



Implementation Of Integrated Quality Management Academic Supervision Of School Principals In Improving The Quality Of High School Teachers Professional Competence

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Abstract

This research is motivated by the limited ability of principals in developing teacher abilities, less effective leadership styles and the implementation of academic supervision. This research is a qualitative research with case study method. The results of this study indicate that planning for academic supervision has become a principal program and the preparation of this plan has involved all parties in the school. The principal performs academic supervision of all teachers, in which the principal is assisted by the vice principal and senior teachers who are given a letter of assignment. Supervision of academic supervision, the principal checks and signs the teacher's administrative documents and monitors when the teacher conducts teaching and learning activities in the classroom. Follow up on the results of academic supervision by providing input both orally and in writing. Problems, among others, some teachers in the implementation of supervision are not according to a predetermined schedule, and senior teachers are less well versed in IT. Academic supervision solutions include adjusting the schedule in academic supervision in accordance with the teacher's readiness, and mentoring senior teachers who do not understand IT.

Keywords

Integrated Quality Management, Academic Supervision, Principals, Professional Teachers.

INTRODUCTION

The role of the principal is very strategic in improving the quality of quality education. Supervision is an activity carried out by school principals in a professional manner in order to assist teachers and education personnel to improve the effectiveness and quality of education and learning. Supervision is an important activity for principals, teachers and education staff in carrying out their duties. Improvements carried out by teachers and education personnel require assistance from the principal. There are two aspects of supervision, namely managerial supervision and academic supervision. Managerial supervision focuses on observing aspects of school management and administration that function as support for the implementation of learning. In this research, specifically, it is related to academic supervision.

Academic supervision is an activity carried out by a supervisor, namely an expert who is appointed/trusted to provide assistance and improve the quality of learning. Academic supervision is a series of activities to assist teachers in developing their ability to manage the learning process to achieve educational goals. Supervision is an activity that must be carried out by a leader related to the leadership role he carries in order to maintain the quality of products produced by educational institutions. It aims to improve quality and performance. With guidance and assistance, the quality of existing human resources can always be maintained and improved.

The principal has a very important role in influencing the school system. Operationally, the principal is the person who is at the forefront of coordinating efforts to



improve quality learning. One of the competencies that must be possessed by school principals is supervisory competence. The supervisory competence according to Permendiknas number 13 of 2007 includes planning academic supervision programs in order to increase teacher professionalism, carrying out academic supervision of teachers using appropriate supervision approaches and techniques and following up on the results of academic supervision of teachers in order to increase teacher professionalism.

The new paradigm of education management in order to improve quality effectively and efficiently gives broad authority to school principals in planning, organizing, implementing, and controlling education in schools as contained in Permendikbud No. 6 of 2018 concerning the assignment of teachers as principals, mandated that a principal Schools must have predetermined competency standards. Competencies include: Personality Competence, Managerial Competence, Entrepreneurship Competence, Supervision Competence, and Social Competence.

One effective way to improve the quality of education is through the role of principals and teachers. So that the role of the principal in supervising is very important in the implementation of education, because the principal and teachers directly interact with students when the teaching and learning process takes place. Therefore, the task of the principal to supervise is the front line that contributes to improving the quality of education in general.

In its function as an inspirational director, the principal should be able to encourage the improvement of the quality of the school's internal management so as to enable the implementation of a learning process that stimulates students to achieve high learning achievement. To support the development of school conditions as expected, at least the principal is able to determine the direction of change, harmonize the working relationships of people in the school, and increase achievement motivation. One of the principal's duties is to supervise learning. According to (Mulyasa, 2003) states that supervision is a process specifically designed to assist teachers and supervisors in learning daily tasks at school so that they can use their knowledge and abilities to provide better services to parents of students and schools. , and strive to make schools a more effective learning community.

Professional school principals will have a positive impact and a fairly basic change in the renewal of the education system in schools, but based on previous research shows that the implementation of education is not yet effective, school leadership is still low, management of education personnel is not yet effective, quality culture has not been created, it is still minimal. participation of school and community members, management transparency, willingness to change (psychological and physical), evaluation and improvement have not been carried out in a sustainable manner, responsive and anticipatory to needs, accountability, and sustainability.

