

# Optimizing Academic Supervision to Improve the Quality of Education Services

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## ABSTRAK

Masih kurangnya kemampuan guru dalam memahami materi pelajaran yang akan disampaikan pada siswa sebagai tugas dan tanggung jawab guru, mencakup pemahaman akan isi materi dan tujuan pembelajaran sehingga menghambat proses layanan Pendidikan. Tujuan penelitian ini adalah untuk menganalisis pengaruh pelaksanaan supervisi akademik terhadap peningkatan kualitas layanan pendidikan di lingkungan Sekolah Dasar. Penelitian ini menggunakan pendekatan kuantitatif dengan menggunakan teknik sampling probability sampling dan dilakukan pengambilan sampel menggunakan simple random sampling. Subyek penelitian ini adalah guru sekolah dasar. Kategori sekolah dipilih sekolah menengah pertama negeri dan swasta. Instrumen yang digunakan dalam penelitian ini adalah pedoman wawancara, angket dan juga observasi. Pengumpulan data dikembangkan berupa instrumen angket untuk menguji kebenaran dan kesesuaian indikator supervise akademik dan layanan Pendidikan. Kemudian dilihat gambaran kecenderungan rata-rata dari masing-masing variabel. Hasil penelitian menunjukkan bahwa pelaksanaan supervisi akademik dan layanan Pendidikan sudah dilakukan dengan sangat baik dengan hasil perhitungan Weight Mean Score (WMS) secara keseluruhan dimensi sangat tinggi untuk variabel supervisi. Selain itu program supervisi akademik berpengaruh signifikan terhadap peningkatan kualitas layanan Pendidikan.

## ABSTRACT

Teachers still need to have the ability to understand the subject matter that will be delivered to students as a teacher's duty and responsibility, including understanding the content of the material and learning objectives, thus hampering the education service process. This research aims to analyze the effect of implementing academic supervision on improving the quality of educational services in the elementary school environment. This research uses a quantitative approach using probability sampling techniques, and sampling is carried out using simple random sampling. The subjects of this research were elementary school teachers. The school categories selected were public and private junior high schools. The instruments used in this research were interview guidelines, questionnaires, and observations. Data collection was developed as a questionnaire instrument to test the correctness and suitability of indicators for academic supervision and educational services. Then, see a picture of the average trend of each variable. The research results show that the implementation of academic supervision and educational services has been carried out very well, with the overall Weight Mean Score (WMS) calculation results having very high dimensions for the supervision variable. The academic supervision program also significantly improves the quality of education services.

## 1. INTRODUCTION

Schools play an irreplaceable role as an important place in the learning process. In addition to acquiring academic knowledge, schools also function as a place to develop skills, attitudes and values that are important for students' overall development (Eliningsih, 2021; Gemnafle & Batlolona, 2021). In a structured and supportive atmosphere, qualified and dedicated teachers help students understand complex concepts, inspire curiosity, and sharpen critical thinking. In general, school is an environment that brings together knowledge, skills and values, laying a solid foundation for students' futures and preparing them to face the world's challenges with confidence, integrity and resilience (Rafsanjani & Razaq, 2019; Sujana, 2019). So schools must create optimal learning places by providing good facilities and infrastructure.

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Creating an innovative and meaningful learning process. Apart from that, all aspects of the school must be managed well (Kinasih & Sinaga, 2020; A. Wulandari, Parenrengi, & Tune, 2023). So that schools can become the right organization to produce a generation of people who are intelligent and have character.

