

## **Analysis of School Principals' Academic Supervision in Improving Teacher Performance at SMP Negeri 1 Bengkalis**

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**Abstract:** This research aims to find out and analyze in depth the performance of academic supervision carried out by school principals in improving teacher performance at SMP N 1 Bengkalis. The research method uses qualitative data collection techniques using observation, interviews, and conclusions. The results of the research show that in planning academic supervision, information was obtained that the principal always gave authority to teachers to appreciate their innovations in teaching. The principal also visited the teacher's room. To check directly the state of teacher development in preparing administration. Supervision of the implementation of supervision by the school principal uses the Sigum application where with this application teachers will be given the ease of uploading data and increasing the use of science and technology. The supervision activities that will be carried out by the school principal are well structured. The implementation of academic supervision by the principal does not reduce the assessment of the principal as a supervisor who helps teachers improve teacher performance. Coaching and training is one of the forms provided by school principals which is a manifestation not of judging teachers but rather directing teachers' skills to be more capable of innovation. Preparation of syllabus, prota, process, lesson plans, and preparation of effective teaching hours. Apart from that, the principal provides direction to teachers in the form of motivation for teachers, which can encourage them to develop teacher performance in their respective competencies. The role of the principal to provide input, ideas, or forms of warning is a good attitude to achieve educational progress at SMP N 1 Bengkalis. Academic supervision has been carried out by the school principal through many stages, such as direct coaching, face-to-face, and online (on the network). The principal also provides maximum direction at the end of the evaluation. Because there will be visible deficiencies in the learning process. These deficiencies are used to process and analyze the evaluation results. Based on the results of interviews and observations, guiding learning evaluation is a form of follow-up. This guidance is carried out directly by supervisors and school principals during the evaluation. If the principal and supervisory team find teachers who are having difficulty carrying out learning evaluations, the team will try to overcome this

**Keywords:** *Academic Supervision, Principal, Teacher Performance*

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### **INTRODUCTION**

Education is an effort that can accelerate the development of human potential to carry out the task of nation-building. Professional staff is not only needed in companies but professional staff are also needed in educational organizations. Teachers are one of the main components that determine the success of a school in achieving its goals because teachers are the transferors of knowledge in learning. Teachers play a very important role in the progress and decline of education, so they must be serious and responsible, with good quality and optimal performance. School principals and teachers have a strategic

role in improving the quality of education. The quality of performance and quality of education possessed by teachers will impact and influence the quality of graduates produced by the school. With good performance and a sense of responsibility by teachers, the achievement of the vision, mission, and educational goals set can be applied so that it runs well and smoothly. To realize this, schools as education providers need to create a conducive and harmonious atmosphere and pay attention to increasing teacher professionalism in their work.

According to Mulyasa (2013) the reality is that more teachers in this country feel afraid of being supervised and many school principals do not carry out supervision of all teachers. Therefore, it is necessary to explain matters relating to the implementation of supervision by the school principal. Positions at school are like principals. Teachers as teaching staff, students, and employees must support each other to achieve the educational goals or vision that have been well prepared. Therefore, it can be explained that the success of an educational organization in achieving these goals is very dependent on the ability of the school principal and working together with the personnel at the school.

For every teaching supervision activity carried out by the principal, it will be attached to a leader for the sake of educational progress in the educational organization he leads. In line with what was mentioned by Made Pirdata in Purwanto (2016) where he explained that contextually appropriate educational supervision states that the school principal will be in the position of supervisor. Because the monitoring that occurs will become one of the routine activities in calm or turbulent conditions. Sahertian (2010) explains that educational supervision activities are an effort to provide services and guidance, especially to teachers individually and collectively to improve the quality of learning processes and outcomes. Salam (2014) clarifies the essence of the substance regarding educational supervision, namely all efforts to assist supervisors, especially teachers, who have the aim of improving and coaching, especially in the learning aspect.

