

IMPLEMENTATION OF ACADEMIC SUPERVISION BY SCHOOL PRINCIPALS TO IMPROVE TEACHER PERFORMANCE AT GUGUS 9 ELEMENTARY SCHOOLS IN LEMBAH SABIL DISTRICT

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Received : 15 June 2024

Revised : 30 June 2024

Accepted : 09 July 2024

Published : 30 August 2024

DOI : <https://doi.org/10.54443/ijset.v3i9.727>

Publish Link : <https://www.ijset.org/index.php/ijset/index>

Abstract

Teachers are individuals who directly engage with students. Teacher performance significantly determines the success of learning and the achievement of educational goals. One way to improve performance is through academic supervision. The school principal, as a supervisor in academic supervision, is required to be competent in improving the performance of their teachers. The purpose of this study is to determine: (1) Academic supervision planning; (2) Implementation of academic supervision; (3) Evaluation of academic supervision programs; and (4) Follow-up on academic supervision programs by the school principal in improving the performance of elementary school teachers in Gugus 9, Lembah Sabil District, South West Aceh Regency. Data collection techniques include observation, interviews, and document studies. The subjects of this study are the school principal and teachers at SDN 3 Lembah Sabil and SDN 7 Lembah Sabil. Data analysis uses qualitative descriptive analysis, including data reduction, data presentation, and drawing conclusions. The results of the study are: (1) Academic Supervision Planning at SDN 3 Lembah Sabil includes planning objectives, supervision schedules, approaches, techniques, and models of academic supervision, as well as selecting instruments for academic supervision implementation. Academic supervision planning at SDN 7 Lembah Sabil includes formulating objectives and targets to be achieved, supervision schedules, and instruments to be used in academic supervision implementation; (2) Implementation begins with three stages before conducting academic supervision by the school principal: survey, observation of the learning process, and reviewing class visit results; (3) Evaluation of the school principal's academic supervision program involves evaluating teachers' abilities and improving the next program by providing coaching and offering appropriate solutions to address teachers' issues; and (4) Follow-up on the school principal's academic supervision program in improving teacher performance involves creating a Follow-up Action Plan (RTL), which includes training, workshops, KKG guidance, and utilizing continuous professional development (PKB) in South West Aceh Regency.

Keywords : *Academic supervision, school principal, teacher performance*

1. INTRODUCTION

Education plays a crucial role and is an important agent in national development. The improvement of education quality has become the concern of all nations (Donkoh, 2022:50). This is supported by the notion that the concern for quality has become the core driving force for reform in education, and achieving quality in education is increasingly important in the strategic improvement plans of developing countries (Kotirde, 2019:53-60).

The principal, as the primary authority figure in the school, needs to have a good understanding of how supervision management and leadership work because supervision and school leadership are two interrelated aspects that strengthen each other (Suwartini, 2021:45). Supervision is a variable that is crucial in the teaching and learning process as well as the overall goals of the school (Kotirde, 2019:53-60). The principal is a crucial educational leader because they are directly involved in the implementation of educational programs in the school. The achievement of educational goals depends greatly on the competence and wisdom of the principal as one of the educational leaders (Sudirjo, 2013:63).

The principal is the key to the success of the school in implementing change. Therefore, the activities to improve and enhance the school's programs and learning processes largely depend on the principal. The principal

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plays roles and responsibilities as an educational manager, educational leader, educational supervisor, and educational administrator (Suryani, 2020:78). One important aspect of educational management is supervision, which can be defined as the process of bringing improvement in the teaching-learning process through a network of collaborative activities and democratic relationships among stakeholders in education. It is considered a crucial activity for achieving an effective education system (Oyewole, 2013:101-102).