However, in recent years, efforts to improve and improve organizational performance, especially the learning process, have become very important to do immediately. This is because there are demands for the quality of education as a direct consequence of the rapid development of science and technology. In the school system, graduates are the focus of the goal. Quality graduates cannot be realized without a quality education process. A quality education process cannot be achieved without a proper school organization. To achieve optimal learning quality, of course there are many processes and challenges to overcome. Continuous improvement has become the obligation of every educational institution today. However, various real problems with the Learning Process in Indonesia today can be seen from the results of the quality mapping of the eight National Education Standards carried out by each school via a website developed by the Ministry of Education and Culture (Kemdikbud), which shows results that are not yet optimal. Based on the criteria for fulfilling the National Education Standards regarding Learning Process Standards (Academic Supervision), the average fulfillment of management standards in elementary schools nationally reaches 4.07 on a scale of 0-7. This achievement is categorized as "towards National Education Standard 3". It means that the condition of elementary school management in Indonesia requires structuring and development so that all indicators in management standards can be met. This real situation presents serious problems that must be resolved immediately, especially when measuring the learning process, the causes and consequences of the problem, and how to solve the problem.

Not only that problem but in academic supervision and educational services, several gaps or challenges can arise in the field. Awareness of this gap is important to increase the effectiveness and relevance of academic supervision. Based on field studies conducted by conducting interviews with elementary school teachers and principals in Astana Anyar District, it was stated that there were gaps in the learning process. It stated that the learning process and educational institutions were important to academic supervision. However, there are gaps in the learning methods used. Some institutions do not have adequate tools to objectively measure performance and achieve learning goals. Apart from that, there are also differences in the emphasis of evaluation, where the focus is more on cognitive than social and emotional aspects. So there needs to be improvements in terms of the learning carried out. One of them is optimizing academic supervision to improve education services.

Academic supervision is an important aspect to ensure optimal learning quality. Academic supervision is understood in education as the activity of a school principal whose aim is to control, support and improve the quality of educational services of an educational institution (Hasanah, 2020; Istianah, 2019). Academic supervision includes classroom observations, curriculum assessment, and teacher professional development. The main aim of supervision is to ensure that the educational services provided are by established standards, thereby creating an effective and conducive learning environment for students (Eliningsih, 2021; Sanoto, Soesanto, Soegito, & Kardoyo, 2021). Through academic supervision, school principals play an important role in supporting teacher professional development, identifying training needs for improvement, and ensuring appropriate and appropriate curriculum implementation. In this ever-developing era, the challenges faced by education services are becoming increasingly complex. Curriculum changes, technological developments and increasing social demands require a comprehensive approach to managing educational services. Therefore, academic supervision is important to guide and support teachers to face these changes well (Indraswati & Sutisna, 2020; Sitaasih, 2020).

Apart from that, good supervision also encourages collaboration and continuous learning among teachers (Musyadad, Hanafiah, Tanjun, & Arifudin, 2022; Tanjung, Hanafiah, Arifudin, & Mulyadi, 2021). Teachers can share their experiences, ideas and best practices in an open and inclusive environment. This collaboration creates opportunities to learn from each other, inspire each other, and create innovations that meet evolving educational needs (Gemnafle & Batlolona, 2021; Mitra & Purnawarman, 2019). Good supervision also helps identify and overcome obstacles or challenges teachers face in providing quality education services. With the right support and guidance, teachers can better overcome difficulties, improve their skills and perform their duties more effectively. In the long term, good leadership creates a culture of continuous learning, where teachers continually develop and adapt to a dynamic and changing educational environment (Hajar & Putra, 2021; Suroya, 2019). As a result, the quality of educational services improves significantly, students have a better learning experience, and educational institutions fulfill their mission of providing quality education.

Previous studies stated that academic supervision could improve teacher quality (Musyadad et al., 2022; Sudargini, 2021). Implementing academic supervision allows teachers to develop their abilities and competencies to create meaningful learning (Dwikurnaningsih, 2020; Made Sri Marheni, 2022). Other research states that academic supervision can increase teacher creativity in classroom management to

impact student learning outcomes (Irdiyanti, 2021; Ningrat, Agung, & Yudana, 2020). Based on these findings, academic supervision is important because it positively impacts the learning process. With a deep understanding of academic supervision and educational services, it is hoped that educational institutions can optimize their academic supervision and services to achieve effective and sustainable learning goals. So, this research was carried out to determine the effect of implementing academic supervision on improving the quality of educational services in the Astana Anyar District Elementary School environment, Bandung City.