When conducting the Initial Survey at SMP N 1 Bengkalis, there were still many teachers whose performance was far from the teacher's code of ethics and the achievement of the educational vision and mission. Based on the results of observations and interviews conducted by researchers on March 6 2023 with the Principal of SMP N 1 Bengkalis, information was obtained that activities during teaching and learning are currently not very conducive and there are still many teachers who have not implemented

conceptualized learning optimally, apart from that there are also many teachers who do not know about the use of internet applications as supporting facilities and learning, besides that there are still many teachers who have not developed learning models and the development of environmental and technology-based learning media, and many teachers do conventional work. The process of giving performance grades is an assessment of teacher academics, with indirect supervision being carried out which is also assessed by teacher academics. Apart from that, careful and honest observations based on guidelines also have the aim of improving and developing the situation of teaching and learning activities. The implementation of effective supervision is carried out by observing, assessing and coaching so that teachers carry out their duties and functions optimally by the principal of SMP N 1 Bengkalis.

This academic supervision activity is not even a formality. This results in teachers rarely updating the latest developments in education, especially in the use of media and methods used in teaching. It is not that the principal does not know that the supervision activities will be carried out, but based on the information received from the interview, the principal does not want it to be difficult, in other words it is handed over to the teacher entirely without any evaluation. The practice carried out with supervision activities like this does not really have a good impact on the development of teacher competence in teaching in particular. Researchers see that the documentation in administration in 2022 does not provide a good explanation regarding the implementation of academic supervision under the leadership of the previous school principal. There were still the same answers found in filling out the questionnaire that had been given by the school principal, apart from that after supervision was carried out there was no evaluation of the extent and what were the teacher's weaknesses in teaching. The researcher made observations with several teachers, showing that some of them had just discovered how to use lesson plans well in teaching. As well as using learning media as infrastructure to support learning activities.

Nowadays it is very different where the principal of SMP N 1 Bengkalis via online also supervises or checks the teacher protocols and journals of learning activities from planning, process to assessment. The school principal makes it once a month to carry out document checks and administration required by supervision in general, but currently uses technology. Teachers will be asked via the WhatsApp group about the completeness

of teaching materials and learning plans. Apart from that, this activity is supervised by other teachers because in one group all the teachers join. Principal supervision activities are carried out a week after new learning. Where the school principal will give instructions or warnings to prepare all necessary forms of administration.

However, due to several considerations, the Bengkalis City government held a final meeting with the local government. The existence of a Sigum application (teacher information system) which can make it easier for students, teachers and school principals to carry out the learning process. In this application, you can find several icons specifically for students to download material from the teacher and share answers that have been answered. Apart from that, teachers create media easily because there is already material provided by the local government education department. For routine activities after the existence of this application, students are required to come to school every Saturday to collect assignments that have been given previously. The collection of student assignments is a form of their presence during the online learning process. On the other hand, the teacher's performance will be assessed as good or not. For this reason, the success of education really requires supervision/monitoring of teachers in their performance. Therefore, there is a need for control from a school principal in improving teacher performance. So the role of the school principal is much more responsible, this reality requires mastery of leadership competencies for a school principal. From the description of the background of the problem above, the researcher determined several problem formulations as follows:

1. How is the academic supervision plan carried out by the principal to improve teacher performance at SMP N 1 Bengkalis.
2. How is the implementation of academic supervision carried out by the school principal to improve the performance of teachers at SMP N 1 Bengkalis.
3. What is the follow-up to the academic supervision that has been carried out by the principal to improve the performance of teachers at SMP N 1 Bengkalis.

## **THEORITICAL REVIEW**

Performance is defined as real action in a person's abilities that leads to organizational goals. Mathis & Jackson (2016) say that performance is basically what subordinates do or do not do. Subordinate performance consists of results, quality of results, timeliness of results, attendance, and ability to work together. If performance is linked to teacher

activities, teacher performance, according to Suriani (2020), explains that the appearance of teacher activities is assessed based on their professional duties and responsibilities at a certain time. Where the Regulation of the Minister of Education Number 16 of 2007 concerning the qualifications and competence of teaching and education staff, a teacher is required to have good competence to be able to carry out all his duties, especially in implementing the learning process in the classroom. Suryadi (2022) states that quality teachers must have professional competence, professional effort, time devoted to professional activities, accountability point to the role of the teacher.