The improvement of education quality is an integrated process with the enhancement of human resources quality itself. Recognizing the importance of improving human resources quality, the government, along with various sectors, continues to strive to fulfill this mandate through various efforts to develop a higher quality education. However, in reality, the government's efforts have not been sufficient to improve Indonesia's education quality. This poses challenges and opportunities for educational institution managers to improve Indonesia's education quality to realize the hopes of parents and society. Therefore, each institution must have a strategy to enhance the quality of its educators. Gugus 9 Kecamatan Lembah Sabil is one of the elementary schools in Lembah Sabil sub-district, South West Aceh District, which is eager to develop the school with the hope of improving the quality of education. This study focuses on two schools: SDN 7 Lembah Sabil and SDN 3 Lembah Sabil. The various achievements of the students in these schools are factors that support the improvement of the school's quality. SDN has a B accreditation, making many parents want their children to be educated there, especially in Lembah Sabil sub-district. SDN 3 Lembah Sabil has become a pioneering school and implements the independent curriculum, while SDN 7 Lembah Sabil has not yet become a pioneering school. This information guides the researcher in conducting academic supervision in these two schools. Many achievements have been obtained from these three schools, which are closely related to the various learning processes that take place in the schools.

From the initial observations conducted in several elementary schools within the scope of Gugus 9, Lembah Sabil Sub-District, it was found that some teachers have not been effectively implementing the teaching and learning process (KBM). This includes teaching without proper preparation, minimal implementation of homework evaluations (PR), and various other issues. Overall, these issues are suspected to be caused by the lack of ideal and directed academic supervision tasks, with most principals conducting supervision in a conventional manner using an inspection approach that seems to only focus on finding errors made by teachers without intending to provide improvement or assistance for those mistakes. This situation is further evidenced by the absence of a clear academic supervision program implemented by the principal for monitoring purposes. Such behavior will have implications for the teaching and learning activities within the school, which in turn will negatively impact the quality of education for the students.

The supervisory activities carried out by the principal serve the main function of improving the quality of teaching and adapting to changes in the field of technology, specifically. One positive aspect of supervision is the organization of training activities where teachers can share knowledge with each other regarding the creation of teaching materials and instructional media. Additionally, the principal provides opportunities for learning by bringing in a coach who is considered capable of assisting in answering various questions about teaching for the teachers. The coach's presentation includes how to develop teaching materials and instructional media, the teaching process, and the challenges faced during the teaching process. The implementation of supervisory roles by the principal as a supervisor will build a relationship with the teachers being guided in such a way that the teachers feel accepted.

The sense of security and motivation in the form of positive encouragement to strive forward and improve the teachers' abilities, the willingness to learn, listening to the teachers' feelings, understanding the teachers' problems raised and encountered during the teaching process, and accepting the teachers as they are so that the teachers can be themselves. The implementation of academic supervision that occurs in Gugus 9, Lembah Sabil Sub-District, is certainly inseparable from the role of a principal as a supervisor. The researcher has a desire to conduct research based on the reason that the improvement in the quality of education achieved by Gugus 9, Lembah Sabil Sub-District, is certainly not separated from the role of the principal in exploring and empowering all potentials in the school, which is certainly related to the implementation of academic supervision conducted by the principal towards the teachers in the school.

Based on the description above, the objectives to be achieved in this study consist of general objectives and specific objectives :

- General Objective
To determine the stage of implementation of academic supervision by the school principal in improving the performance of teachers at SDN in Kabupaten Aceh Barat Daya.
- Specific Objectives

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Referring to the policy implementation theory proposed by George C. Edward (in Subarsono, 2019), which states that policy implementation is influenced by four interconnected variables: communication, resources, disposition, and bureaucratic structure. Specifically, this study aims to obtain an overview of:

- a. To determine the school's planning for the implementation of academic supervision by the school principal in improving the performance of teachers at SDN in Kabupaten Aceh Barat Daya.
- b. To determine the stages of implementation of academic supervision by the school principal in improving the performance of teachers at SDN in Kabupaten Aceh Barat Daya.
- c. To determine the biggest obstacles faced by teachers in implementing academic supervision at SDN in Kabupaten Aceh Barat Daya.

