierce competition in various aspects of life's activities. In essence, education is an effort to educate students by providing knowledge to be useful for the next life. In addition to educating students, education is an effort to produce humans who have good character, because in life it is not enough just to have a smart and intelligent brain, but good character and values are absolute things possessed by humans. The role of the principal is very decisive in improving the performance of teachers. The quality of education is influenced by the performance of educators in carrying out their duties and responsibilities, one of the mirrors of improving the quality of education in schools is the achievement of educators in improving the quality of productive graduates, with the spirit of teaching performance, high educators, will create graduates with knowledgeable and character qualities (Anderson, & Carl Brydges, 2011). Therefore, an assessment of the performance of educators is needed to form quality, moral and good quality schools. Assessing the performance of educators in schools is not a simple thing, it requires good communication within the school itself to make a good assessment standard (Pujianto et al., 2020).

Performance appraisal must meet certain standards in accordance with performance indicators as a measuring tool. Performance appraisal indicators are the quality of work results, timeliness of completing work, initiative/initiative in completing work, ability to complete work and communication/ability to foster cooperation with other parties (Anwar, 2017). With that situation, the observations made by the principal can be measured and obstacles will appear which will then be given a way out and there are efforts to improve teaching (Winarno, 2018). With the implementation of academic supervision carried out by the principal, it is expected to have an impact on the formation of the professional attitude of teachers. The principal as a supervisor is required to be competent as the closest person who can also help and provide assistance to teachers in improving the learning process. Through the supervision of all factors that have an influence on learning activities can be analyzed, evaluated, and determined the way out. Thus, learning activities can run according to expectations (Mulyadi and Fahriana, 2018).

An educator should have optimal performance in order to realize a quality and achievement school. First, educators must have a commitment to teaching participants and their learning process. That is, the high commitment of educators is for the benefit of educator participants. Second, educators must master in depth the material or subject matter being taught and how to teach it to students. That is, between understanding the material and learning methods are two things that cannot be separated. Third, educators are responsible for monitoring the learning outcomes of educator participants through various evaluation techniques, ranging from observations in the behavior of educator participants to learning outcomes tests. Fourth, educators are able to think systematically about what they do and learn from their experiences. Fifth, educators should be part of the learning community in their professional environment (Srinalia, 2015).

Academic supervision is one of various models in supervision such as: conventional (traditional), scientific (scientific), clinical, and artistic (Sanglah, 2021). Academic supervision carried out by the principal aims to help teachers understand the learning objectives (Arikunto, 2018). Kindergarten in Banda Aceh City is an educational institution that participates in educating the nation's life. The institution is an educational institution under the auspices of the Banda Aceh City Education and Culture Office. Regarding the performance of educators, several problems need to be investigated further to produce a change for the better through performance appraisal. Among them, there are still teachers who violate school rules and lack discipline in attending school and in learning planning. Based on the author's observations, there are several factors that become obstacles for teachers in fostering educator participants, including the teacher is not ready when entering class, this is because from the teacher himself, the learning method used for educator participants during the teaching and learning process, with a monotonous method, causing participants to bored and bored educators. Another thing that becomes an obstacle for teachers is that teachers are not creative in fostering

educator participants or during the teaching and learning process in schools. Moreover, the world is now sophisticated with all-supportive electronics to foster and teach educator participants. Teachers should when teaching and fostering educator participants, they should be more prepared and creative, so that educator participants will be more motivated for better changes (Nisa' et al., 2021). This reflects that the teachers at the school have not played an effective role in providing guidance to educator participants, as well as the obstacles faced by Kindergarten teachers in Banda Aceh City in fostering educator participants in PAUD/TK.

Educator Performance Assessment is very influential on the professionalism and quality of work of educators. With this assessment of the performance of educators, it is expected to improve the quality as educators. The results of previous studies that are relevant include the implementation of academic supervision carried out democratically and carried out when the teacher is learning in class, after that clarification is carried out. Feedback is very important in order to clarify, determine strengths and weaknesses, as well as provide follow-up in the form of input, coaching, or training (Syamsidah, n.d.). The results of the study (Ashari & Widiyaningsih, 2016). show that the academic supervision of the Madrasah Tsanawiyah Supervisor in Jepara Regency is carried out by meeting procedural standards from the planning, implementation, and reporting stages by using a set of necessary instruments and carried out in modern ways, leaving conventional/ traditional. Meanwhile, another study (Nisa' et al., 2021) states that in addition to being able to improve the performance of a principal supervised teacher, it can also increase a teacher's work motivation. So based on this it can be said that supervision activities can have a positive influence on improving teacher performance (Ujarwanto, 2017).

