

THE ROLE OF THE PRINCIPAL AS A SUPERVISOR IN IMPROVING THE QUALITY OF TEACHER LEARNING AT MI ALKHAIRAAAT MOGOLAING, KOTAMOBAGU

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Abstract: This study aims to analyze the role of the principal as a supervisor in improving the quality of teacher learning at MI Alkhairaat Mogolaing. The principal has a crucial role in supervising, guiding, and supporting teachers in order to create an effective and conducive learning environment. The research method used is qualitative with a descriptive approach. Data collection techniques through observation, interviews, and documentation. The results of the study indicate that the principal carries out various supervision strategies, such as regular class visits, providing constructive feedback, and organizing teacher training and professional development programs. The principal does not only act as a supervisor, but also as a learning leader who encourages innovation and development of teacher competencies. Effective supervision has been proven to improve the quality of teacher learning, strengthen teaching skills, and encourage student achievement. The conclusion of this study confirms that the principal as a supervisor plays a strategic role in coaching and developing teacher professionalism, and determines the overall quality of educational institutions. Improving the quality of learning does not only depend on the ability of teachers, but also on the effectiveness of supervision provided by the principal. Therefore, the principal is expected to be a visionary and innovative leader in supporting the improvement of the quality of learning in schools.

Keywords: principal; supervisor; quality of learning

Abstrak: Penelitian ini bertujuan untuk menganalisis peran kepala sekolah sebagai supervisor dalam meningkatkan kualitas pembelajaran guru di MI Alkhairaat Mogolaing. Kepala sekolah memiliki peran krusial dalam mengawasi, membimbing, dan mendukung guru guna menciptakan lingkungan belajar yang efektif dan kondusif. Metode penelitian yang digunakan adalah kualitatif dengan pendekatan deskriptif. Teknik pengumpulan data melalui observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa kepala sekolah menjalankan berbagai strategi supervisi, seperti kunjungan kelas secara rutin, pemberian umpan balik konstruktif, serta penyelenggaraan program pelatihan dan pengembangan profesional guru. Kepala sekolah tidak hanya berperan sebagai pengawas, tetapi juga sebagai pemimpin pembelajaran yang mendorong inovasi dan pengembangan kompetensi guru. Supervisi yang efektif terbukti mampu meningkatkan kualitas pembelajaran guru, memperkuat keterampilan mengajar, serta mendorong prestasi siswa. Kesimpulan penelitian ini menegaskan bahwa kepala sekolah sebagai supervisor memegang peran strategis dalam pembinaan dan pengembangan profesional guru, serta menentukan kualitas keseluruhan lembaga pendidikan. Peningkatan kualitas pembelajaran tidak hanya bergantung pada kemampuan guru, melainkan juga pada efektivitas supervisi yang diberikan oleh kepala sekolah. Oleh karena itu, kepala sekolah diharapkan mampu menjadi pemimpin yang visioner dan inovatif dalam mendukung peningkatan mutu pembelajaran di sekolah.

Kata kunci: kepala sekolah; pengawas; kualitas pembelajaran

Introduction

Education is a fundamental element in building human civilization and is the main strategy in maintaining human values (Kato et al., 2023). Humans are the only creatures that can be educated and are able to develop their potential through a continuous education process. Education is not just a transfer of knowledge, but also a means of character formation and development of human resource quality. As the Prophet Muhammad SAW said: "Be a knowledgeable person, or a person who seeks knowledge, or a person who wants to listen to knowledge, or a person who loves knowledge. And do not be the fifth person or you will be doomed." (HR. Baihaqi).

The Prophet's statement above emphasizes the importance of the role of education in human life. The success of a nation in achieving progress and prosperity is very dependent on the quality of its human resources, which are basically formed through quality education. Therefore, efforts to improve the quality of education are an absolute necessity that must be pursued continuously (Mahmud, 2006).

