



The Urgency of Principal's Academic Supervision on PAUD Learning Management

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Abstract

The purpose of this study was to see whether the principal of Annur Kids Kindergarten Pekanbaru had carried out academic supervision and what were the results of the academic supervision. This research is a qualitative research with the type of case study research. The strategy used is an interview by asking five "whys" questions. The importance of the principal's academic supervision on PAUD learning management can be seen from a case study conducted at Annur Kids Kindergarten Pekanbaru. Produce a statement that learning management activities can be carried out properly and directed if the principal carries out academic supervision on a regular basis. The principal of Annur Kids Pekanbaru Kindergarten conducts academic supervision twice a month. Conduct daily learning evaluations by monitoring directly after the teaching and learning process is complete. Students who achieve success in aspects of their development are based on the academic supervision of their school principal.

Keywords: *supervision; headmaster; learning management*

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Introduction

Education is the most important thing at a time when challenges in global life are developing, because education is one of the supports for quality in human resources. A superior nation is no longer seen from how much natural wealth it has, but how its human resources are, whether superior or otherwise. The complete component is one of the assessments in the quality of education, including income, process, expenditure, education and education personnel, facilities and infrastructure, and costs (Fitrah, 2017). Educators and education staff in it, including the principal who supports the creation of quality education.

The principal's function is not only as a leader, but also as a manager, supervisor, and even an educator. On the other hand, he is also a motivator for all teachers in the institution he leads, providing motivation on how to play the best role as a teacher in achieving educational goals through the learning process and training (Wahyudin Nur Nasution, 2015). Apart from being a motivator, the principal is also the executor of academic supervision.

Academic supervision is defined as a guidance activity by providing technical assistance to educators, in this case teachers, when implementing the learning process. In addition to the principal who has this authority, those who carry out academic supervision are supervisors and even teachers who have been given tasks by the principal (Kusumawati, 2016). The teacher has a main task, namely the implementation of learning activities. This

activity is one part of the understanding of PAUD learning management. In addition to the learning process, PAUD management also covers how teachers plan and evaluate learning outcomes, this is stated in Permendikbud 137 of 2014 (Ittihad, 2019).

Problems that often occur in the implementation of academic supervision include the uneven distribution of supervisors, the competence of supervisors who are also uneven, the complexity of the managerial tasks of a principal, a quality culture that has not been realized, there is still an element of subjectivity in the implementation of supervision, frequent changes of principals in the implementation of supervision. short period of time, limited and uneven infrastructure, and suboptimal follow-up plans.

The research that has been carried out by Miftahul Laili Hasanah and Muhammad Kristiawan in their writings entitled academic supervision and how teachers perform, results that there is a significant influence between the principal's academic supervision on teacher performance. The phenomenon that is often found is that in an educational institution there is no implementation of educational supervision according to the established concept. In addition, the emergence of a new ideal about how principals should lead their institutions. Another unique thing about school principals that has always been an attraction for research is because many statements have been issued that schools are progressing and deserve to be supervised by principals who have adequate skills. Therefore, this study deals with how the principal's academic supervision of PAUD learning management (Case Study of Annur Kids Pekanbaru Kindergarten). Because from initial observations, Annur Kids Kindergarten has only been established for a few years, but the development of the students is very good. This is based on the awards obtained by the school from the work of students. This success certainly cannot be separated from the hard work of teachers and most importantly the supervision of the school principal. So that the researcher's question is whether academic supervision has been implemented and carried out by the principal and if so, how is it implemented and what are the results of the implementation?

Methodology

This research used qualitative method, the type of research used was case study. The place for this research is Annur Kids Kindergarten Pekanbaru. The subject of this research is the principal of the Annur Kids Kindergarten Pekanbaru. The data collection uses interview techniques. The analysis technique is descriptive qualitative. The purpose of using this strategy is to find out whether at Annur Kids Kindergarten Pekanbaru, the principal has carried out academic supervision of learning management and if it has been implemented how the process and results are.