Based on the above background, the question of this research is how the implementation of the supervisory function in fostering the competence of the principal's academic supervision on the performance assessment of kindergarten teachers in Banda Aceh City. In general, the purpose of this study is to determine the implementation of the supervisory function in fostering the competence of the principal's academic supervision on performance appraisal. Practically, this research is expected to be useful in contributing ideas for school principals, which can be used as a domain to provide information that the supervisory function in fostering the competence of the principal's academic supervision on performance appraisal is very helpful for teachers to develop their abilities, so that they can manage the learning process in order to achieve goals which are desired.

## 2. METHODS

The method used is descriptive qualitative method. The researcher acts as a key instrument that must collect data by visiting the data source directly. The research subjects were determined by using purposive sampling technique where the research subjects were selected according to the research objectives. The research was conducted at the Kindergarten in Banda Aceh City on the research subjects, namely the principal, and the teacher. Data was collected using direct observation/observation methods, and in-depth interview methods. The instruments used in this study were interview and observation guidelines. The standard of data validity in qualitative research refers to the standards of credibility, transferability, dependability, and confirmability. The data analysis technique used is descriptive qualitative analysis, while the data processing steps are data reduction, data display, and conclusions and data verification.

## 3. FINDINGS AND DISCUSSION

### *Implementation of the Principal's Academic Supervision Program*

After the principal and the teacher council form a supervision implementation program, the next step is to implement the program. The implementation of the principal's academic supervision program in assessing teacher performance aims to determine the success of academic supervision planned by the principal at the beginning of the semester along with the teacher council. Based on the results of observations of the initial problems, it shows that in the implementation of learning so far it has been carried out every year. Supervision carried out by the principal consists of supervision of

class visits and group discussions, and supervision outside the classroom related to learning programs. The problem of teacher performance assessment is carried out in accordance with the instrument in supervision.

The purpose of supervision is to guide the teacher council who have not been able to implement the teaching and learning process program or master the class. The learning applied is in the form of the 2013 curriculum. The results of the interview presented by Mrs. RN, the principal, are as follows: "The implementation of supervision that I do every year is there. There are two types of supervision, namely supervision of class visits and after that I have individual talks with the teacher council about the learning program made by the teacher at the beginning of the semester. Furthermore, the results of the interview regarding the implementation of the principal's academic supervision program are as follows: "The implementation of the principal's academic supervision also consists of summative and formative aspects. In summative, I supervise the teacher in the learning process from start to finish. This means that I supervise the completeness of teachers before entering learning and what programs are prepared by the teacher council for the learning process".

The same interview was conducted with WT as the school curriculum formulation team that implements the principal's academic supervision as follows: "After or during the implementation of the principal's academic supervision program, an assessment will be carried out by the principal in the classroom through the supervision instrument. After being supervised, then providing guidance to the teacher council individually about things that have not been mastered by the teacher in the program he has made, after repairs are made then at the next meeting will be supervised again".

The researcher further interviewed WT about the implementation of the principal's academic supervision program as follows: "The implementation of the principal's academic supervision program was also carried out on teacher performance, indicating that learning activities were in accordance with the curriculum. That is, we use the 2013 curriculum. The learning activities that we are carrying out now are in accordance with the 2013 curriculum". In solving problems related to problems faced by teachers, they must consider the character of the teacher being supervised. What's more, supervision is not supervision to assess and find teacher mistakes, so in this settlement the teacher is also involved. The following is the statement of the principal's ER regarding solving the problems faced by the teacher: "We solve the problem together, the teacher will definitely discuss with me what currently facing and what to do in the future. Usually there will be results such as follow-up supervision of the teacher. And there will be an agreement between me and the teacher regarding the solution to the problem that the teacher is facing."

In solving problems with the problems faced by teachers, the principal conducts consultations first on the best way out, not immediately giving instructions to the problematic teacher to do something. But the solution is carried out jointly between the teacher and the principal. This is supported by the Constitutional Court as a kindergarten teacher as follows: "For the settlement, it is usually discussed how the opinions of the teacher are also accommodated and discussed with the teacher, the principal as a manager always provides solutions to the problems faced, even teachers are not alone in facing problems but always accompanied by the principal. For teacher performance appraisal in schools, the role of the principal as a leader and supervisor, then has the responsibility and duty to foster these teachers. In this case, as the principal who has the task of being a supervisor, all activities related to teachers in the learning process must be assessed.