## 2. METHOD

This research method uses a quantitative approach using probability sampling techniques and sampling members from the population are taken at random or simple random sampling. The research subjects for instrument testing were state and private elementary school (SD) teachers in the Astana Anyar District, Bandung City. The school categories selected were public and private schools. The data collection instrument was developed as a questionnaire instrument to test indicators' correctness and suitability. Thus, the need for data collection instruments consists of several questionnaire instruments. Formulas are required in the sampling process, and various formulas determine the required sample size. The author used Slovin's formula with an error rate of 10% in this research. Based on data from the Bandung City Education System, the population of public and private elementary school teachers in the Astana Anyar District of Bandung City was 333. After using the Slovin formula, the data was obtained for 76.9 samples, but the researcher adjusted this to 80. Then, the formation of instruments or indicators for each variable refers to various experts who express their respective opinions and views on the variables. The author has formulated related indicators for each variable, including Variable Then for variable Y regarding Educational Services, including Academic Aspect, Non-Academic Aspect, Tangible, Reliability, Assurance, Responsiveness, and Empathy. The division of dimensions and indicators is explained in Table 1

**Table 1. Dimensions and Indicators of Academic Supervision and Education Services**

No.	Dimension	Indicator
1	Principal Supervision Planning	Academic Academic supervision program planning
		Development of academic supervision instruments
2	Implementation of the principal's academic supervision	Effectiveness of implementation of supervision
		Academic supervision techniques
3	Evaluation and follow-up of the principal's academic supervision	Evaluation of supervision instruments
		Analysis of supervision assessment results
4	<i>Academic Aspect</i>	Building teacher professionalism
		Strengthening supervision instruments
5	<i>Non-Academic Aspect</i>	Reinforcement and rewards
		Sectors that directly influence educational services
6	<i>Tangible</i>	Sectors that do not directly influence academic services
		The real conditions of the services provided are felt directly
7	<i>Reliability</i>	Its reliability supports the provision of optimal academic services
		The services provided by the school are based on suggestions and input from the school community
8	<i>Assurance</i>	Responsiveness as a leader in academic services
		Understanding of the school principal as a leader in responding to the needs of the school community
9	<i>Responsiveness</i>	Ease of academic services provided by the school
10	<i>Empathy</i>	
11	<i>Access</i>	

## 3. RESULT AND DISCUSSION

### Result

The validity test aims to determine the extent to which the measuring instrument used in a study can measure what it should measure. Validity in research states the degree of accuracy of research measuring instruments to the actual content being measured. Researchers used Microsoft Excel and SPSS calculation tools to calculate the data that had been obtained. The validity test was carried out in a different location from the research location based on the number of respondents and the number of instrument items. The number of instruments for the Academic Supervision variable is 26 items, then the number of instruments for the Education Services variable is 14 items, with 80 teachers as respondents.

The validity test results on the Academic Supervision instrument stated that the 26 statement items were valid, with a significance of 0.05 and N=80. It was found that  $r_{table} = 0.220$ , and that  $r_{count} > r_{table}$  was obtained. The following are the results of the validity test calculations on the Academic Supervision instrument, which will be explained in a table. Then the results of the validity test on the Education Services instrument stated that the 14 statement items were valid, with a significance of 0.05 and N=80. It was found that  $r_{table} = 0.220$ , obtained  $r_{count} > r_{table}$ . Then, after testing validity, the author will test reliability, which aims to ensure that the results of the instrument are stable when used. Reliability is the level of precision, thoroughness or accuracy of an instrument. The instrument is declared reliable if the Cronbach Alpha value is  $> 0.6$  (Sujarweni & Utami, 2019). This reliability calculation uses SPSS tools. In SPSS there is a calculation using the Cronbach Alpha method to see reliability. The results of the reliability test will be explained in Table 2.

