

## THE ROLE OF THE PRINCIPAL AS A SUPERVISOR IN IMPROVING THE QUALITY OF LEARNING IN SMPN 9 PAYAKUMBUH

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### Abstract

This study aims to explore the role of the principal as a supervisor in improving the quality of learning at SMPN 9 Payakumbuh. Principals have an important role in educational supervision, which includes planning, observing and evaluating the learning process. Using a descriptive explanatory qualitative approach, this research explores the steps of supervision applied by the principal as well as the indicators of the success of the supervision. Data were obtained through interviews and observations, which were analyzed to understand the contribution of supervision to improving teacher competence and learning effectiveness. The results show that supervision conducted in a structured and regular manner can improve the quality of teaching and support student achievement. In addition, good communication between principals and teachers is a key factor in overcoming supervision challenges. Effective supervision plays an important role in creating a conducive learning environment, supporting innovation and improving school competitiveness.

**Keywords:** supervisor, principal, learning quality, SMPN 9 Payakumbuh, education.

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## INTRODUCTION

Educational institutions need a structured system to organize their operations, including the important role of a leader in supervising and directing the learning process. Principals, as leaders, play a central role in improving the quality of education through supervision, which aims to guide educators to be more professional. Educational supervision plays a significant role in encouraging teacher creativity and effectiveness, so that educational institutions are able to compete globally. In Islam, leadership and supervision are also an important part, where every leader must be responsible, both in leading others and themselves (Sherly & Nurmiyanti, 2020).

According to Depdiknas (2007), educational supervision aims to create a conducive learning environment and support the development of teachers' pedagogical skills. In this context, principals as supervisors have the responsibility to conduct effective supervision planning, carry out classroom observations and provide constructive feedback. According to Glickman and Carl D (2009), effective principals are able to build positive relationships with teachers, create a good working climate, and encourage innovation in teaching practices.

In an interview conducted with the principal of SMPN 9 Payakumbuh, he explained that there are two main tasks of the principal, namely as a manager and supervisor. Each of these tasks has an important role in managing the school as a whole, especially in the context of learning. In addition, research shows that principals who are effective in their role as supervisors can have a

positive impact on the quality of learning and student achievement (Hughes & Wilson, 2004). As such, this article will explore the role of the principal as a supervisor, the steps of implementing supervision and the indicators of success in the process.

## **METHODS**

The research method used in this scientific article is a qualitative method with descriptive explanatory research type. This research aims to gain knowledge based on empirical data through a series of stages including problem determination, data collection, data grouping, conceptualization, and analysis. Researchers use a qualitative approach that focuses on an in-depth understanding of the meaning given by the research subject. Through direct and intensive interaction with the object of research, researchers seek to understand categories, patterns, and activities related to the influence of principal supervision in improving the quality of learning at SMP N 9 Payakumbuh.

## **RESULTS AND DISCUSSION**

After conducting interviews, the interviews will then be discussed further. The discussion is intended to obtain the meaning or essence underlying the research findings. In discussing the findings of this study, there are six points that will be discussed, namely:

(a) Definition of the principal as a supervisor (b) Duties of the Principal as a Supervisor at SMPN 9 Payakumbuh, (c) Supervisor Implementation Steps at SMPN 9 Payakumbuh, (d) Supervisor Success Indicators at SMPN 9 Payakumbuh, (e) Challenges in the Implementation of Supervisors at SMPN 9 Payakumbuh, (f) Frequency of Supervisor Implementation by Principals at SMPN 9 Payakumbuh.

### **1. Definition of Principal as Supervisor**

Based on the results of the interview, the principal has three main tasks and functions (tupoksi), one of which is as a supervisor. The role of the principal as a supervisor is one of the important tasks in carrying out the supervisory and coaching functions of the education process in schools.

Supervision conducted by school principals aims to ensure that the teaching and learning process takes place effectively and in accordance with predetermined standards. As supervisors, principals not only monitor teachers' performance, but also provide guidance and direction in order to improve their competence and professionalism. This supervision can take the form of direct observation of the learning process, evaluation of learning tools, and providing constructive feedback for further development.