2. IMPLEMENTATION METHOD

2.1 Research subject

The researcher in this study has selected the location to gather information and sources of the problems to be conducted at Cluster 9 Elementary Schools located in Lembah Sabil, namely SDN 7 Lembah Sabil, SDN 3 Lembah Sabil, and SDN 2 Lembah Sabil. The subjects of this study are the principals and teachers at SDN 3 Lembah Sabil and SDN 7 Lembah Sabil in Kabupaten Aceh Barat Daya. All these subjects are sought to provide data on the academic supervision of principals in improving teacher performance. To support the achievement of this primary data, information is tracked on the subjects. The selection of principals and teachers as the main subjects is based on several considerations, including: principals and teachers are the main responsible parties for activities at the school, both in terms of the curriculum and other activities related to learning, as well as other activities related to the implementation of supervision and teacher performance assessment at SDN 3 Lembah Sabil and SDN 7 Lembah Sabil.

2.2 Data Collection Techniques

To obtain accurate research results, the author uses the following techniques:

1. Interview

Interview is a form of verbal communication between the researcher and the respondents to obtain specific information (Hasnunidah, 2021:32). The interview is conducted in-depth and unstructured with research subjects using a prepared guideline. The interview technique is used to reveal data about the academic supervision of school principals in carrying out their duties as school leaders. Here is the interview study guide in this research:

Table 1 Interview Guide

No.	Sub Focus	Indicator
1.	Principal academic supervision planning	Plan academic supervision which includes : <ol style="list-style-type: none">1. Schedule formulation2. Determine technique3. Develop academic supervision instruments
2.	Implementation of the principal's academic supervision	Carry out academic supervision which includes : <ol style="list-style-type: none">1. Carry out a review of learning tools2. Carry out process observations Learning
3.	Evaluation of the principal's academic supervision	<ol style="list-style-type: none">1. Conducting evaluation of academic supervision results2. Providing advice, opinions, and opportunities for teachers3. Developing a follow-up plan

2. Observations

Observation is a data collection method that involves observing the research subjects. Observation is carried out to systematically observe and record the phenomena apparent in the research object Hasnunidah (2021: 74). This activity is conducted by the researcher actively participating in the research activities conducted

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by the research subjects in the school environment. Additionally, the researcher systematically collects data in the form of field notes. Here are the guidelines for observation in this study.

Table 2 observation guidelines

No.	Sub Fokus	Ragam yang diamati
1.	Planning academic supervision by the school principal	1. Formulation of the supervision schedule 2. Techniques to be used during academic supervision 3. Instrument of academic supervision
2.	Implementation of academic supervision by the school principal	1. Conducting a review of the teaching materials 2. Conducting observation of the learning process
3.	Evaluation of academic supervision by the school principal	1. Conducting evaluation of the results of academic supervision 2. Providing advice, opinions, and opportunities to teachers 3. Developing a follow-up action plan

3. Documentation study
- According to Sugiyono (in Nilamsari, 209: 120), document study complements the use of observation and interview methods in qualitative research. In addition to being sourced from humans, qualitative research data can also be obtained from non-human sources such as documents, photos, and statistical materials, which also need to be presented to strengthen the research findings. In this study, the researcher will utilize documentation techniques to record document or photo data related to the research.

Table 3 Documentation guidelines

No.	Required data
1	School's vision and mission
2	Organizational structure
3	Data on educators and students
4	Teacher's learning tools
5	Documentation of learning activities
6	Teacher attendance list

2.3 Data Analysis Techniques

In the research method, the techniques used in the process of finding answers from the research must be adjusted to obtain accurate results. Sugiyono (2021) outlines several data analysis techniques for descriptive qualitative research, namely data reduction, data display, and data verification. These three steps are done interactively and continuously so that the desired data is achieved perfectly.

2.4 Research Activity Plan

The research plan is intended to determine the research activities that the researcher will use in the study, to facilitate the researcher in conducting the research. According to Arikunto (2022), the research design is a design made by the researcher himself, as a plan for the activities to be carried out. The preparation plan for this thesis will be carried out for six months, starting from June 2023 to February 2024.