Implementing academic supervision effectively requires conceptual, interpersonal and technical skills according to Glickman in (Tanjung, 2021), suggesting that 'every school principal must have technical skills in the form of the ability to apply appropriate supervision techniques in carrying out academic supervision. There are two kinds of academic supervision techniques, namely: individual and group'. Meanwhile, according to (Zulfikar, 2017) stated that "the implementation of academic supervision by the principal can improve the learning process if it is carried out in accordance with applicable principles. Therefore, the principal as a supervisor is required to be able to carry out academic supervision for teachers in improving the learning process.

In this case the principal is tasked with improving the quality of schools through the achievement of SNP in accordance with their authority. The function of national education standards is as a basis for planning, implementing and supervising education in the context



of realizing quality national education. Meanwhile, this national education standard aims to ensure the quality of national education in the context of educating the nation's life and forming a dignified civilization and national character. Learning leadership is an action taken by the principal to develop a productive and satisfying work environment for teachers, and ultimately be able to create more conducive learning conditions for students (Kemdikbud, 2017).

One of the human resources in the implementation of education is the principal. The principal has a very important role in influencing the system in the school. Operationally, the principal is the person who is at the forefront of coordinating efforts to improve quality learning. There are at least three main requirements that must be considered in the development of education in order to contribute to improving the quality of human resources (HR), namely: (1) building facilities; (2) quality books; and (3) professional teachers and education personnel. Educational development must refer to the scope of national education standards including content standards, process standards, graduate competency standards, educators and education personnel standards, facilities and infrastructure standards, management standards, financing standards, and assessment standards. According to (Nawawi, 2000) that integrated quality management is functional management with an approach that is continuously focused on improving quality, so that its products comply with the quality standards of the people served in the implementation of public service tasks and community development (Community Development).

The strategic plan of the Ministry of Education and Culture contained in the policy direction and strategy for education and culture for the period 2020-2024 in order to support the achievement of the nine priority development agendas and objectives of the Ministry of Education and Culture through the independent learning policy is to provide high-quality education for all Indonesian people characterized by high numbers, high participation at all levels of education, quality learning outcomes, and equitable quality of education both geographically and socio-economic status.

Facing development problems, especially the development of human resources, education is not only proactive in participating in short-term development, but must pay deep attention to mental and noble moral ethics. Where these standards are references and criteria in determining the success of education as contained in Government Regulation Number 13 of 2015 concerning the Second Amendment to Government Regulation Number 19 of 2005 concerning National Education Standards (SNP). SNP is used as the basis for planning, implementing, and supervising education in the context of realizing quality national education. The application of national education standards is a series of processes to meet the demands of the quality of national education. In the process of meeting these standards, a number of achievement indicators are needed to make it easier to carry out educational activities and educational operational activities at the education unit (school) level in an effort to produce quality graduates. The implementation is arranged in stages, planned, directed, and sustainable in accordance with the demands of changes in local, national and global life.

In producing good supervision in accordance with a well-integrated quality management approach, of course, principles and components must be present so that later this integrated quality management will be able to measure whether it is successful or not. According to (Usman, 2012) that the principles of Integrated Quality Management are as follows: 1) Customer satisfaction: Education must provide services to its customers, where what is meant by educational customers includes internal customers and external customers. Internal customers are students, teachers and administrative staff, while external customers are parents, government and the community including school



committees, 2) Respect for everyone: So everyone in the school is considered to have potential, so that everyone in the organization treated as well as possible and given the opportunity to excel, have a career and participate in decision making, 3) Leadership: This principle states that the successful implementation of MMT is the responsibility of top management, namely the Principal. The implication is that leadership as a tool in implementing Integrated Quality Management must have a clear vision and mission or far-sighted future, and 4) Continuous improvement, so that a school or madrasa is successful, it must strive to carry out a systematic process of continuous improvement.