Teacher performance is basically a form of work performance carried out by teachers in carrying out their duties as educators. The purpose and benefit of teacher performance assessment is that teachers must have a full contribution in carrying out reforms. Hamalik (2012) said that teachers are essentially agents. Acting as a leader and supporting community values, as a facilitator enables the creation of good conditions for students to learn, is responsible for achieving student learning outcomes, is an educational worker who is an example in the teaching and learning process for students and is professionally responsible for continuing to improve abilities and upholding a professional code of ethics. According to Colquitt in Kasmir (2016) performance is determined by 3 factors, namely task performance, loyalty behavior as positive behavior and counter productive behavior as negative behavior. According to Ivancevich in Kasmir (2016), performance is the result achieved from what the organization or company wants. Based on the description above, there are several performance functions, namely:

- 1) Capacity to perform which is related to the degree of process relationship within an individual between tasks and skills, abilities, knowledge and experience.
- 2) Opportunities to do things related to the availability of technology.
- 3) Willingness to do which is related to desire and willingness to use effort to achieve performance.

This supervision activity is carried out by the school principal to improve the performance of teachers who have previously been given an assessment. The leader in an educational organization, namely the principal, will have an influence in determining the progress of the school, therefore he must have commitment and be flexible in carrying out his duties. The implementation of supervision can be viewed from three aspects as explained by Tikysuwantikno in Sahertian (2010) stating that there are three parts to

supervision, namely academic supervision, administrative supervision, and institutional supervision. Where academic supervision focuses on academic problems and is related to the process of learning activities. In this way teachers will be able to improve the quality of teaching as a profession.

According to Sudjana (2012), supervision is professional assistance carried out through dialogue to study educational problems to find solutions to improve the professional abilities of school principals, teachers and other school staff in order to improve school performance towards achieving quality education. Furthermore, experts in the field of education agree that educational supervision is training, coaching and professional development to increase self-actualization at work. Mukhtar & Iskandar (2009) state that supervision can be interpreted as an effort to stimulate, coordinate and guide the continuous growth of school teachers both individually and collectively so that they understand better and are more effective in realizing all teaching functions, so that they are able and more capable of participating in modern society. According to Arikunto (2014), supervision has three functions, namely: the function of improving the quality of learning, the function of triggering elements related to learning, the function of coaching and leading. Maunah (2017) said that the function of learning supervision is to foster a climate for improving learning processes and outcomes through a series of supervision efforts for teachers in the form of professional services. The principles of supervision according to Sahertian (2010) are as follows:

- a. Scientific principles, namely carried out based on objective data obtained in the actual implementation of the teaching and learning process, to obtain data it is necessary to use data recording tools such as questionnaires, observations, personal conversations, and each supervision activity is carried out systematically, planned and continuously
- b. The democratic principle is that the services and assistance provided to teachers are based on close human relations and warmth so that teachers feel safe to develop their duties.
- c. The principle of cooperation is to develop joint efforts or, according to supervision terms, to stimulate teachers so that they feel they are developing.
- d. The constructive and creative principle is that every teacher will feel honored and motivated to develop creative potential if supervision is able to create a comfortable working atmosphere.

There are three functions of a school principal according to Wahjosumidjo (2013) who explains that the principal is a nerve center, namely as a monitor, as a decimator and as a spokesperson. In making decisions, the two most important roles are the other types of roles, namely interpersonal and informational roles. Wahjosumidjo (2013) there are four roles of school principals in making decisions

- a. Entrepreneur. At this stage, the principal will be and will always try to improve the appearance of the school through thinking about new programs and ideas as well as conducting surveys to study various problems that arise in the school environment.
- b. Selective in distractions. What is meant by disturbance is something that arises in a school which will result in the principal not paying attention to the situation and being unable to overcome and anticipate what has been taken.
- c. Someone With All The Resources. A leader who is the principal is responsible for determining who will obtain or receive the resources provided. Where these sources include human resources, finance, as well as equipment and various other school assets .
- d. Someone who is a negotiator. At this point the school principal must be able to hold discussions and deliberations with external parties. To establish and meet the needs of both schools and the business world. And this includes placement of graduates, curriculum adjustments, practice places and other workforce.

