Principal Managerial Competence and Academic Supervision on Vocational Teacher Performance

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Abstract

To reach educational success, it is crucial to have skilled teachers. The goal of this study is to illustrate how school administrators in Samarinda City's vocational high schools have increased professionalism through their administrative skills and academic oversight. Using a descriptive qualitative methodology, this study. Six informants, including two principals, two vice principals, and two teachers from two distinct vocational high schools, served as the sources for the data. In order to improve teacher professionalism, the collected data were analyzed based on the study's objectives and research questions, and categories were created using conceptualized codes of managerial competence, academic supervision of principals, and other codes of inductive and interpretive reading. The findings of this study show that the principal's managerial competence is in line with school planning in the teacher professionalism improvement program because the principal oversees facilities and infrastructure, students, curriculum, school finance, monitoring, evaluation, and reporting in addition to school organization, resource empowerment, school management, teacher and staff empowerment, and empowerment of teachers and staff. The need to address issues with learning aids, lesson plans, learning materials, classroom management, evaluation of learning results, teacher discipline, and character education implementation led the principal to introduce academic supervision. The principal attempts to develop positive relationships with teachers in order to effectively supervise them by developing a sense of kinship, talking with them and sharing information, motivating them, and setting a good example.

Keywords: principal, managerial competence, academic supervision, teacher professionalism

1. Introduction

Today's education plays a significant role in the acquisition of knowledge, skills, and technology. In the modern period, a nation's level of technological and scientific proficiency, which has an impact on each person's ability to generate more revenue, indicates how advanced that nation is (Villegas-Reimers, 2016). People with higher incomes will have the chance to live better lives and advance the welfare of their families, communities, and the entire country. Better human resources will enable all of this. For the government to successfully usher in the era of globalization, which involves utilizing rapidly evolving technology and information, increasing human resources is an essential need that must be given top priority (Tambe et al., 2019). As a result, preparations from the intellectual, spiritual, moral, and creative perspectives are required. This has to do with managerial abilities, leadership traits, a teacher's ability to handle stress at work, and the impact of the atmosphere on student achievement. Reality, nevertheless, shows that there are still a lot of schools where the materials are still lacking and cannot be used as relevant and acceptable sources. The teacher is one of the human resources that is vital to education (Bush & Sargsyan, 2020).

By serving as mediators and facilitators, teachers might potentially help their students learn in a positive setting (Katz-Buonincontro & Anderson, 2018; Wanzare, 2012) He needs to be more professional in how he handles his duties (Berjaoui & Karami-Akkary, 2020). However, working at a less severe level is regularly seen in practice. This is due to the following reasons: (1) teachers still favor "instant" learning; (2) some still use threats to compel students to perform better; (3) some still rely on traditional teaching techniques like lectures and taking notes; and (4) some still do not make use of the most recent technological developments to enhance learning. The quality of the learning experience is greatly influenced by the teacher's performance, which also aids pupils in realizing their full potential (Brandon et al., 2018).

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Teachers have the potential to create a favorable learning environment for their pupils by acting as mediators and facilitators (Anderson et al., 2000; Katz-Buonincontro & Anderson, 2018). He must perform his tasks with more professionalism. However, in practice, working with a less serious level is frequently observed. This is because: (1) teachers still prefer to use "instant" learning; (2) some still use threats to motivate students to improve; (3) some still use traditional teaching methods like lecturing and taking notes; and (4) some still do not use the most recent technological advancements to make learning more engaging. The quality of learning is largely determined by the teacher and this quality is the result of the teacher's performance which will help improve student learning achievement (Clandinin et al., 2017; Cochran-Smith et al., 2020; Iskandar, 2018). However, providing guidance and direction to students to learn to play an important role in the field of development (Aras Bozkurt & Ramesh Sharma, 2020).

The elements of the school are also related to teacher performance. The people in charge of educational activities in schools are also teachers. The instructor determines and is aware of the significance of strengthening human resources (Mursidah et al., 2022). According to the explanation that there are factors related to on the performance of teachers to carry out their duties, namely (1) leadership, (2) school climate, (3) creativity of a teacher, and (4) trustworthiness of personnel in schools, improving teacher performance is something a teacher does in carrying out his functions and duties with a better and planned strategy to achieve the educational goals that have been planned for the best. In this way, the managerial skills of a school principal are clear (Mursidah et al., 2022). The effectiveness of leadership, namely supervisory skills in improving teaching and the atmosphere in schools, affects the good or bad of a teacher's performance (Amon & Harliansyah, 2022; Setiyadi & Rosalina, 2021; Warman et al., 2022).