In 2017, in the context of mapping the competence of school principals, the Ministry of Education and Culture held a school principal competency test (UKKS) which was attended by 209,907 school principals of various types, levels, and tenures. The mean value of 3 principal competencies is 56.37, for the managerial dimension is 58.55, for the learning supervision dimension is 51.81, for the entrepreneurial dimension is 58.75. When viewed based on the average dimensions measured in the principal competency test (UKKS), the supervision dimension gets the lowest score compared to the other two dimensions, namely the managerial dimension and the entrepreneurial dimension. These data indicate that the ability of principals to carry out academic supervision is still low and needs to be a concern in efforts to increase the competence of principals.

The results of the teacher competency test (UKG) carried out in 2017 by the Ministry of Education and Culture, the average value of the teacher competency test results was 59.16 where the results showed that the ability of teachers was still 42%. Teachers whose scores are below 60 and there are 58% who have scored 60 and above. When viewed based on the data above, it is necessary to coach teachers by the principal so that it has an influence on teacher performance, this is as stated by (Nuryati., 2015) in his research which states that the limited ability of principals to be role models for the community in schools and community, less effective leadership styles and the implementation of academic supervision to help teachers develop the ability to manage the learning process is only administrative in nature and has not met expectations so that it has an impact on the low performance of teachers.

(Selvia., 2016) in his research states that the failure of the implementation of supervision is that the principal does not hold individual meetings, cultivates group discussions between teachers of similar subjects, conducts periodic teacher meetings, provides opportunities for exchanging experiences. In fact, this step is quite effective in providing an assessment of each teacher through academic supervision activities in the form of pre-observation, observation, and post-observation. Meanwhile, (Suwartini., 2017) in his research states that the lack of intensive implementation of academic supervision is due to the many administrative tasks of the principal so that it is difficult to take the time to carry out intensive academic supervision. If this condition continues, it will provide an unfavorable climate for increasing teacher professionalism and the quality of education.

Supervision of school principals has a task that is very closely related to increasing competence. Based on the background of the above writing, the authors are interested in discussing these problems in a research entitled "Implementation of Integrated Quality Management of Academic Supervision of Principals in Improving the Quality of Professional Competence of High School Teachers, with case studies on SMA Negeri 1 Garut and SMA Negeri 18 Garut" .



IMPLEMENTATION METHOD

The approach in this study uses a qualitative research type. According to (Sugiyono, 2015) that qualitative research is research that is used to examine the condition of natural objects, where the researcher is the key instrument. The research method used in this research is a case study. According to (Moleong, 2007) the focus of a case study is the specification of a case in an event that includes individuals, cultural groups or a portrait of life, Moleong also adds that case studies are preferred for qualitative research. Thus, this research was conducted with a focus on a particular case to be observed and analyzed carefully to completion, so that general trends were found which were used as material for further study in this study. To obtain accurate data and information, data collection techniques are needed in accordance with qualitative research methods. The data collection techniques consisted of observation, interviews, and documentation studies. In qualitative research, "analysis is carried out continuously or interactively" starting from the initial data collected until the research ends. This data analysis activity refers to the theory related to research problems, namely by taking the same information from various informants who are known to have honesty and openness (Rahayu, 2020).

RESULTS AND DISCUSSION

1. Planning of MMT for Academic Supervision of Principals in Improving the Quality of Teacher Professional Competence

Planning preparation follows a mechanism for setting and meeting specific standards according to the type of standard. In preparing the MMT planning for academic supervision of principals in improving the professional competence of teachers to become principals' programs in carrying out their duties because principals have main duties, one of which is supervisory competence in addition to personality competence, social competence, and managerial competence based on the Minister of National Education Regulation number 13 of 2007 therefore in the preparation of the plan becomes the principal's priority program in improving the quality of learning so that teachers can improve their professional competence.

The scope of the MMT planning for the academic supervision of the principal is to carry out socialization and guidelines in the implementation of supervision so that teachers can prepare everything in the implementation of supervision. The time in the implementation of the principal's academic supervision in 1 year is carried out 2 times in semester 1 and in semester 2. As for the implementation schedule, it is carried out for 3 months consisting of pre-observation, observation and post-observation. The purpose of the MMT academic supervision of the principal is to improve the quality of teacher learning so that teachers can improve their professional competence.