Utomo (2020) conducted research entitled School Principal Academic Supervision Methods on the Performance of Islamic Religious Education Teachers, Case Study at Muhammadiyah Plus Middle School, Salatiga City. The research results concluded that first, the academic supervision method applied to improve teacher performance is the collaborative method, namely the direct and indirect method. The supervision technique used uses two techniques, namely individual and group techniques. Second, academic supervision at SMP Muhammadiyah Plus Salatiga is applied to all teachers and staff. It is implemented at the beginning of the new academic year, and every semester on a scheduled or unscheduled (incidental) basis using a collaborative approach and group and individual techniques. Third, inhibiting factors include: (a) implementation time not according to schedule, (b) teacher and supervisor health factors. Supporting factors include: (a) the teacher openness factor, (b) the principal can control, guide and develop teacher skills, (c) the principal is motivated to worship to improve the quality of human

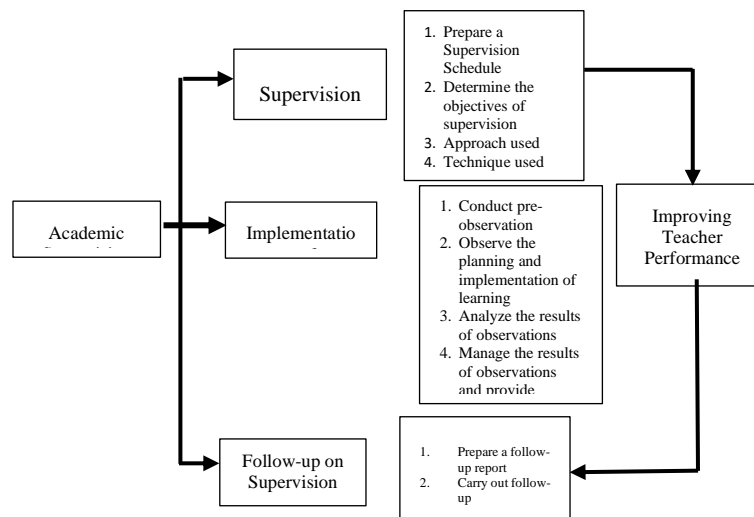
resources who are faithful and devout. Keywords: Academic Supervision, School Principal, Religious Education Learning Process.

Sari (2020) conducted research entitled Implementation of Academic Supervision in Improving PAI Moving Class Learning at Al-Syukro Universal Islamic Middle School. The results of this research indicate that the implementation of academic supervision has gone well. This can be seen from several aspects, namely the principal and deputy head of curriculum have prepared academic supervision plans, carried out academic supervision, and followed up on the results of academic supervision. Implementing academic supervision can also improve PAI moving class learning. PAI Moving class learning has gone well, although sometimes there are several obstacles in its implementation. The supporting factors for academic supervision include that the principal has provided a budget for learning support facilities, an academic supervision program has been prepared, and student capacity in the class is small. Meanwhile, the inhibiting factors are the principal's busy schedule outside of school, the scheduling of academic supervision, and the large number of activities carried out by the curriculum and student affairs in the second semester so that the supervision activities carried out in the second semester are felt to be less than optimal..

Amini's research Amini & Ginting (2020) with the research title Educational Autonomy During the COVID-19 Pandemic Crisis (Analysis of the Role of School Principals). The successful implementation of online learning will be considered successful when the teacher is able to present well online. The difference with the research carried out is that the variable studied is the independent variable. What is interesting for researchers to conduct research with this title is that, as is known, current conditions require the entire school community to carry out online learning. Where the entire learning and assessment process is online. As before, face-to-face implementation where things will be easier because the object being assessed is directly visible. Furthermore, Putri (2020) conducted research with the title Implementation of Educational Supervision by School Principals to Improve the Quality of Education at Gugus Langsat Elementary School in Banda Aceh. The leadership of the school principal will greatly influence the success of the quality of education in the school. The coaching and guidance provided by the school principal will have a big influence on the teaching and learning process. The principal's task as a supervisor is to provide guidance, assistance and supervision and



assessment on problems related to the technical implementation and development of education, teaching in the form of improving teaching programs and teaching educational activities in order to create better teaching and learning situations. The principal experiences difficulties in carrying out educational supervision at the Gugus Langsat Elementary School in Banda Aceh. There are indeed difficulties anywhere in an institution. There are always obstacles but these obstacles must be overcome. Sometimes the obstacles that often occur are differences of opinion between the principal and some of the teachers. There are some teachers who do not support the policies taken by the principal, lack discipline, lack mastery of the subject and frequently change principals. Thus the research concept is :



