



## **School Principal's Role in Improving Learning Quality**

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**Abstract:** The purpose of this study is to understand the important role of one of the tasks of the Principal (school principal), namely monitoring educators and students to improve and improve the learning process at SDN 6 Pemulutan Selatan by knowing the objectives, constraints, and benefits of supervising the quality of learning. It is known that supervision carried out by the principal is part of the management function. The research methodology applied is qualitative, where researchers are directly involved in collecting data at the research location. The object of the research is the principal's role in monitoring the learning process at school. Data were collected through direct observation and interviews with principals and teachers. The implications of this study provide a deeper understanding of the significant role of school principals as supervisors in improving the quality of learning. Related to this study, the researcher found that school principals' awareness of supervisory activities at SDN 6 Pemulutan Selatan still lacks attention and implementation. The results showed that supervision by principals of the learning process and teacher performance positively impacted improving the quality of learning. The results of this discussion can be seen that first, by supervising learning, principals can evaluate the teaching methods used, the effectiveness of learning, and student responses to learning. Second, the obstacles to supervising the quality of learning can be caused by factors such as incomplete infrastructure and limited time for school principals. Third, the benefits of monitoring the quality of learning are getting information on the teaching and learning process as evaluation material.

**Keywords:** learning quality, school principal, supervisor

### **INTRODUCTION**

Education is a crucial element in nation-building, strategically fostering children's creativity (Lian et al., 2018). School principals have the authority to create policies and guide their organizations towards their goals (Gaol & Siburian, 2018). To enhance educational quality, principals need to improve the performance of their teachers and staff (Isnaini, 2019). One of the most important aspects of education delivery is the interaction between teachers

and students in the classroom, and supervision is needed to ensure that school goals are achieved as planned. Educational supervision helps improve the quality of learning, guiding and mentoring teachers and staff to enhance their teaching performance and all its aspects (Risnawati, 2014). Effective school leadership by principals is essential for achieving efficient school management (Aprilana et al., 2017).

In the context of education, quality encompasses the elements of input, process, and outcomes (Mulyasa, 2013, p. 157). Learning quality refers to how school resources can transform inputs and situations to add value to students. The principal's role as a supervisor is crucial in improving learning quality (Lian et al., 2018). According to Prasetyo, learning quality is the level of achievement attained based on learning goals, including arts education to enhance students' knowledge, skills, and attitudes through classroom learning processes (Prasetyo, 2013). Principals often choose up-to-date learning materials and media suitable for information and communication technology advancements and encourage teachers to use media technology to engage students (Handayani & Sukirman, 2019, p. 304).

The role is a crucial part of the main task that must be fulfilled (Retnoningsih, 2005, p. 371). School leaders' duties are crucial because they determine the school's future (Aminah, 2010, p. 6). According to Mulyasa in Mujamil Qomar (Qomar, 2007, pp. 286–287), the principal's duties are crucial in determining the success and failure of a school. They have a significant role in steering the school towards its goals; thus, principals are seen as the main controllers and direction-setters of a school.

Supervision is an evaluation process that involves controlling, supervising, and directing. It should be carried out by competent individuals through various stages and according to proportional targets (Meriza, 2018). Supervision is vital in improving learning performance and school quality in education. Sergiovanni states that the objectives of supervision are quality supervision, improvement of professional skills, and increase in teacher motivation (Siahaan, 2006).

Additionally, principals play an important role as facilitators in developing teacher competencies. Through targeted training and coaching, principals can help teachers improve their skills and knowledge in delivering learning materials effectively. This positively impacts the overall quality of learning.

Therefore, supervision in educational institutions is very important, and everyone responsible for supervision must understand the implementation steps and strategies, the difference between supervision and control, and the role of school supervisors as the most important figures in supervisory tasks (Meriza, 2018). As managers, principals have the responsibility and authority

to supervise every learning and educational process to ensure the school's goals are achieved smoothly.

The role of the principal is also crucial in shaping a conducive school culture for learning by creating an environment that supports collaboration and innovation. At SDN 6 Pemulutan Selatan, the principal's role as a supervisor is vital in improving learning quality. Through monitoring, evaluation, coaching, and creating a conducive school culture, principals can ensure that every aspect of learning at the school runs optimally. Thus, the principal's role as a supervisor is very important in enhancing the quality of education at SDN 6 Pemulutan Selatan (Syarifuddin, 2005).

Researchers found that the principal at SDN 6 Pemulutan Selatan is still lacking in awareness of supervisory activities. This is because the principal's duties and responsibilities are not only as a school leader but also as an administrator due to the absence of administrative staff covering student registration, archiving, and financial management. Consequently, the principal's supervision of teachers and students is not continuous and organized.

If supervision is not carried out, the principal will not be aware of developments in the learning process. This can hinder teachers in performing their duties, reduce motivation, and limit their ability to develop learning materials, impacting students' understanding.

Handayani & Sukirman (2019), Adiyono et al. (2023), Sarifudin (2019), H. Ali (2019), Suryani (2015), and Astuti (2017) have previously researched this article. Their studies concluded that the principal's supervision is crucial in achieving predetermined goals. The researcher is the first to study the role of the principal's supervision at SDN 6 Pemulutan Selatan.