On the other hand, the implementation of the principal's academic supervision program, in using and developing instruments is also one of the important references in supervision. The results of the review said that in setting benchmarks or assessment guidelines, the principal supervised the availability of a set of learning programs and the suitability of the implementation of the programs made. The implementation of learning activities set by the school is the 2013 curriculum. In this case, the principal has an important role in providing guidance to teachers so that they carry out their duties professionally in compiling tools and so on. The results of the interview presented by SM as a teacher are as follows: "One of the benchmarks for supervision is a set of learning programs and the suitability of the program implementation that we make. The principal as a supervisor also checks the work of teachers in the field and reviews the level of achievement.

Based on the results of interviews, it shows that the principal supervises by following the supervision instrument and the principal in finding problems during supervision will become a companion for teachers who are facing problems. Problem solving can be individually or in groups. Learning uses the 2013 curriculum which in its application is more student-centered in order to encourage students to be more active. Based on the documentation data, it shows that the implementation of supervision has been scheduled starting from the new school year until the end of the school year, the supervisor is the principal himself, the implementation of supervision is in accordance with the planning of the supervision program, the supervision is aimed at assessing teacher performance. All supervision activities refer to the supervision guidelines that have been established as the current supervision standards.

The results of the review in the Banda Aceh City Kindergarten regarding the implementation of the principal's academic supervision program that so far the learning activities are based on the 2013 curriculum. The implementation of PBM that is supervised is from the way the teacher teaches, the use of methods, teaching media, class mastery, evaluation techniques that are carried out by the teacher to the students until the teacher closes the lesson. Supervisors need to provide reinforcement to teachers, even though the teacher has not been able to correct their weaknesses, especially if successful teachers can improve their performance (Pujiyanto et al., 2020). The principal in carrying out supervision must be efficient (Winarno, 2018). The head of the school in determining what observation techniques will be carried out usually uses techniques that are usually used by most school principals, namely by visiting the classroom, observing teachers from the beginning of learning to the end of learning how teachers deliver learning materials to students (Sanglah, 2021). The principal's method is to determine the improvement of teacher performance by providing directions or facilitating any learning tools that will support learning activities to be more effective and the principal's method (Mulyadi & Fahriana, 2018).

Based on the results of observations in Kindergarten in Banda Aceh City, so far the principal as supervisor has evaluated or assessed teacher performance. Supervision carried out by the principal consists of supervision in the classroom and supervision outside the classroom. In carrying out supervision activities, the supervisor has provided an assessment instrument that is used to assess the extent to which the teacher's achievement in carrying out his performance, so that if there are some teachers who have not carried out as expected, the supervisor who assesses will carry out coaching again. The purpose of this supervision is to provide guidance, direction, and learning for teachers on the importance of more effective performance improvement. The teaching and learning process activities that are supervised by the principal consist of learning activities carried out in accordance with the lesson plans, using media, methods and learning models, being able to master the class, providing motivation to learn, and conducting evaluations (Winarno, 2018). Academic supervision carried out by the principal is also related to the teaching and learning process that is adapted to the development of the applicable curriculum. In this case, the teacher determines learning activities by providing lesson plans, learning media and other learning tools that support the learning process. Academic supervision carried out by the principal is the most important regarding PBM activities (Nisa' et al., 2021). In PBM activities, the principal will assess the teacher's performance in adjusting the learning process to the curriculum, the availability of lesson plans in learning, and using other learning media. In supervising the teacher's PBM, the principal evaluates the teacher's performance, so that at this evaluation stage all the teacher councils will be given guidance so that in the future they can improve the PBM that has not been maximized. The results of the principal's supervision are continuous with the previous planning.

#### 4. CONCLUSION

Based on the results of the research conducted, it can be concluded that the implementation of the principal's academic supervision in assessing the performance of kindergarten teachers in Banda Aceh City is carried out by class visits, the principal directly sees the state of the teacher who is doing learning, there are visible shortcomings and strengths of teachers and principals as supervisors

discuss directly the problems faced by teachers in the teaching and learning process individually and find solutions together with the teacher council. Evaluation of the academic supervision program is carried out in the classroom by observing the learning process directly through the supervision instruments that have been provided. Then discuss it together with the senior teacher to be followed up. The problems obtained in the field show that through the teacher performance assessment instrument, there are still some teachers who have not mastered the learning program that has been made, and there are some teachers who are not appropriate in the use of learning methods and media so that it also affects the class conditions that are less conducive.

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