**Figure 1:** Research concept of Academic Supervision of the Principal of SMP N 1 Bengkalis

## METHOD

This type of research is a type of qualitative research. According to Tanzeh (2011), the definition of qualitative research is research that produces descriptive data in the form of written or spoken words from people and observable behavior. This research was carried out at SMP N 1 Bengkalis which is located on Jalan Karimun Bengkalis. Bengkalis Kota Village, Bengkalis District. Bengkalis Regency. Riau Province. The research was conducted for 3 months from June to August 2023. This research used primary data and secondary data, which was obtained by conducting interviews, observations and documentation. In data analysis, researchers were guided by the Miles and Huberman model. Miles Huberman in Sugiyono (2012) said that qualitative data

analysis consists of data collection, data reduction, data display, and conclusion drawing/verification.

1. **Data Collection.** Data collection was carried out through various data collection techniques that have been carried out, namely a combination of various types of data collection techniques, including interviews, observation and documentation. The more data collected, the better the research results obtained. Researchers will collect data as long as the data is still needed.
2. **Data Reduction.** Reducing data means summarizing, selecting the main things, focusing on the important things, looking for themes and patterns.
3. **Data Presentation (Data Display).** After carrying out data reduction, the next stage is the data presentation stage. Miles and Huberman stated that what is meant by data presentation is presenting a collection of structured information that provides the possibility of drawing conclusions and taking action. Data presentation can be done in the form of tables, graphs, charts and the like. By presenting data in display form, the data can be organized, arranged in a relationship pattern, so that it will be easier to understand.
4. **Conclusion and Data Verification (Conclusion Drawing and Verifying).** The next step in data analysis is verification, namely verifying the data and drawing conclusions. The conclusions drawn must be supported by valid and consistent data, so that the conclusions put forward are reliable conclusions. The conclusions obtained are answers to the research focus that has been formulated from the start and can develop according to conditions in the field. The conclusions obtained can also be new findings that have never existed before.

Researchers draw conclusions and verify data with valid and quality data as is, so that the results of the research carried out are also of high and good quality. Whatever conclusions are obtained, whether the conclusions answer the initial research focus or not is a normal thing, because qualitative research is more dynamic and not static.

## **RESEARCH RESULTS AND DISCUSSION**

### **1. Academic Supervision Planning Carried Out by the Principal to Improve Teacher Performance at SMP N 1 Bengkalis**

Planning for academic supervision that has been carried out by the school principal goes through many stages, such as administrative preparation for face-to-

face and online (online) coaching. The principal also provides maximum direction at the end of the evaluation. Because there will be visible deficiencies in the learning process. These deficiencies are used to process and analyze the evaluation results. Based on the results of interviews and observations, provide guidance on learning evaluation. This guidance is carried out directly by supervisors and school principals during the evaluation. If the principal and supervisory team find teachers who are having difficulty carrying out learning evaluations, the team will try to overcome this. In the Republic of Indonesia Minister of National Education Regulation Number 20 of 2007, it is explained that performance assessment aims to monitor students' learning processes and progress and increase the effectiveness of learning activities. Thus, the school principal is obliged to provide guidance to teachers. The school principal's supervision activities in terms of learning evaluation are carried out by administrative checks. It is hoped that the school principal will be able to provide encouragement and a good example and accustom teachers to do their best.