In addition, the supervision conducted by the principal also includes monitoring the supporting facilities and amenities in the school, ensuring that the school environment supports an optimal educational process. Through this supervisory role, principals have the responsibility to create a conducive working atmosphere for teachers and students, and maintain the quality of education provided.

As part of the principal's duties, supervision is important because it contributes directly to improving the quality of education in schools. Principals as supervisors must have analytical skills, good communication, and strong leadership to be able to direct and guide all school components in achieving the desired educational goals.

### **2. The Principal's Task as a Supervisor at SMPN 9 Payakumbuh**

Supervision conducted by school principals is divided into two types:

1. Managerial supervision, which is supervision of the learning tools used by teachers. Principals ensure that each teacher has adequate learning tools that are relevant to the curriculum.

2. Classroom supervision, which is direct observation of the learning process in the classroom to ensure that teachers implement effective learning strategies and methods in accordance with the curriculum. In the Merdeka curriculum, supervision is conducted through lesson observations, where principals assess the competencies displayed by teachers in the implementation of learning.

### 3. Steps of Supervisor Implementation at SMPN 9 Payakumbuh

In order for supervision to run smoothly, the principal takes a series of steps, including:

1. Supervision planning, where the principal develops a supervision program that is integrated with the School Work Plan (RKS).
2. Formation of a supervision team, especially in large schools that require assistance from senior teachers and vice-principals.
3. Pre-supervision, where teachers are given coaching by the principal to ensure their readiness for supervision.
4. Implementation of classroom supervision, which includes direct observation of the learning process in the classroom.
5. Post-supervision, where the principal and teacher have a discussion to follow up on the results of the observation, discussing improvements that need to be made in the future.

### 4. Indicators of Supervisor Success at SMPN 9 Payakumbuh

The success of supervision is assessed through pre-prepared instruments, which assess aspects of learning from opening, implementation, to closing. Principals use these instruments to measure the effectiveness of teachers' classroom teaching in accordance with the demands of the curriculum, both the 2013 curriculum and the Merdeka curriculum.

### 5. Challenges in Supervisor Implementation at SMPN 9 Payakumbuh

During the implementation of supervision at SMP 9 Payakumbuh, the challenges faced were relatively minimal. The lack of challenges or problems in supervision activities is influenced by good communication between principals and teachers. Principals routinely socialize the supervision program to teachers, so that they can prepare themselves properly. With intensive socialization, resistance from teachers in undergoing supervision almost never occurs.

### 6. Frequency of Supervisor Implementation by the Principal at SMPN 9 Payakumbuh

The principal conducts supervision twice a school year. This frequency is sufficient to monitor the progress of the learning process and provide the necessary feedback to improve the quality of teaching.

Table 1: Supervision Instruments and Teacher Behavior in the Learning Process

Learning Stages	Rated Teacher Behavior	Description
Opening	Delivering learning objectives	Teachers should explain the learning objectives clearly to students.
Implementation	Interaction with students	Teachers must actively interact and encourage student participation in learning.

Implementation	Use of learning methods	Teachers should use a variety of learning methods that suit the needs of students.
Closure	Summarize the learning	The teacher should summarize the material that has been taught and provide feedback to students.

## CONCLUSIONS

Principal supervision plays an important role in improving the quality of learning at SMPN 9 Payakumbuh. Through the role of supervision, principals are not only responsible for monitoring teachers' performance but also providing guidance to improve their competence and professionalism. Supervision conducted managerially and through classroom observations ensures that the learning process runs according to standards and curriculum, both the 2013 curriculum and Merdeka. (Sherly, et al., 2020)

The results of this study show that structured and regular principal supervision-twice in one school year-is effective in improving teaching quality. Indicators of supervision success are measured through instruments that assess various aspects of learning, such as classroom management and the use of learning methods. Challenges in implementing supervision are relatively minimal, thanks to good communication between principals and teachers and intensive socialization of the program. This supervision ultimately contributes to a conducive educational atmosphere and increased school competitiveness globally.

Thus, the role of the principal as a supervisor at SMPN 9 Payakumbuh is not only important in ensuring the continuity of an effective educational process, but also in creating a supportive environment for improving the professionalism of teaching staff and the overall quality of learning.

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