

Principals Supervision Strategy in Improving Student Learning Achievement at SD Negeri Medangharuman

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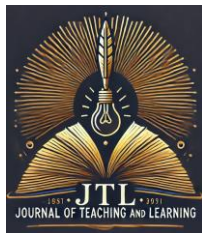
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Abstract: This study aims to analyze the supervision strategies implemented by the principal at SD Negeri Medangharuman in an effort to improve student learning achievement. Using a descriptive qualitative approach, this study explores various types of supervision carried out, namely academic, administrative, and personal supervision. The results of the study show that academic supervision carried out through classroom observation and constructive feedback improves the quality of teacher teaching and student learning outcomes. Administrative supervision involving the management of work programs and transparent evaluations also contributes to more structured learning management. In addition, personal supervision that pays attention to the welfare of teachers helps create motivation in teaching. However, there are several challenges faced by school principals, such as time constraints, resistance from teachers, and low parental participation. This research suggests the importance of better time management, more open relationships with teachers, and increased parental involvement in supporting student achievement.

Keywords: Supervision Strategy, Principal, Learning Achievement

INTRODUCTION

Quality education is not only determined by the proficiency and skills possessed by teachers, but also highly dependent on how the principal leads and manages all the resources available in the school. The principal as the educational leader in the school has the responsibility to create a conducive learning atmosphere, design the right educational strategy, and motivate all parties involved in the educational process, including students and teachers. Without effective leadership from school principals, various educational problems, such as low student learning achievement, will be difficult to overcome (Mahasina & Sa'diyah, 2024). One of the main roles of school principals in improving the quality of education is through supervision, namely monitoring and guidance activities for teachers to ensure that the learning process runs well (Nurkholis, 2021). At SD Negeri Medangharuman, the challenges faced related to student learning achievement are quite large. Although some students show good potential, overall, their academic achievement still does



not meet expectations. This is due to various factors, including less varied teaching methods, low student motivation, and limited facilities (Sholeh, Azah, et al., 2024). For this reason, an effective supervision strategy is needed from the principal to improve the quality of teaching and create an environment that supports student progress.

Educational supervision has the main goal of improving the quality of education by providing direction, evaluation, and guidance to teachers in order to improve their competence. This supervision not only aims to improve teachers' teaching abilities, but also to ensure that the learning process in the classroom runs in accordance with the set standards. There are several types of supervision that can be carried out by school principals, including academic, administrative, and managerial supervision (Sabarudin et al., 2024). Academic supervision aims to improve teachers' teaching methods to be more effective and can improve student learning outcomes. Administrative supervision focuses more on managing educational administration in schools, while managerial supervision deals with the overall management of school resources (Sholeh, 2023). The principal must ensure that all these aspects run well in order to create an educational climate that supports student achievement (Darmawi, 2021).

The importance of the principal's supervision in creating a supportive learning environment cannot be underestimated. A positive and conducive environment can increase students' enthusiasm for learning and have an impact on their achievement. Effective supervision by the principal will help teachers in improving their teaching skills and provide more motivation to students. In addition, supervision also creates a good relationship between principals, teachers, and students, which can ultimately support the achievement of educational goals (Yoseptry et al., 2024). In this context, the principal not only functions as an administrative manager, but also as a learning leader who can motivate all parties involved to work better for mutual success.

The role of school principals in improving student learning achievement is very strategic. As an educational leader, school principals are responsible for designing educational policies that can improve the quality of teaching and improve student learning achievement (Azah et al., 2024). School principals must be able to motivate teachers to continue to improve their professional abilities, as well as provide the necessary facilities to support the learning process (Sholeh et al., 2024). In addition, the principal also needs to create good communication between the school and



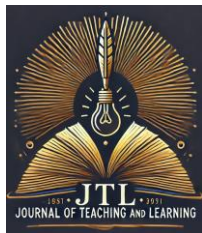
the student's parents to support the student's progress outside of school hours (Saifudin & Khoiri, 2023).

This research is very important to carry out because it can provide a clear picture of how the principal's supervision strategy can have an impact on student learning achievement at SD Negeri Medangharuman. Although there has been previous research on principal supervision, this study is different because it focuses more on a specific context, namely SD Negeri Medangharuman, by looking more deeply at how principal supervision can be applied to improve student achievement in the school.

The formulation of the problem in this study is how the principal's supervision strategy can improve student learning achievement at SD Negeri Medangharuman. The purpose of this study is to find out and analyze the supervision strategies implemented by the principal at SD Negeri Medangharuman in improving student learning achievement. The benefits of this study are enormous, both for school principals to improve their supervision strategies, for teachers to understand the role of supervision in improving the quality of teaching, and for related parties in the development of better education policies. This research is expected to make a positive contribution to improving student learning achievement at SD Negeri Medangharuman through an effective supervision strategy from the principal.