So that in the preparation of this plan it is necessary to involve all teachers so that the implementation of academic supervision is well socialized and all teachers understand the supervision process well. The principal as a manager must be able to manage the implementation of supervision so that it can run according to the purpose of supervision and specifically for teachers who are supervised clearly understand each process of implementing supervision and its objectives.

2. Organizing MMT Academic Supervision of Principals in Improving the Quality of Teacher Professional Competence

Implementation of academic supervision has been carried out by all components in the education unit. There is a mechanism for the division of tasks and functions of the principal's academic supervision MMT where the principal is assisted by all deputy



principals and senior teachers who are delegated to carry out academic supervision where the deputy principal and delegated senior teachers are given directions and guidelines in the implementation of academic supervision. There is a delegation of tasks to all relevant parties in the school in order to optimize the entire implementation of supervision so that it is in accordance with the objectives of its implementation.

In the guidelines for organizing in the MMT the academic supervision of the principal, where the principal is assisted by the vice principal and senior teachers who are delegated to carry out academic supervision by making guidelines so that the implementation can be maximized. The existence of technical instructions in the division of tasks and functions of the academic supervision MMT carried out by the principal aims to provide clarity in the implementation of academic supervision. With technical instructions related to each task delegated by the principal to all parties involved so that the implementation of supervision runs effectively and efficiently.

In the implementation of academic supervision in schools, the principal must form a special team in the implementation of supervision. By involving all school members in the implementation of supervision and the existence of a special team in the implementation of supervision, it aims to produce effectiveness and efficiency in the implementation of academic supervision. So that the goal of increasing teacher competence with the implementation of supervision can be achieved by optimizing all tasks on the supervisor.

3. Implementation of MMT Academic Supervision of Principals in Improving the Quality of Teacher Professional Competence

Academic supervision activities have been carried out by all components in the education unit. Socialization in the implementation of the MMT academic supervision of the principal has been carried out by making a notification letter regarding the implementation of academic supervision and making a schedule regarding the implementation of academic supervision to be carried out. The principal communicates the plan for the implementation of supervision at the beginning of the odd semester and the beginning of the even semester through meetings, academic supervision notices, academic supervision schedules and the instruments used in the implementation of academic supervision. The principal carries out academic supervision to all teachers, in which the principal is assisted by the vice principal and senior teachers who are given a letter of assignment to carry out academic supervision and report the results of academic supervision to the principal because if the principal does his own academic supervision, the time required will and principals have other duties besides academic supervision.

The principal performs academic supervision according to the schedule that has been made to individual teachers who will be supervised where in carrying out academic supervision the principal uses a supervision instrument that has been previously informed so that it can improve the professional competence of teachers in carrying out learning. In conducting academic supervision, the principal conducts pre-observation where the principal checks the teacher's readiness for academic supervision, observation in which the principal observes and conducts assessments according to the instruments used in academic supervision, and post-observation where the principal provides input to teachers who have been supervised to make improvements in learning and complete teacher administration as needed in accordance with academic supervision instruments so that teachers can improve their professional competencies.

Principals must always monitor and evaluate teachers on a regular basis in order to see the extent of teacher competency development. In practice, the principal conducts an assessment of teacher performance as part of monitoring. The implementation of supervision will be successful by involving all teachers from planning and implementation,



this aims to provide comprehensive information to teachers regarding the implementation of academic supervision. So that assistance is also needed in conducting academic supervision so that the function of monitoring teachers in learning can be carried out. One of them is the role of vice principal and senior teacher.

4. MMT Supervision of Principal Academic Supervision in Improving the Quality of Teacher Professional Competence

Supervision of the implementation of supervision has been carried out with a general principle, namely to ensure that the implementation of academic supervision programs and activities is in accordance with agreed procedures. In the MMT method of academic supervision, the principal checks and signs the teacher's administrative documents and monitors when the teacher conducts teaching and learning activities in the classroom. Supervision during the implementation of the academic supervision MMT, the principal is assisted by the vice principal and senior teachers assigned by the principal. Where before carrying out the implementation in the MMT academic supervision the principal provides direction on the principal's academic supervision so that it will be the same in carrying out the principal's academic supervision.