**Table 2. Reliability Test Results**

Variable	Cronbach's Alpha	Critical Point	Description
Academic Supervision (X)	0,935	0.6	Reliable
Education Services (Y)	0,924	0.6	Reliable

Based on Table 2, the reliability testing results with the SPSS 25.0 for Windows program show that the alpha value of all variables is greater than the critical point limit, 0.6. So, this shows that all variables are said to be reliable. Based on a simple linear regression test, it can be concluded that it has met the requirements for validity and reliability, so it continues with processing the data that has been distributed in the form of questionnaires to 80 public and private elementary school teachers in the Astana Anyar District, Bandung City. After conducting validity and reliability tests, the next stage is to process the data collected using SPSS 25.0 for Windows by proving a simple linear regression analysis shown in Table 3.

**Table 3. Annova**

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	1616.701	1	1616.701	107.665	0.000 <sup>b</sup>
Residual	1171.249	78	15.016		
<b>Total</b>	<b>2787.950</b>	<b>79</b>			

Decision-making in a simple linear regression test refers to comparing the significance value with a probability value of 0.05, so if the significance value is  $< 0.05$ , it means that variable 0.05, then the regression model can be used to predict the participation variable or in other words there is an influence of the Academic Supervision variable on the Education Services variable. Next, determine the regression equation formula in Table 4.

**Table 4. Linear Regression Equation**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	11.563	4.954		2.334	0.022
Academic Supervision	0.439	0.042	0.762	10.376	0.000

Based on Table 4 shows that the regression equation obtained is  $Y = 11.563 + 0.439X$ . A positive value shows the positive influence of academic supervision on educational services. Each additional academic supervision variable (X) by one unit will increase the value of educational services (Y) by 0.439. The magnitude of the influence of academic supervision on educational services is explained in Table 5.

**Table 5. The Magnitude of the Influence of Academic Supervision on Education Services**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.762 <sup>a</sup>	0.580	0.575	3.875

From the model summary table, the simple linear regression test can explain the magnitude of the correlation value, 0.762. From this output, a coefficient of determination (R Square) of 0.580 is obtained, which means that the influence of the independent variable, Academic Supervision, on the dependent variable, Education Services, is 58%. The results of data analysis showed that the average score calculation



using the WMS technique for the academic supervision variable showed an average figure of 3.85 or equivalent to a value of 96.25 and indicated a very high category. Then, the average of each indicator or variable dimension shows that the highest value is in the Implementation of Supervision and Follow-up Evaluation indicators. Each shows an average figure of 3.85 or equivalent to a value of 96.25 and indicates a very high category. Then, the lowest score in the academic supervision planning indicator shows an average figure of 3.84, equivalent to a score of 96, and a very high category.

The results of data analysis also show that the average score calculation using the WMS technique for the educational service variable shows an average figure of 3.91 or equivalent to a value of 97.75 and indicates a very high category. Then, the average of each indicator or variable dimension shows that the highest value is in the Academic Aspect and Access indicators. Each shows an average figure of 3.97 or equivalent to a value of 99.25 and indicates a very high category. Then, the lowest score in the Non-Academic Aspect indicator shows an average of 3.81, or the equivalent of a score of 95.25, and shows a very high category. Furthermore, the discussion per indicator of the Tangible indicator shows an average figure of 3.82 or equivalent to a value of 95.50 and a very high category. Then, the Reliability indicator shows an average figure of 3.95, equivalent to 98.75, and a very high category. Then the Assurance indicator shows an average figure of 3.88, equivalent to 97, and a very high category. Furthermore, the Responsiveness indicator shows an average figure of 3.95 or equivalent to a value of 98.75 and shows a very high category. Then, the Empathy indicator shows an average figure of 3.93, equivalent to 95.75, and a very high category.