METHOD

This study uses a qualitative approach with the aim of exploring and analyzing the supervision strategies applied by the principal at SD Negeri Medangharuman in an effort to improve student learning achievement. The qualitative approach was chosen because the researcher wanted to gain a deeper understanding of the principal's experience and perception related to the supervision he conducted (Patton, 2002). This study uses a descriptive qualitative research method, which aims to provide an in-depth overview of the phenomena that occur in the field, especially regarding the role of school principals in improving the quality of education through supervision. The main subject in this study is the principal of SD Negeri Medangharuman. The location of this research is at SD Negeri Medangharuman, focusing on the observation of the supervision strategy implemented by the principal and its impact on student learning achievement.



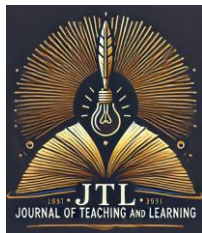
For data collection, this study uses several techniques, namely in-depth interviews, observations, and documentation (McKenney & Reeves, 2012). Interviews are conducted directly with the principal to dig up information about the supervision strategies implemented and how they affect learning. The interviews use a semi-structured guide that allows researchers to obtain more flexible and in-depth data. In addition, observations were made to see firsthand the implementation of supervision and interaction between principals, teachers, and students in teaching and learning activities. Documentation is also used to collect supporting data, such as supervision outcome reports, student learning achievement data, and other relevant administrative records. By using this approach, this research is expected to provide deeper insights into how school principals can implement effective supervision strategies to improve the quality of education and student achievement.

RESULT AND DISCUSSION

Supervision Strategies Implemented by School Principals

The supervision strategy implemented by the principal at SD Negeri Medangharuman focuses on improving the quality of learning and teacher professionalism, which directly impacts student learning achievement. One of the main strategies is academic supervision, where the principal routinely conducts classroom observations to monitor the learning process. These observations allow school principals to provide constructive feedback to teachers, both in terms of teaching methods and classroom management. By providing direct advice and guidance, principals encourage teachers to continue to innovate and improve the quality of their teaching. In addition, the principal also prepares a learning plan together with the teachers, ensuring the harmony of materials and learning objectives between classes. This structured lesson plan helps teachers to teach more systematically, so that it can maximize students' understanding of the material being taught.

The second strategy is administrative supervision, which involves the management of the school's work program in a structured manner. The principal works with teachers to prepare a schedule of activities, both learning activities and extracurricular activities. In addition, the principal also ensures that the evaluation and assessment of students is carried out in a transparent



and objective manner (Azmi & Ridha DS, 2019). A good assessment process makes it possible to identify student progress as well as areas that need improvement, thereby providing accurate data in improving the quality of learning. In addition to academic and administrative supervision, the principal also implements personal supervision which emphasizes more on aspects of teachers' welfare and personal development (Senang et al., 2024). The principal at SD Negeri Medangharuman strives to establish a good relationship with the teachers, understand the challenges they face in carrying out their duties, and provide the necessary moral support. This approach not only helps to maintain teachers' enthusiasm and motivation, but also creates a conducive work climate. By paying attention to the welfare of teachers, principals ensure that they can work more productively and focus on improving the quality of learning for students.

Overall, the supervision strategy implemented by the principal at SD Negeri Medangharuman focuses on improving the quality of learning through direct monitoring, effective administrative management, and attention to teachers' personal development. With this approach, school principals can create an educational environment that supports the growth of optimal student learning achievement.

Improving Student Learning Achievement

Improving student learning achievement at SD Negeri Medangharuman is one of the main goals pursued through various strategies implemented by the principal and all schools. Optimal student learning achievement is not only influenced by the quality of teaching, but also by other external factors such as emotional support, motivation, and parental involvement in the educational process. One of the main factors that affect learning achievement is the implementation of effective supervision strategies by school principals (Rismawan, 2017).

Through regular academic supervision, the principal at SD Negeri Medangharuman can ensure that the learning process runs well and in accordance with the set standards. Classroom observation conducted by the principal allows for a direct evaluation of the learning methods applied by the teacher. By providing constructive feedback, the principal encourages teachers to continue to develop their teaching skills, so that learning materials can be delivered in a more engaging and easy-to-understand way for students (Hartini, 2023). This can increase students' level



of understanding of the material and ultimately have a direct effect on their learning achievement.