Based on the explanation above, researchers are motivated to study the role of the principal as a supervisor to improve learning quality at the school.

## **METHOD**

This research was conducted using a qualitative method adopting a descriptive approach. The research focused on Public Elementary School 06 Pemulutan Selatan, examining the role of the school principal as a supervisor in improving educational quality. The researcher was directly involved in field activities to collect the necessary data in line with the research objectives. The data collection methods used in this study were interviews, observation, and documentation. The subjects of the research were the school principal and three teachers from Public Elementary School 06 Pemulutan Selatan. Observations were used to gather information about the supervision carried out by the school principal to enhance the integrated learning quality at Public Elementary School 06 Pemulutan Selatan.

## **RESULTS AND DISCUSSION**

Elementary schools are the earliest educational institutions to implement the education process. Therefore, the implementation of teaching programs must consider the quality of education, which should be continuously supervised by supervisors and school principals (Iskandar et al., 2019, p. 179). Supervisors or principals use several techniques to oversee the learning process, such as classroom visits, classroom observations, individual meetings, inter-class visits, and self-evaluation. Classroom visits involve the principal assisting teachers by observing the learning process in the classroom to address emerging issues. Classroom observations are conducted to obtain objective data on the learning situation and the difficulties faced by teachers in their efforts to improve the learning process (Isnaini, 2019).

### **Objectives of Learning Quality Supervision**

The principal of Public Elementary School 06 Pemulutan Selatan has responsibilities that extend beyond school administration; they also act as supervisors, ensuring that the learning process proceeds smoothly. The goal of supervision is to enhance the quality of teaching for teachers and improve or refine the methods they use while teaching (Adiyono et al., 2023). This supervision greatly benefits teacher performance in improving learning quality, ultimately affecting student academic achievement (Sarifudin, 2019). By directly monitoring the learning process, the principal can identify areas for improvement and intervene as necessary to enhance learning quality. The principal of SDN 06 Pemulutan Selatan monitors and assesses the performance of teachers and the teaching and learning processes in the classroom. Through direct observation, the principal can evaluate the teaching methods used, the effectiveness of learning, and student responses to the lessons. To fulfill their duties, principals must be capable of diverse supervisory and control activities to improve the teaching and learning process (Titiani, 2021).

### **Challenges in Learning Quality Supervision**

As a supervisor, the principal faces various challenges. At SDN 6 Pemulutan Selatan, inadequate facilities hinder supervision efforts. For example, the schoolyard floods during the rainy season, disrupting outdoor activities, and other facilities are very basic and insufficient. The school has only six classrooms, one office for the principal and teachers, unusable toilets, and no library. Due to a lack of facilities, these conditions significantly impact the principal's ability to supervise and influence the learning process. Limited time for the principal is another challenge for supervision. Supervision is not conducted regularly due to conflicting schedules for classroom supervision and other activities. Other issues include:

### **Benefits of Learning Quality Supervision**

In conducting learning supervision, the principal of SDN 6 Pemulutan Selatan performs tentative supervision, and the evaluation results are used for assessment during biannual meetings. According to the principal, there are several benefits to direct classroom supervision. It allows for obtaining

information about the teaching and learning process, tracking students' progress toward school goals, and observing teachers' performance and responsibilities. Additionally, it provides motivation for both teachers and students and helps identify the strengths and weaknesses of the media and methods teachers use for evaluation purposes. The results of the interviews conducted in this research include these insights.

**Table 1. Result of Interview**

No.	Respondent	Answer
1.	School Principal	Supervision in improving the quality of learning in elementary schools is crucial for achieving optimal educational goals. We hope that this supervision can be more effective and efficient in controlling the quality of learning.
2.	Teacher A	The principal's supervision greatly supports teachers in enhancing teaching and learning activities. The principal is always open-hearted in providing useful feedback and suggestions, and we greatly appreciate their initiative to build a better school.
3.	Teacher B	The principal's supervision is an integral part of improving the quality of learning. We hope that this supervision will be more structured and transparent.
4.	Teacher C	The principal's supervision is not always effective in helping teachers improve the quality of learning. We need to enhance its effectiveness and efficiency.

From the explanation above, the role of supervision is very important and influential in improving and enhancing the quality of learning. This benefits teachers by ensuring they are always supervised while teaching and serves as a motivation to educate the nation's children. Furthermore, before conducting classroom learning supervision, the principal plans the supervision program and assessment format, then implements and evaluates it.

## **CONCLUSION**

After reviewing the research results presented, we can conclude that at SDN 6 Pemulutan Selatan, the principal's role as a supervisor has a significantly positive impact on improving the quality of learning. Through regular and continuous supervision, the principal can identify areas for

improvement, evaluate teacher performance, and provide necessary guidance to enhance learning effectiveness. Steps such as monitoring the classroom learning process, evaluating teacher performance, and providing teacher training are effective strategies for improving the quality of learning.

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