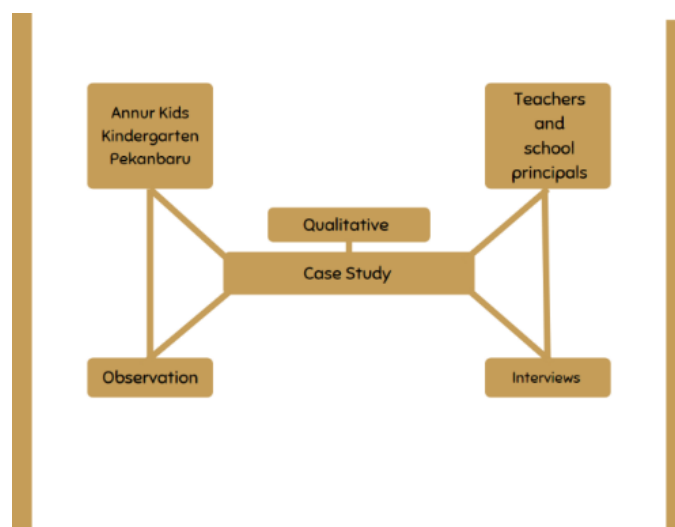


Figure 1. Chart Methodology

This research process by means of observation and interviews. When conducting interviews, researchers asked questions that were not just what, but applied the five "whys" questions popularized by Sakichi Toyoda in the 1930s (Ittihad, 2019). Researchers conducted initial observations and then conducted initial interviews with principals and kindergarten teachers. Then the researchers again conducted in-depth interviews with teachers and school principals. The questions asked were how the qualifications of teachers and principals in the kindergarten. Why is there a need for academic supervision at Annur Kids Kindergarten? Whether the principal has implemented it and how the principal has carried out the academic supervision, and other supporting questions in the discussion of this research. As well as other questions asked via the googleform platform. The figure 1 is a chart of this research methodology.

Result and Discussion

The research was conducted at Annur Kids Kindergarten in Pekanbaru, Riau. The research time is approximately 2 months, from mid-April to June 2021. The research was conducted by direct interviews with the principal of the Annur Kids Kindergarten.

Research Result

Annur Kids Kindergarten Pekanbaru was established in 2020. There are four teachers with two educational backgrounds of S1 PIAUD and two high school graduates. There are 34 students consisting of 17 students in Group B1 and 17 students in Group B2. The ratio of teachers and students recommended by Permendikbud 137 of 2014 is PAUD with students aged 4-6 years, namely for Playgroup (KB) and Kindergarten (TK) levels, the maximum ratio of teachers to children is 1:15. This means that one KB or Kindergarten teacher should not serve more than 15 students. In fact, in Annur Kids Kindergarten the ratio of teachers to students is in accordance with Permendikbud 137 of 2014 because four teachers serve 34 students who should be served by three teachers, indirectly the teachers in Annur Kids Kindergarten exceed the provisions and this is very good. The educational qualifications of teachers at Annur Kids Kindergarten almost meet the qualification standards of educators according to Permendikbud 137 of 2014 namely that a PAUD teacher should come from S1 PAUD/PIAUD. Meanwhile, learning management in Annur Kids Kindergarten consists of planning, implementation, and evaluation. The plans made include making Semester Programs (Prosem), Weekly Learning Implementation Plans (RPPM), and Daily Learning Implementation Plans (RPPH). The implementation of learning is divided into three stages, namely introduction, core and closing. The preliminary stage begins with gymnastics, rows, counting, singing, greetings, physical motor activities, recognizing short letters and hadith. The core stage begins with teaching based on the theme to be discussed. The closing stage ends with a question and answer theme that has been discussed. Based on the results of direct interviews with the principal, the following results were obtained on figure 2.

In addition to what is written in the picture, another result obtained from the interview is that Annur Kids Kindergarten Pekanbaru uses 2 learning systems, in which there are religious activities and general activities. The teaching strategy used in Annur Kids Kindergarten is the area method. In addition, other information also obtained by the principal of Annur Kids Pekanbaru Kindergarten is that the principal conducts academic supervision by monitoring 2 times in 1 month. According to the principal of the Annur Kids Kindergarten, the function of the principal is to lead, organize and coordinate all teaching and learning activities. The principal of the Annur Kids Kindergarten also conducted an evaluation using the direct monitoring method. It was also stated that the results of conducting academic supervision 2 times in 1 month were that all activities of the teaching and learning process and learning management at Annur Kids Kindergarten were well monitored and their implementation directed.