2.5 Research Instrument

Research instruments are tools used to obtain data in research. The data obtained should be accurate according to the researcher's expectations. Sugiyono (2019:222) states that, "in qualitative research, the instrument or research tool is the researcher himself." This statement indicates that the researcher directly conducts the research and observations, or conducts interviews, or only uses field notes. It can be interpreted that in qualitative research, the role of the researcher is crucial to the success of the research (key instrument) because the researcher is directly involved in the field to collect various data and information through observation, interviews, and documentation study activities. Data and information collection can be done well and effectively as intended in the research. In collecting data and information in the field, the researcher uses several instruments as data collection tools, namely observation guidelines, interview guidelines, and documentation study.

3. RESULTS AND DISCUSSION

The results of this study can provide a concrete description of the implementation of academic supervision by the school principal to improve teacher performance in Cluster 9, Lembah Sabil District. This section will describe sequentially: (1) Planning the implementation of academic supervision by the school principal to improve teacher performance in Cluster 9, Lembah Sabil District; (2) Implementation of academic supervision by the school principal to improve teacher performance in Cluster 9, Lembah Sabil District; (3) Evaluation of the implementation of academic supervision by the school principal to improve teacher performance in Cluster 9, Lembah Sabil District; and (4) Follow-up of the implementation of academic supervision by the school principal to improve teacher performance in Cluster 9, Lembah Sabil District. Here is the presentation of the research results conducted by the researcher from December 2023 to February 2024.

3.1 Planning the implementation of academic supervision by the school principal to improve teacher performance in Cluster 9, Lembah Sabil District

The planning of academic supervision implementation by school principals to improve teacher performance in Cluster 9, Lembah Sabil District, is a crucial step towards achieving success in educational management. The meticulous planning involves structured and scheduled academic supervision, beginning with the preparation of semester supervision programs. It includes the development of curriculum, encouraging teacher involvement in teamwork, and serving as a reference for teachers conducting action research. The planning process also entails preparing assessment instruments, scoring guidelines, scheduling supervision, socializing the supervision process to teachers, conducting the supervision, reflecting on and evaluating the learning process, and analyzing the scoring results. The involvement of the entire teaching staff in planning academic supervision ensures a comprehensive approach to enhancing teaching quality and overall school performance.

Similarly, in SDN 7 Lembah Sabil, the planning of academic supervision implementation is conducted in stages, starting with coordination with deputy principals and senior teachers to form an academic supervision assistant team. This teamwork reflects a collaborative effort towards improving teacher performance. The involvement of senior teachers in the supervision process not only aids in effective supervision but also fosters a sense of inclusivity and shared responsibility among the teaching staff. The formation of a dedicated supervision team with higher-ranking members ensures a fair and impartial assessment of teachers' performance. Overall, these planning efforts emphasize the importance of systematic and collaborative approaches to academic supervision, highlighting its role in enhancing teacher performance and ultimately improving the quality of education in Cluster 9, Lembah Sabil District.

3.2 Implementation of the academic supervision by the school principal to improve teacher performance in Cluster 9, Lembah Sabil District

The MGMP IPS of Aceh Barat Daya District has developed a comprehensive program to enhance the professional competence of Social Studies teachers. The program includes core activities such as sharing effective IPS teaching methods, techniques for creating integrated IPS National Examination question scripts, and socialization of the OSN IPS competition at the district and provincial levels. Additionally, there are supporting programs such as teacher performance assessment (PKG) training, competency enhancement for SMP IPS subject teachers, workshops on the implementation of the Merdeka Curriculum, PTK pioneer training, and the use of

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CANVA in teaching. The planning of the MGMP program reflects good planning functions, involving various parties in deliberations and meetings, and paying attention to details and program classifications.

The vision and mission of the MGMP IPS of Aceh Barat Daya District emphasize the formation of professional IPS teachers with Islamic character. MGMP programs are aimed at helping achieve this vision and mission, including activities that support the improvement of teacher professionalism, sharing of experiences, enhancement of competence in IPS, and the development of Islamic character in students. The management of operational funds and the structure of the management have also been well arranged, including effective task delegation. Coordination among MGMP management is carried out well through regular meetings and online communication, as well as member meetings to formulate programs that are suitable for the needs of IPS teachers in the area.