Principals are seen as key factors in improving school effectiveness and performance (Avelar et al., 2019). The role of the principal in this position is unique because it is between the public and internal areas of the school so the principal in carrying out his leadership function requires the support, trust, and active involvement of all components, innovation in improving the quality and advancing the school (Zhang et al., 2018). Despite the key role of the principal in improving the quality of education in schools, other research, especially in developing countries, shows that the role of the principal is very limited (Hallinger & Lee, 2013; Liu & Hallinger, 2018). The results of comparative studies at the international level report that schools have so far not performed as expected (Knapp, 2020). There are difficulties for principals in carrying out their leadership roles in schools, even though organizational management skills, leadership, and distribution of principals greatly affect school outcomes and the quality of education (Abonyi & Sofo, 2019; Komariya et al., 2021).

Principals are viewed as important contributors to enhancing educational effectiveness and performance (Day et al., 2016). The unique nature of the principal's role as the link between the public and private spheres of the school means that, in order to fulfil his leadership responsibilities, the principal needs the cooperation, trust, and active participation of all stakeholders as well as creativity in raising the bar and moving the school forward (Zhang et al., 2018). Despite the principal's crucial role in raising the standard of education in schools, other studies, particularly in poor nations, demonstrates that the principal's role is quite restricted (Hallinger et al., 2020). The results of comparative studies at the international level report that schools have so far not performed as expected (Knapp, 2020). There are difficulties for principals in carrying out their leadership roles in schools, even though organizational management skills, leadership, and distribution of principals greatly affect school outcomes and the quality of education (Abonyi & Sofo, 2019).

Teaching and educating duties have an impact on a teacher's performance (Omemu, 2017). Along with organizing lesson plans, maintaining order in the classroom, mentoring students, and accurately and frequently measuring student learning outcomes (Kusnandi, 2017). Leaders who effectively supervise teachers in schools determine the quality of education in those institutions. The principal is a member of the educational team who oversees all instructional activities, coaching, school administration, and the use and upkeep of facilities and infrastructure (Mulyasa, 2022). Teachers are crucial in learning activities and activities in numerous fields of education, especially in education that requires unique abilities, like schools for children with special needs. The best leadership will improve teacher performance through coaching. A school leader is tough and capable of carrying out a vision that truly suits the objectives and activities carried out. They also have the capacity and skills to lead in the field of education. Students' teaching and learning processes are impacted by the comfort of the surroundings of the school. The learning process is in line with the objectives attained by each educational institution when there is a comfortable learning environment.

In order to better understand principal competency, this study focuses on vocational high schools. Vocational High Schools play a significant role in developing professional human resources that are necessary to achieve the educational objectives outlined in Law Number 20 of 2003 governing the National Education System. Graduates of

vocational high school are prepared for the workforce. As a result, if the teaching and learning process is poor but the input is strong, the output will not be as strong, and it will be challenging for graduates to find employment. In this situation, the principal's job is crucial because they can create an environment where instructors can work enthusiastically. Principals create and uphold effective teacher performance through their managerial skills. In particular, what was done by Khasanah et al., (2019) which recommends that school leaders maximize managerial skills in a concrete and objective manner in managing all activities in schools, several prior studies have demonstrated that a leader's managerial skills in the classroom are related to teacher performance. According to Darling-Hammond and Berry (2016), a teacher's success is correlated with their ability to supervise students and improve their teaching. This study seeks to ascertain the administrative leadership abilities and academic oversight of the head of a vocational high school in Samarinda City, Borneo, Indonesia, based on the information provided in the description.

2. Research Method and Materials

This study examines the managerial competence and academic supervision of school principals in increasing teacher professionalism. A qualitative approach with the case study method (Creswell & Poth, 2016) is used to identify the managerial competence of academic supervision carried out by school principals in increasing the professionalism of teachers. The case study as suggested by Yin (2009) is a good strategy for linking theory and practice. A qualitative design was chosen because it supports the exploration of subjective experience and can be particularly useful on topics that little is known about before. Rather than finding right or wrong answers, qualitative research aims to understand managerial competence and academic supervision carried out by school principals.