The Annur Kids Pekanbaru Kindergarten teacher gave a statement regarding the academic supervision that had been carried out at their school. Academic supervision has been well implemented by the kindergarten principal, such as a theoretical concept. The principal carries out supervision not individually, but is willing to cooperate with all teachers in the school. The principal gives full trust to all teachers to carry out tasks with their respective expertise. In addition to regulating, supervising, and giving instructions to teachers, the principal implements a new thing, namely the principal always conducts discussions every time he comes home from school with all the teachers, besides being discussed for today's learning evaluation, this discussion aims also to prepare for the next day's learning activities.

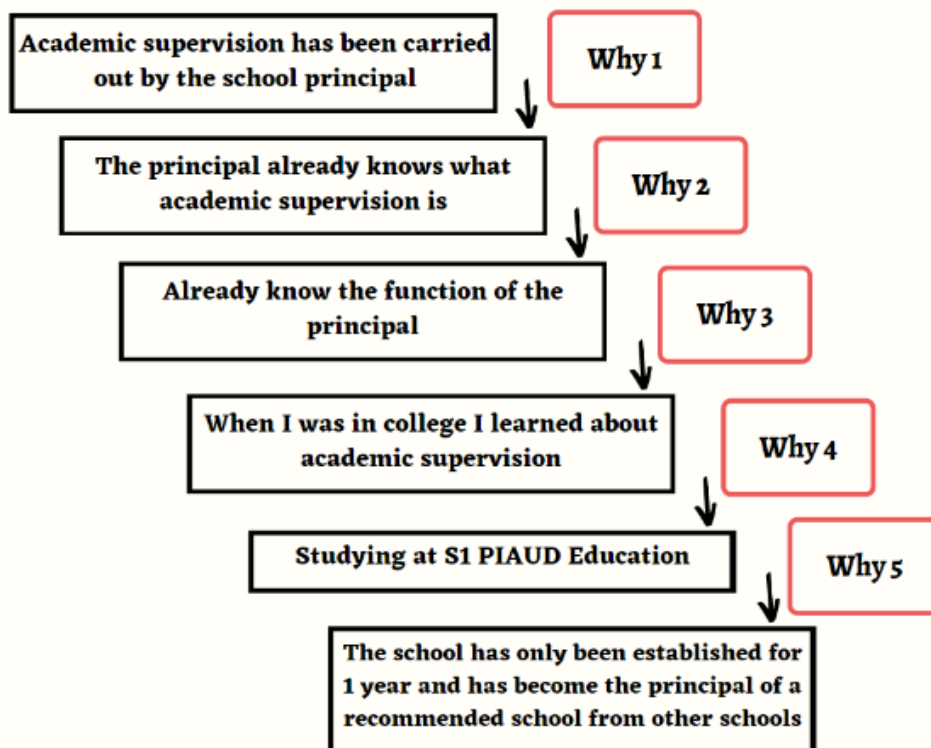


Figure 2. Five Whys . Technique

Discussion

Principal Leadership

Leadership is defined as a skill to influence the behavior of other individuals under special conditions so that they are willing to work together in achieving predetermined goals. Overton explains that leadership is a skill in obtaining work actions with full trust and cooperation. Each leader has a different character in carrying out their duties. Hersey and Blanchard argue that leadership is meaningful as an activity to invite people around him to follow him in order to achieve goals in a situation (Wahyudin Nur Nasution, 2015).

Likewise, in the national education government regulation number 28 of 2010 article 1 regarding the assignment of "...teachers as school principals who declare that the principal is a teacher who is given an additional task to lead Kindergarten or Raudhatul Athfal (TK/RA), Extraordinary Kindergarten (TKLB), Elementary School or Madrasah Ibtidaiyah (SD/MI...." (Nurkhasyanah & Munastiwi, 2021).