3.3 Evaluation of the Implementation of Academic Supervision by the School Principal in Improving Teacher Performance in Cluster 9, Lembah Sabil

The academic supervision evaluation is conducted by the principal after supervising the teachers. This evaluation aims to provide guidance to teachers for changes in understanding and performance improvement. In SDN 3 Lembah Sabil, the evaluation is done through analysis of learning observation results, lesson plan assessments, teacher administration, and discipline. The evaluation results are used to provide follow-up to teachers, such as training or workshops, to improve performance quality. On the other hand, in SDN 7 Lembah Sabil, the supervision evaluation involves senior teachers to provide input and more precise follow-up steps.

The evaluation of academic supervision in SDN 3 Lembah Sabil uses teacher reports as a basis. Most teachers are considered to have met the set standards, but some still need additional guidance. This evaluation is important to ensure the quality of teaching and teacher performance is maintained. In SDN 7 Lembah Sabil, supervision is followed by an evaluation involving senior teachers in formulating follow-up steps. This evaluation helps identify teacher deficiencies and provide appropriate guidance to improve teaching quality.

From the results of the academic supervision evaluation, the majority of teachers in both schools have exceeded the set standard criteria. However, some teachers still need additional guidance. This evaluation indicates that academic supervision is effective in improving teacher performance quality. The importance of this evaluation is to provide the right guidance for teachers to continue improving their teaching abilities.

3.4 Follow-up to the Implementation of Academic Supervision by the School Principal in Improving Teacher Performance in Cluster 9, Lembah Sabil

In overseeing teaching and learning in schools, the principal must conduct regular monitoring. Additionally, the principal plays a crucial role in supervising as an inspector, aiming to collaborate in achieving the school's organizational goals. The importance of follow-up from the results of academic supervision evaluations conducted by the principal should not be overlooked. This is necessary so that improvements and enhancements in teacher performance can be effectively implemented. In Gugus 9 Kecamatan Lembah Sabil, this follow-up is an integral part of academic supervision implementation.

The follow-up of academic supervision in SDN 3 Lembah Sabil is conducted in a structured manner. The principal not only plans, implements, and evaluates academic supervision but also follows up on the findings that arise during supervision. Through the analysis of supervision results, the principal can identify the strengths and weaknesses of teachers. Consequently, programs for teacher coaching and development of teaching skills can be more accurately formulated. In SDN 7 Lembah Sabil, the follow-up of supervision results is carried out through increased coaching, guidance, and direction for teachers. This is done through the Continuous Professional Development (CPD) program and the School Teacher Working Group (KKG).

The interviews with the principals of SDN 3 and SDN 7 Lembah Sabil show a high commitment to following up on supervision results. The principals not only provide feedback to teachers but also set examples, engage in discussions, provide training, and offer consultations. This indicates that academic supervision is conducted earnestly to improve the quality of teaching and teacher performance. Therefore, effective follow-up from the results of academic supervision is key to improving the quality of education in both schools.

3.5 Discussion

From the findings of this study, it can be concluded that the academic supervision planning conducted by the school principals at SDN 3 and SDN 7 Lembah Sabil District has been done well. The planning includes the

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development of supervision programs, supervision schedules, selection of approaches, techniques, and supervision models, as well as the selection of appropriate instruments.

The implementation of academic supervision is also done well in both schools. The school principals conduct supervision by visiting classrooms, providing input to teachers, and evaluating teacher performance. Evaluations are conducted periodically at the end of each semester to evaluate the supervision program that has been carried out and follow up on the findings.

The evaluation of the academic supervision program is conducted to determine the effectiveness of the supervision program in improving teacher performance. The evaluation is based on the findings of supervision results, teacher performance, and feedback from teachers and school staff. The results of this evaluation are used as the basis for planning academic supervision in the following year.

Follow-up from the academic supervision program is done by providing feedback to teachers, conducting mentoring, training, or self-development for teachers who need it, and developing follow-up programs to improve teacher performance. This follow-up is done continuously to ensure that teacher performance continues to improve and achieves the desired learning objectives.

Overall, the academic supervision program conducted by the school principals at SDN 3 and SDN 7 Lembah Sabil District can be considered successful in improving teacher performance. This can be seen from the well-planned, implemented, evaluated, and continuous follow-up that has been carried out.