In the context of school education, teachers are one of the main pillars in determining the success of the learning process. The quality of education in schools is highly dependent on the active participation and competence of teachers in managing the learning process. However, the quality of learning does not only depend on the individual abilities of teachers, but also on the effectiveness of the principal's role in providing supervision and coaching. The principal has a strategic role as an educational leader who acts as a manager and supervisor (Isbahi, 2023).

As a supervisor, the principal is responsible for fostering, directing, and supervising the learning process to make it run more effectively and efficiently. The principal is expected to be able to create a conducive learning environment, provide ongoing guidance to teachers, and ensure that all elements of the school contribute to achieving educational goals (Ghafar et al., 2022). Supervision carried out by the principal is not only aimed at evaluating teacher performance, but also encouraging teacher professional development to be more innovative and competent in teaching.

Based on observations conducted at MI Alkhairaat Mogolaing, several problems were found that hampered the effectiveness of learning. Among

them were the lack of teacher preparation when supervised, the lack of teacher understanding in managing an effective learning process, and the unpreparedness in utilizing learning media. This resulted in less than optimal learning and had an impact on the low actualization of student potential in the classroom.

This condition further emphasizes the importance of the role of the principal as a supervisor who is able to provide relevant guidance and coaching so that teachers can carry out their duties professionally. In the supervision process, the principal acts as a facilitator who supports the development of teacher professionalism in a sustainable manner. In addition, the principal is also expected to be able to foster teacher motivation to continue to improve the quality of learning.

Interestingly, MI Alkhairaat Mogolaing has a fairly large number of students, namely 595 students divided into 16 classes, with a total of 35 teachers. With a fairly large number of teachers, supervision must be carried out on a schedule to be effective. In one day, supervision is carried out on three teachers alternately according to a schedule adjusted to each teacher's free time. This shows that supervision must be managed well so that it can cover all teaching staff evenly.

Based on the background above, this study aims to examine in depth the role of the principal as a supervisor in improving the quality of teacher learning at MI Alkhairaat Mogolaing. This study is expected to provide a more comprehensive understanding of effective supervision strategies and their impact in creating quality learning and supporting the continuous development of teacher professionalism.

Method

This study uses a descriptive qualitative approach. This method was chosen because it is appropriate for understanding phenomena that occur in depth in a natural context, without intervention or manipulation. Qualitative research aims to produce descriptive data in the form of words, both written and oral, obtained from informants and field observations (Prastowo, 2011; Moleong, 2015). In this context, the researcher attempts to describe in detail the role of the principal as a supervisor in improving the quality of teacher learning at MI Alkhairaat Mogolaing.

This study uses two types of data sources, namely primary and secondary data. Primary data is data obtained directly from the principal, class teachers, and subject teachers through in-depth interviews and observations. While secondary data is data collected from school documents, literature, books, and scientific journals that support the understanding of educational supervision and the role of the principal.

The data collection techniques were carried out through observation, interviews and documentation. First, observation: Researchers conducted direct observations in the school environment to understand the supervision activities carried out by the principal and the dynamics of learning in the classroom. Second, interviews: researchers interviewed the principal, homeroom teachers, and subject teachers using open and structured questions to gain a deep understanding of the role of the principal in improving the quality of learning. Third, documentation: researchers collected important documents such as school profiles, vision and mission, school history, as well as photos of supervision activities and attendance lists as supporting evidence (Moleong, 2021).

Data analysis was carried out in stages with three main processes. First, data reduction, namely sorting relevant data, simplifying, and organizing information to be more focused on the research topic. Second, data presentation. The sorted data is presented in the form of narratives, tables, and interview quotes to facilitate understanding and drawing conclusions. Third, drawing conclusions. Researchers interpret the data that has been presented to find patterns and meanings related to the role of the principal as a supervisor.

To ensure the validity of the data, the researcher applied triangulation. First, source triangulation to compare data from various sources (principals, class teachers, and subject teachers). Second, Technique triangulation to compare the results of observation, interview, and documentation techniques to ensure consistency of information. Third, theory triangulation to compare the findings with theories or concepts from experts, and strengthen the validity of the data (Sugiyono, 2016).