The principal is a manager at the same time as a leader, the activities carried out are managing, supervising and giving instructions to all his subordinates, such as teachers or other employees, which intends to improve various kinds of problems that arise (Lisna & Munastiwi, 2020). The principal is the determinant of the center point as well as the rhythm in the school. Because schools are complex institutions, so schools that become organizations

need coordination. The school is declared successful if the principal is also successful. And the principal is said to be successful if the existence of the school is understood as an organization that is complex and unique. In addition, the principal is able to carry out his role as someone who is given the responsibility to lead the school (Setiyati, 2014). Organized schools and school institutions achieve success by being able to solve problems, based on having a leader or principal who carries out their functions and responsibilities in doing work.

The principal is defined as a leader in education. The position of the principal as an education leader who is officially recognized is officially established and appointed, so that the principal in addition to his duties as supervision of education and teaching, the principal is also fully responsible for the activities of managing teaching, students, personnel, yard and buildings (facilities and infrastructure), institutional and community relations, and finance. Edmonds said that the characteristics of the school are said to be superior, including: (1) Teachers have strong leadership; (2) Teachers have high expectations for student achievement; (3) The school atmosphere is not monotonous, cool without any demands and the teaching and learning process is conducive, the climate is comfortable; (4) The school's attention to the focus of teaching is given in totality; (5) An effective school ensures that student progress is monitored periodically (Wahyudin Nur Nasution, 2015). The principal as the head of the school has a great responsibility to make every part of the school reach its point of success. The success of the principal can be seen from the success of the components of the school, namely teachers, students, the learning process, students, and other aspects.

The principal's leadership strategies in facing the digital era 4.0 include: (1) Improving the quality of Human Resources in the ICT sector as seen in terms of infrastructure; (2) Openness in dealing with developments related to things that will happen in the 4.0 era; (3) Be responsive in making changes in the 4.0 era; (4) Oriented to process and results; (5) Mastery of the 4C formula, namely critical thinking, creativity, communication, collaboration (Wening & Santosa, 2020). The concept of a learning leadership strategy that faces the implementation of the 2013 Curriculum consists of four categories: (1) Exemplary in the form of speech, body gestures, attitudes, and positive actions that must be an example for others, (2) In-class and out-of-class learning with students exploring, elaborating, and confirming to transform, preserve and criticize science and technology and culture; (3) Concept school culture in which there are beliefs, norms, values, shared traditions that bind together all school members; (4) Reinforcement is professional efforts carried out by a person or through other people as an increase in the quality of results and learning processes inside and outside the classroom (Usman & Eko Raharjo, 2013). The principal must have a strategy with changing eras that occur all the time, the principal must be able to first take advantage of anything that supports the development of educational science in his school institution.

The principal's role in improving the quality of education includes as follows: (1) Educator, the principal serves as a supervisor for teachers, education staff, students, participates in the development of science and technology, and sets a good example; (2) Managers, school principals have the function of planning, coordinating activities, supervising, evaluating an activity, holding meetings, making decisions, overseeing the process of teaching and learning activities, managing administration, as well as administrative arrangements, students, personnel, facilities and infrastructure, as well as finance; (3) Administrators, school principals have the responsibility for the smooth running of all work and administrative activities in their schools; (4) Supervisor, is an activity of observing, identifying what things are correct, which are not true, and parts that are not true at all, intending to be in accordance with the objectives in providing guidance; (5) Leader, the leadership of the school principal is one of the reasons for driving schools to realize the school's vision, mission, goals and objectives as illustrated by programs implemented in a planned and gradual manner; (6) Innovators, principals are required to have appropriate strategies in establishing harmonious relationships with the environment, seeking new ideas, integrating each activity, providing examples to all education personnel in the school and then developing

innovative learning models; (7) Motivator, the principal must have an appropriate strategy for providing motivation to all education personnel to carry out any duties and functions (Fitrah, 2017). The principal has a full role in being a role model in school institutions towards other educators who are components of school success. The principal plays a full role in all fields to be the first person to be able to do everything, because the versatile principal besides being able to be an example for educators, the principal is also a mentor for all educators.