4. CONCLUSION

Based on the research findings and discussions on the implementation of academic supervision to improve teacher performance in Cluster 9 of Lembah Sabil District, several conclusions can be drawn as follows :

1. Academic Supervision Planning by School Principals to Improve Teacher Performance in Elementary Schools in Cluster 9 of Lembah Sabil District.
 - a. Academic Supervision Planning by the School Principal to Improve Teacher Performance at SDN 3 Lembah Sabil
In preparing the academic supervision plan, the principal of SDN 3 Lembah Sabil holds meetings with all school members at the beginning of the academic year. The planning of academic supervision starts with the development of a semester program for academic supervision. The planning includes formulating the purpose of academic supervision, determining the supervision schedule, selecting the approach, techniques, and models of academic supervision, and then selecting the instruments for academic supervision implementation.
 - b. Academic Supervision Planning by the School Principal to Improve Teacher Performance at SDN 7 Lembah Sabil
The planning of the academic supervision program is carried out in several stages, namely (1) coordinating with the vice principals and senior teachers to form a team for academic supervision assistance; (2) formulating the academic supervision program. Coordinating with the vice principals and senior teachers is the initial step of the principal in planning the academic supervision program by issuing a Decree to the school.
Team members are appointed based on their higher rank to assess teachers with lower ranks and teachers deemed capable by the principal to conduct academic supervision fairly. In the planning implementation, all teachers and vice principals are invited to formulate the goals and targets to be achieved, the supervision schedule, and the instruments to be used in academic supervision.
2. Implementation of Academic Supervision by the School Principal to Improve Teacher Performance in Elementary Schools in Cluster 9 of Lembah Sabil District
The implementation of academic supervision is carried out by the school principal, vice principals, and experienced senior teachers at the beginning of the academic year. The planning of the academic supervision program by the school principal refers to the identification of problems faced by teachers based on the previous year's observations such as assessment, mentoring, and assisting teachers' difficulties, which are then outlined in the Academic Supervision Plan (RKA) according to the needs of the teachers.
Academic supervision at SDN 3 Lembah Sabil and SDN 7 Lembah Sabil is conducted using several techniques, both direct and indirect, such as classroom visitation techniques, scheduled and programmed

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techniques, unscheduled temporary techniques, individual discussion, group discussion, school meetings, and inviting school supervisors as speakers to resolve problems.

Academic supervision by the school principal is carried out in three stages: initial survey before conducting academic supervision, classroom visits to observe the learning process, and reviewing the results of classroom visits. Academic supervision has been carried out according to the technical guidelines and the planned academic supervision program.

3. Evaluation of the School Principal's Academic Supervision Program to Improve Teacher Performance in Elementary Schools in Cluster 9 of Lembah Sabil District

Evaluation of academic supervision is conducted by the school principal at the end of the semester by inviting the involved teachers, including the school principal and vice principals, to conduct evaluations. The results of the evaluation are used as a reference for the next planning related to the findings that need to be followed up. The school principal evaluates the implementation of academic supervision in improving teacher performance twice a year, at the end of the odd semester and the end of the even semester. This includes discussing the results of administrative supervision of learning, learning implementation, and assessment of learning outcomes, followed by analyzing the results of academic supervision.

4. Follow-Up

The analysis results of the records by the school principals of SDN 3 Lembah Sabil and SDN 7 Lembah Sabil are used to identify the weaknesses and strengths of teachers. Based on these conditions, the school principals can develop teacher mentoring programs or enhance teacher professionalism. There are two follow-up techniques used by the school principals: direct action, where the school principal directly provides improvement when the teacher has undergone supervision, and indirect action, where the school principal provides examples to the teacher, discussion, training, and consultation with the school supervisor. In addition to the above guidance, the follow-up conducted by SDN 3 Lembah Sabil and SDN 7 Lembah Sabil to improve teacher performance also includes utilizing the Continuous Professional Development (PKB) program, workshops, joining the KKG, and attending training organized by the Education Office of Southwest Aceh District.

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