Through a systematic method and comprehensive approach, this study is able to describe objectively and in depth the role of the principal as a supervisor in improving the quality of learning at MI Alkhairaat Mogolaing.

Results and Discussion

Based on the results of research conducted at MI Alkhairaat Mogolaing, the role of the principal as a supervisor in improving the quality of teacher learning is very significant. The results of interviews with various participants, including the principal, vice principal for curriculum, and teachers from various grade levels, showed that the principal plays a key role in fostering, guiding, and motivating teachers.

The principal as a supervisor, provides systematic guidance to teachers, both those who are competent and those who still need development. In addition, the principal also acts as a driver of change, ensuring that teachers are not left behind in more innovative and modern learning methods (Aldjeredi, 2023).

Several strategies were identified. First, individual and group guidance in planning and implementing learning. Second, periodic supervision and evaluation of the learning process in the classroom. Third, providing motivation and rewards to improve teacher enthusiasm and professionalism. Fourth, training and workshops to improve teacher pedagogical and professional competence. Fifth, the obstacles faced include limited facilities and infrastructure (Tayib, 2023), limited time (Abasi, 2023), and resistance from some teachers in receiving supervision (Marwan, 2023). However, the principal has tried to overcome this by optimizing available resources, encouraging collaboration between teachers, and creating a conducive working atmosphere (Nurhaedah, 2023).

The results of the study showed that the role of the principal as a supervisor greatly influences the improvement of the quality of teacher learning. An active and competent principal has been proven to be able to improve the quality of learning. Teachers feel an increase in motivation, understanding of the material, and the application of more effective learning methods. There are several obstacles such as limited time and facilities that hinder the effectiveness of supervision. However, with the existence of

supervision innovations, such as continuous coaching and collaborative approaches, these obstacles can be minimized.

There are several obstacles in the implementation of supervision. First, time constraints. Principals who are burdened with administrative tasks tend to be less than optimal in carrying out supervision. The solution is to delegate administrative tasks to the management team so that the principal can focus more on academic supervision. Second, teacher resistance. Some teachers feel that supervision is a form of oppressive supervision. Therefore, principals need to emphasize a more humanistic approach and support professional development.

Teachers' responses to supervision can vary. First, the majority of teachers feel helped by the guidance and direction from the principal. Supervision that is supportive, not judgmental, has been shown to increase teacher confidence and competence. Some teachers do not understand the purpose of supervision, they tend to feel burdened. Better socialization is needed so that teachers understand supervision as an effort for professional development, not just a performance assessment.

Thus, policy support and resources are needed. Support from the education office and policy makers greatly influences the effectiveness of the principal's role as a supervisor. There needs to be regulations that support reducing the administrative burden on the principal so that they can focus more on academic development. Limited learning media and facilities are the main obstacles. Therefore, the principal must be creative in utilizing existing resources and establishing partnerships for the procurement of additional facilities.

In terms of the impact of supervision on the quality of learning, this study shows a significant increase in the quality of learning in classes where teachers receive regular supervision. Teachers become more skilled in using varied methods and are more adaptive to student needs. However, in some cases, stagnation occurs due to supervision that is only administrative in nature. This emphasizes the importance of constructive supervision that is oriented towards improving the quality of learning.

Conclusion

The role of the principal as a supervisor at MI Alkhairaat Mogolaing has been proven to be influential in improving the quality of teacher learning. Despite various obstacles, the efforts made by the principal, such as guidance, supervision, training, and motivation, have had a real positive impact. To improve the effectiveness of supervision in the future, it is recommended that the principal focus more on academic supervision, minimize administrative tasks, and strengthen communication and collaboration with teachers. Support from policy makers and the provision of infrastructure are also important factors in realizing more optimal supervision. Thus, the principal as a supervisor is not only a supervisor, but also a guide and the main driver in building better learning quality in the school environment.

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