Principals in managing PAUD institutions, one of which is the private sector, receive demands from at least three parties, including (1) the government; (2) a foundation that houses private PAUD institutions; (3) community. The head of PAUD is demanded by the government to be able to meet the demands of institutional governance. The foundation's desire is that the PAUD institutions under its auspices are able to attract the interest of many students during the New Student Admissions (PPDB). While the community has the hope that the PAUD institution can produce a generation of early childhood that has quality. These challenges are more dominantly experienced by all heads of private PAUD institutions than public PAUD institutions, the reason being that PAUD institutions under the auspices of the state in terms of institutional governance have been in accordance with what the government has determined. In addition, there are no challenges in terms of finance because operational needs have been fully met by the Government (Tanjung et al., 2020). The demands given to school principals, both private and public institutions, actually have the same demand responsibilities, only the achievement or expected goals have differences. Private institutions have special responsibilities to their founding foundations, while the state only demands two parties, namely the government and the community.

Principal Academic Supervision

Academic supervision of school principals at PAUD institutions is an activity in the form of coaching by providing technical assistance to educators in the implementation of the teaching and learning process. Academic supervision can be carried out not only by the principal, but also by supervisors and teachers who are assigned the task of supervising the principal. The principle of academic supervision is to improve the quality of educators (Ittihad, 2019).

The academic supervision process is carried out through a humanistic, competency, clinical and professional approach. The humanistic approach can be used as the basis for the development of teacher supervision based on human characteristics that develop continuously. Supervision is not a court event but as an activity to help educators to get out of the difficulties they are facing and at the same time as a driver for the growth and development of their skills and work. Supervision is the cause of educators in PAUD having the motivation to change, grow and improve their skills and work, which aims to increase effectiveness and efficiency in the teaching and learning process (Ittihad, 2019).

Learning Management

School management is categorized as very important for schools, because schools that are ready to look good and good if the management arrangement results are good. One of the management that is being addressed is curriculum management which is starting to be neatly arranged and archived so that it is easy to search and also as proof that the school can really be said to be advanced (Mughniati & Waluyo, 2014). The Competency-Based Integrated Training Program (PPTBK) is a good training program and is able to become an alternative to improving teacher competencies, both pedagogic, personal, social and even professional competencies. In addition to increasing teacher understanding, it is also an adequate teacher skill enhancer in the implementation of the learning process for early childhood which includes the ability to make learning implementation plans, provide media / APE for early childhood and carry out learning evaluations (Mirawati et al., 2019).

One of the principal indicators of success is that it is measured by the quality of education of the schools they lead. Understanding the quality of education in the context of education there are inputs, processes, and outputs in it. Educational input is all that is required to be available as a necessity for the continuity of the process. The educational process is a change from something to something different with the integrity of the school's input so that a fun learning situation can be achieved, can motivate and high interest in learning. Educational output is defined as school performance as measured by quality, productivity, efficiency, innovation and work morale (Fitrah, 2017).

The planning of learners in PAUD institutions is based on the elaboration of the vision and mission of the PAUD institution itself. The lesson plans made by the teacher usually work with the principal at the beginning of the new school year which are arranged in a work meeting (raker) which discusses the annual, semester, monthly and weekly programs which are then described in detail in the Daily Activity Plan (RKH). Learning planning in which there is good cooperation between teachers and principals and time efficiency, because at the same time the results can be directly approved by the principal and immediately determined so that they can be implemented (Sary, 2015).

Conclusion

The principal is someone who leads in an institution, who has an important role in developing the quality of education, which can influence to provide encouragement to others in the environment such as educators and education staff. In an educational institution in addition to requiring a principal, but also a principal who understands what and how academic supervision is. Academic supervision is also mandatory for the principal who leads an institution, because the function of academic supervision is an activity to foster so that the learning process can run well. The principle of academic supervision is not only to improve the teaching process, but also to improve the quality of education. The principal at Annur Kids Kindergarten Pekanbaru is a leader who has a PIAUD S1 qualification, who already understands the meaning of the principal's academic supervision and it is proven from the interviews that the principal has implemented academic supervision. Monitoring 2 times in 1 month. In addition, the principal at Annur Kids Kindergarten also conducts an evaluation by means of direct monitoring after the teaching and learning process is finished on that day. So that the results of conducting academic supervision at an educational institution have a major influence on the teaching and learning process and learning management in the kindergarten, the activities are well monitored and the implementation is directed.

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