In achieving the MMT academic supervision carried out by the principal is very good so that it can improve the professional competence of teachers in carrying out learning. The principal evaluates the overall results of the academic supervision MMT and makes improvements to the academic supervision that will be carried out in the future.

Principals must carry out regular supervision regarding the implementation of supervision and after supervision of teachers. This is expected to produce empirical data related to the implementation of academic supervision, as a reference in improving the implementation of academic supervision in the following year. With valid empirical data from the implementation of supervision, it can provide the best formula for the implementation of future supervision.

5. Problems faced in the implementation of MMT Academic Supervision of Principals in Improving the Quality of Teacher Professional Competence

Regarding the problem of planning for MMT academic supervision, that supervision has been carried out properly so that there are no major obstacles in the implementation of supervision. However, there are several things that are still obstacles that need to be fixed in the implementation of future supervision.

In planning the MMT for academic supervision, there are still some teachers who do not participate in the preparation of the supervision program. Regarding the problem of organization, there are no obstacles in the MMT of the principal's academic supervision because it is well organized. Implementation of MMT Academic supervision has several problems, including some teachers in the implementation of supervision not according to a predetermined schedule, senior teachers do not master IT so they need assistance in implementing academic supervision, there are some teachers in incomplete administrative completeness. In terms of supervision in the MMT academic supervision, there are no obstacles at all because it is in accordance with the assignment letter given by the principal to carry out academic supervision.

All teachers must attend every preparation process for the implementation of academic supervision in order to understand the academic supervision process both at the time of implementation and the supervision process in order to prepare properly. The principal must be able to encourage all teachers to be active in all the implementation of academic supervision so that it can run in accordance with the objectives of the supervision program.



6. Solutions to problems in the implementation of MMT Academic Supervision of Principals in Improving the Quality of Teacher Professional Competence

No matter how sophisticated a system, it will not be optimal without a culture or quality habit, including in the implementation of academic supervision. The quality culture has not yet had an impact on the implementation of academic supervision in schools. In planning, it is necessary to involve all parties, including supervised teachers, in the determination and preparation of academic supervision programs. In organizing there are no problems or obstacles because the organization has been carried out properly. Solutions in the implementation of MMT Academic supervision include adjusting the schedule in academic supervision in accordance with the readiness of the teacher, mentoring senior teachers who do not understand IT by teachers who already understand IT, teachers are asked to complete the administration needed in academic supervision. In supervision there are no obstacles because they have carried out according to their duties and functions in academic supervision.

The principal must be able to provide socialization and involve all teachers in the implementation of supervision. Clear information is needed regarding the implementation of academic supervision of teachers, so that teachers comprehensively understand the implementation of academic supervision and its objectives. Especially in determining the schedule of the supervised teacher, so that the teacher knows the schedule for the implementation of the supervision carried out so that there are no obstacles related to its implementation. So that teachers can prepare the whole process of academic supervision.

CONCLUSION

The planning of the principal's academic supervision in improving the professional competence of teachers has become the principal's program in carrying out their duties. The principal performs academic supervision of all teachers, in which the principal is assisted by the vice principal and senior teachers who are given a letter of assignment to carry out academic supervision and report the results of academic supervision to the principal. Supervision of academic supervision, the principal checks and signs the teacher's administrative documents and monitors when the teacher conducts teaching and learning activities in the classroom. Follow up on the results of academic supervision by providing input both orally and in writing. This is very good in order to make improvements to the implementation of academic supervision in the future. Problems, among others, some teachers in the implementation of supervision are not according to a predetermined schedule, senior teachers do not master IT so they need assistance in the implementation of academic supervision, there are some teachers in incomplete administrative completeness. Academic supervision solutions include adjusting the schedule in academic supervision in accordance with the readiness of the teacher, mentoring senior teachers who do not understand IT by teachers who already understand IT, teachers are asked to complete the administration needed in academic supervision.

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