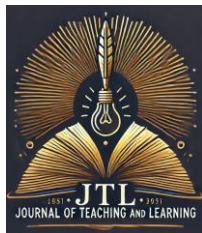
In addition, the principal also ensures that the evaluation and assessment program is carried out in an objective and transparent manner. Quality assessments will help teachers identify students' strengths and weaknesses, provide accurate information for improving the learning process, and provide useful feedback for students. With the right assessments, students can know the extent of their achievement and the areas they need to improve, which will encourage them to study harder and achieve better results(Sukma, 2024).

The improvement of student learning achievement is also inseparable from the administrative supervision implemented by the principal, such as the preparation of a clear and structured lesson plan(Sholeh, 2024b). Through a well-thought-out lesson plan, teachers can manage time and materials more efficiently, as well as provide a comprehensive and balanced learning experience for students. The regularity in the management of teaching and learning activities also contributes to the creation of a classroom atmosphere that is conducive to learning, where students can focus on following the learning process without interruption(Susanto, 2021). No less important, the principal at SD Negeri Medangharuman also prioritizes personal supervision of teachers' welfare. By paying attention to the emotional and psychological needs of teachers, principals ensure that teachers have the motivation and energy to give their best in the teaching process. Teachers who feel supported and valued tend to be more enthusiastic about teaching, which in turn can improve the quality of learning and motivate students to achieve more.

By implementing these various comprehensive supervision strategies, SD Negeri Medangharuman has succeeded in creating a learning environment that supports student learning achievement. Through targeted academic supervision, quality evaluation, effective administrative management, and attention to teacher welfare, this school has succeeded in creating an optimal learning atmosphere for students. This has a direct impact on improving student learning achievement, both in terms of academic and personal development.

Obstacles and Challenges in Implementing Effective Supervision

The principal at SD Negeri Medangharuman faces several obstacles and challenges in carrying out effective supervision. One of the main challenges is the limited time, considering that the principal has to handle various administrative tasks and other activities in the school. With so



many tasks to manage, the time to do routine and intensive supervision of the learning process is often limited. In addition, resistance from teachers is also a challenge, especially if they feel uncomfortable with the observation or feedback provided by the principal. Some teachers may feel that the supervision carried out is critical or unconstructive, which can reduce the effectiveness of supervision. Another challenge is the limitation of resources and facilities, such as the lack of adequate training or facilities to support the development of teachers' professionalism. Finally, the low level of parental participation in supporting student learning is also an obstacle, as family support plays an important role in students' academic success.

To overcome these obstacles, principals can improve time management by planning supervision in a structured and organized manner, for example by setting up a more flexible supervision schedule without interfering with other administrative tasks. School principals also need to build more positive and open relationships with teachers, provide constructive feedback, and convey the goals of supervision as a means to improve the quality of education (Sholeh, 2024a). To prevent limited resources from becoming a barrier, school principals can seek partnerships with other institutions or utilize technology to provide training to teachers. Additionally, to increase parental participation, school principals can hold regular meetings or socializations to explain the importance of parents' role in supporting their children's learning achievement (Yulianto, 2024). With these steps, it is hoped that the supervision carried out can be more effective and have a positive impact on the quality of learning and student learning achievement at SD Negeri Medangharuman.

CONCLUSION

From the discussion above, it can be concluded that the supervision strategy implemented by the principal at SD Negeri Medangharuman has a very significant role in improving student learning achievement. The principal implements three types of supervision, namely academic, administrative, and personal supervision. Academic supervision is carried out through regular classroom observation to provide constructive feedback to teachers, aiming to improve the quality of teaching and classroom management. Administrative supervision ensures that the management of school programs runs well, including transparent evaluation and assessment of students.

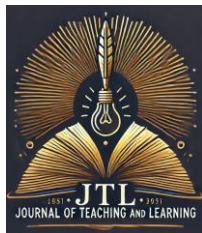


Meanwhile, personal supervision focuses on the welfare of teachers, by providing moral and emotional support so that teachers can teach better and be motivated. However, in its implementation, school principals face several obstacles, such as time constraints, resistance from teachers, limited resources, and low parental participation.

To overcome these obstacles, principals need to better manage their time, build positive relationships with teachers, and find solutions to resource constraints by leveraging partnerships and technology. In addition, increasing parental involvement in the educational process is also an important step to support student learning achievement. Overall, the supervision strategy implemented by the principal at SD Negeri Medangharuman focuses on improving the quality of learning, which has a direct impact on student learning achievement. With various efforts made to overcome existing obstacles, the principal has succeeded in creating an educational environment that is more supportive for student development, both in academic and personal aspects.

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