## Discussion

The regression test results show that academic supervision, implemented in public and private elementary schools in the Astana Anyar District, Bandung City, influences teacher competency. However, the magnitude of the influence on educational services is quite good, with a total of 58%, and there are still 42% of other aspects that influence educational services. Then, based on the initial analysis, it shows that the influence of academic supervision on educational services is not yet optimal because the academic supervision process has not gone well according to targets and achievements. The main problem with the academic supervision process is that educational units do not have adequate tools to objectively measure performance and achieve learning goals, making the educational service process not optimal. Apart from that, there is another factor: teachers and school principals must collaborate to create a good and sustainable learning process in optimizing educational services.

The principal plays a role in improving the quality of the learning process through academic supervision to help improve the quality of teaching in the classroom (Lalupanda, 2019; Suroya, 2019). By conducting classroom observations, educational supervisors or school principals can identify strengths and weaknesses in teachers' teaching methods. They can then provide specific feedback and suggest improvements to increase teaching effectiveness. Then, monitoring Curriculum Implementation, in this case, Academic Supervision, helps ensure that the curriculum set by educational institutions is implemented well (Nisa, Sunandar, & Miyono, 2021; Sanoto et al., 2021). Educational supervision can ensure that learning materials are delivered comprehensively, teaching methods are by curriculum objectives, and evaluations are carried out appropriately so that the quality of educational services increases significantly, students get a better learning experience, and educational institutions fulfill their mission to provide quality education (Isbianti & Andriani, 2021; Sanoto et al., 2021).

Good supervision plays an important role in improving the quality of educational services. With this process, educational managers or trainers can systematically monitor and promote the development of teachers and teaching staff. Good supervision involves classroom observation, constructive feedback, guidance and close collaboration between the principal and teachers (Irdiyanti, 2021; Rasmita, 2019). Teachers feel supported and encouraged to improve their teaching skills in a positive supervision environment. With good guidance, teachers can reflect on their teaching practice, identify strengths and areas for development and implement effective learning strategies (Muliartini, Natajaya, & Sunu, 2019; Sugandi, 2019). It directly affects the quality of student learning. Good advising also enables continuous professional development, introduces teachers to the latest pedagogical innovations and ensures compliance with educational standards (Ardana, Yudana, & Divayana, 2020; Sudirman, Kistiono, Akhsan, & Ariska, 2020). It can improve the overall quality of educational services and create a better environment for student growth and development. By realizing the important role of good supervision, educational institutions can achieve higher standards in providing quality educational services (R. Wulandari, Ichsan, & Romadhon, 2017).

Previous studies stated that academic supervision can improve teacher quality (Musyadad et al., 2022; Sudargini, 2021). Implementing academic supervision allows teachers to develop their abilities and competencies to create meaningful learning (Dwikurnaningsih, 2020; Made Sri Marheni, 2022). Other research states that academic supervision can increase teacher creativity in classroom management to

impact student learning outcomes (Irdiyanti, 2021; Ningrat et al., 2020). Based on these findings, academic supervision is a positive and important activity that must be carried out optimally and sustainably in schools because it greatly influences school management and classroom learning. This research implies that it is hoped that school principals will make appropriate planning, implementation and evaluation regarding academic supervision. Apart from that, teachers are the main component of the success of the learning process in the classroom, so they can always improve their abilities in teaching so that educational goals can be achieved well.

#### 4. CONCLUSION

The research results in the study show that the academic supervision process has been running very well by the school principal due to several aspects, Planning for the Principal's Academic Supervision, Implementation of the Principal's Academic Supervision, and Evaluation and follow-up to the principal's academic supervision. Then the school principal and teachers have run the education service very well. Academic supervision influences educational services by a good percentage. Researchers recommend further research into the systematics and models of academic supervision based on the research. Further research needs to be conducted to develop academic supervision processes that can improve the quality of educational services. Then, the next step needs to be to carry out other research to improve it with other theories, for example, the theories of Leadership, School Management and Management Information Systems.

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