Academic supervision planning by the school principal will demonstrate the teacher's ability to prepare for emotional maturity and an attitude of responsibility. Apart from that, the nature of a leader is to assume formal moral and legal responsibility for all the implementation of authority that has been delegated to the people he leads. Kartono in Hidayati & Radiana (2016) states that the power of a leader is to invite, influence and move people. Likewise, the results of research by Maru'ao et al., (2016) Performance of School Supervisors in Implementing Academic Supervision at Gunungsitoli City State Vocational Schools. The results show that the implementation of academic supervision in training/guidance activities for preparing syllabi and lesson plans at the Gunungsitoli City State Vocational School has not been carried out optimally and is not evenly distributed to all teachers, this can be seen from: (1) 50% of academic supervision, especially in science subjects, has been implemented, ( 2) there are still teachers who have not properly formulated lesson plans, (3) there are still teachers who have not properly managed learning. Based on the findings, it is recommended as follows: (1) school supervisors must prepare a supervision program every year by taking into account the results of program implementation in the previous year, (2) carrying out visits to schools should provide guidance by making observations, checking learning tools followed by

discussing the results of academic supervision. has been carried out, (3) the results of the implementation of academic supervision are immediately followed up and realized so that the manifestation of solving the problems faced by teachers can be immediately felt, (4) designing in such a way that the implementation of training/guidance activities in preparing the syllabus and lesson plans.

## **2. Implementation of Academic Supervision by the Principal to Improve the Performance of Bengkalis N1 Middle School Teachers**

If we look at the institutional goals set, students at SMP Negeri 1 Bengkalis can successfully become successful and faithful human beings in accordance with their respective faiths. And students can succeed in becoming successful human beings, brave enough to face life's challenges, human beings who are able to help world civilization to achieve peace and a better life, have respect for differences and understand the strengths and weaknesses of a person who are different from those of others. himself. Here it can be seen that the principal in carrying out supervision is to get closer to students without prioritizing other students. The purpose of implementing other academic supervision is not to emphasize student achievement at the end of learning but rather on teachers being able to provide good understanding and being able to communicate with students.

Describing the actual situation of the implementation of academic supervision carried out by the school principal can be seen by participating in providing guidance by presenting speakers from the education department. This is done so that there is good communication with the teachers. Apart from that, the implementation of academic supervision carried out by school principals must have a better understanding of the use of the SIGUM application. The socialization carried out by the school principal provides a sense of comfort so that elderly teachers understand its use more quickly. Apart from that, understanding the teachers in preparing the syllabus. In this event, teachers will be assisted and given training on how to plan good learning, especially in preparing and developing syllabi and lesson plans. The academic supervision activities that will be carried out by the school principal are well structured. Supervision can be carried out online or offline. The coaching and training provided by the school principal is a manifestation not of judging teachers but rather directing teachers' skills so they are better able to innovate. Preparation of

syllabus, prota, process, lesson plans and preparation of effective teaching hours. Like the Ministry of National Education (2010: 5), school principals are obliged to guide teachers in preparing syllabi and learning implementation plans for each subject and relevant subjects in similar schools.

As per the research results in the journal Hidayati & Radiana (2016) the result is that the principal is the manager of school level education and the main spearhead in managing school level education. The responsibility that must be carried out is that the school principal must have the ability to carry out his leadership duties well, which is manifested in the ability to prepare school programs, personnel organization, empower educational staff, and utilize school resources optimally. For this reason, the principal also takes the time to guide teachers in preparing media, directing the use of appropriate methods when teaching, and directing students' talents/interests to be more focused. Therefore, through coaching carried out by the school principal, he becomes more intense in supervising and holding regular meetings. Make evaluations of teachers in using media, methods and learning resources.

### **3. Follow-Up Academic Supervision Carried Out By The Principal To Improve The Performance of Teachers at SMP N 1 Bengkalis**

In achieving the goals of SMP N 1 Bengkalis and taking precautions so that the learning process can still be carried out well. The school principal is following the government program to implement an online learning system. Not only in online learning but supervision is carried out by school principals also through applications recommended by the local government. This is also done to suppress the spread of Covid-19. Apart from that, academic supervision is designed by school principals and supervisors who are shown to be responsible. This activity is not easy because it has to go through several processes and challenges faced by the environment. Academic supervision carried out by the school principal will be through learning planning, which includes guidance in making learning plans to find out learning objectives, direction in choosing learning methods, compiling materials and use of resources that will be used, making plans during the learning process. The research results show that supervision at SMP N 1 Bengkalis, the principal acts as a supervisor starting from preparing learning plans, implementing learning to the learning

evaluation stage. This is intended to maximize the achievement of learning objectives.

However, the school principal remained consistent in following up on supervision which should have been carried out face to face, bearing fruit using the SIGUM web application. If studied, the aim of supervision is to increase teacher competence in teaching and achieve the goals that have been set in the hope of producing students who are open-minded, ready to face global challenges, creative, intelligent and dignified. However, it was found that there were very slight differences in the objectives of each of these curricula, namely that in the 2013 curriculum, the school principal as supervisor gave free authority to teachers to be creative in processing the administration of learning tools created by each teacher. Learning planning will be related to the teacher's ability to teach so that teacher performance improves. Apart from that, uploading data and administration on the SIGUM application will increase teachers' knowledge in developing professional competence. The follow-up form given by the school principal is preparing reports and collecting them in one application, and following up on teachers who don't pay attention.

Wahyosumidjo in Amini & Ginting (2020) and Hodge (2007) said that the key to the success of a school essentially lies in the efficiency and effectiveness of the principal, because the success of a school is the success of the principal himself, one of the criteria for school success requires the leadership of the principal. quality. The need for quality leadership of school principals always emphasizes the importance of three basic abilities that school principals need to have, namely conceptual skills, human skills and technical skills. Basically, not following up with teachers is a form of appreciation so that teachers are able to innovate in teaching. The principal also visits the teacher's room in order to directly check the state of the teacher's progress in preparing for administration. Monitoring the implementation of supervision by school principals in this Covid situation uses the Sigum application where with this application teachers will be given the ease of uploading data and increasing the use of science and technology. Apart from that, supervision with SIGUM is also very useful for controlling the time spent by teachers as well as providing direct coaching

and direction to teachers who need help. The principal's attitude shows concern for achieving the goals of the vision and mission.

According to Kimbal Willes in Sagala (2010) and Bradley et al., (2010), supervision is an activity designed to improve teaching at all levels of schooling, related to the development and growth of children. Supervision is also an aid in the development of good teaching and learning. In general, the principal's appearance. Therefore, school principals are able to improve teacher performance with academic supervision. Muhammad Asyhari (2011) Academic Supervision of Madrasah Tsanawiyah Supervisors in Jepara Regency. The results of the research concluded that the academic supervision of Madrasah Tsanawiyah Supervisors in Jepara Regency was carried out by fulfilling procedural standards from the planning, implementation and reporting stages using a set of necessary instruments and was carried out using modern methods, abandoning conventional-traditional methods. Judging from the results side, it only achieves minimal results, not yet maximum results. This is understandable because efforts to improve academic quality cannot only be done with the academic supervision of Supervisors alone, but other factors in aspects of education implementation simultaneously determine the success of efforts to improve the quality of education in general.

## **CONCLUSION**

The conclusion of this research is planning for academic supervision carried out by the principal with the performance of teachers at SMP N 1 Bengkalis to ensure good communication. Apart from that, providing motivation to teachers, this can provide encouragement to develop teacher performance in their respective competencies. The role of the school principal in carrying out supervision planning is supported by the local government through the SIGUM application, such as preparing a supervision schedule, determining the objectives of supervision, implementation used, techniques used, instruments needed.

The implementation of academic supervision carried out by the school principal is a form of teacher appreciation and innovation in teaching. The school principal must pay attention to all administrative equipment which will be held accountable through SIGUM. The principal carries out and revises teacher development in preparing administration. Monitoring the implementation of supervision by school principals in this Covid situation

uses the Sigum application where with this application teachers will be given the ease of uploading data and increasing the use of science and technology.

Follow-up to academic supervision that has been carried out by the school principal through many stages, such as direct coaching, face-to-face and online (on the network). The principal also provides maximum direction at the end of the evaluation. Because there will be visible deficiencies in the learning process. These deficiencies are used to process and analyze the evaluation results. Based on the results of interviews and observations, provide guidance on learning evaluation. This guidance is carried out directly by supervisors and school principals during the evaluation. If the principal and supervisory team find teachers who are having difficulty carrying out learning evaluations, the team will try to overcome this. The final preparation is preparing a follow-up report and carrying out follow-up actions.

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