Sources of data in this study were obtained from six participants consisting of two principals, two vice principals in the field of curriculum, and two subject teachers. each of them holds a bachelor's degree with a long teaching experience in their school. This research was conducted at two vocational high schools, namely State Vocational High School 9 Samarinda and Catholic Vocational High School 2 Samarinda. The data collected in this study focuses on information related to managerial competence and academic supervision carried out by school principals in order to increase teacher professionalism at vocational high schools in Samarinda City, East Kalimantan Province.

The experiences of principals and teachers with regard to the application of management competence and academic supervision carried out in schools are included as data indicators. To appropriately incorporate participants with the various types of school positions and teaching experience, the researcher used individual interviews. Using an interview protocol, interviews were performed in a semi-structured manner. The interview guide is based on research on the role of academic supervision and managerial competence in enhancing teacher professionalism. The recommendations' content is discussed with university academics working on developing curricula.

Both case analysis and qualitative content analysis were employed in this study's collection of empirical data (Miles & Huberman, 2014). In order to improve teacher professionalism, conceptualized codes of managerial competence and academic supervision of principals, as well as other codes of inductive and interpretive reading, were used to create categories for the analysis, which was based on the study objectives and research questions. By categorizing, compressing, and interpreting meaning, the analytical process is centered on meaning. The researchers made reference to the usage of data validity standards, which are comprised of credibility, transferability, dependability, and confirmability, to increase the validity of the data discovered and the authenticity of the study (Miles, Huberman, 2014).

3. Results and Discussion

3.1. Principal Managerial Competence

Based on an examination of interview data, the Samarinda City Vocational High School implemented the principal's managerial skills in line with the planned increase in teacher professionalism. Based on the themes and sub-themes that arose from the interviews with principals, vice principals, and teachers, the researcher presents the research findings connected to these indicators as follows:

> "There must be good cooperation between one another because why even if the principal wants to run fast but it is not supported by all the components in this school it can't, so there must be cooperation, and as a leader, it is very important to motivate all teachers and administration in carrying out programs and activities based on work plans that have been prepared which are guided by the rules in carrying out their duties and always communicate and coordinate well so that they can run according to our expectations. In this budget meeting, I

asked my friends to use the priority scale, the priority scale was given a red color, meaning this, so for example, if there is a budget shortfall, we can't cut it, there are no complaints, and that's why we are already there. In such a meeting, we use a priority scale, so if later for example something cannot be fulfilled, we move to the next year or plan for the next year and that becomes the priority scale for the following year." (Transcript of Interview 01-KS)

The principal informant reiterated what the principle had said, namely that the application of management competence in their school entails giving collaboration precedence in both internal and external meetings and referencing an increase in teacher professionalism on a priority scale. The vice principal provided the following explanation in the interview:

"When we get down to develop the budget for the work program, he constantly asks, "Mr. or Mrs., what is the aim for this year? That's why in the second year we always have a coordination meeting, he always has supervision, then there is always a coordination meeting for things like that, basically the leadership is to maintain stability. As a result, it was wrong after we sat down together, what could be done and what couldn't. Always give school residents encouragement during the implementation process to carry out the program." (Interview Transcript 02-WK)

The teacher informant also mentioned that internal schools play a role in developing majors in vocational high schools, which is how cooperation in putting the principal's administrative skills into practice begins. The teacher used the use of supervision as an example of how the principal's managerial abilities are put into practice. The instructor explains this as follows:

"We are involved so that in terms of implementing the development of the principal's department, it involves all deputy principals and all heads of expertise programs along with all productive teachers in accordance with the competencies of existing teachers. For example, yes. In the implementation of supervision, the principal carries out supervision in one semester, it is carried out once a year, twice a year, even though we teach online we are still supervised through the zoom application, which means that we are directly supervised but if the child is in the zoom application, so we are with the principal here in our supervision, we teach children online, the principal next door oversees us how to teach online well and our equipment is also checked. Our teaching tools must be made, whether it's the homeroom work program, the head of the waka competency skill program, all of which must make the contents of the following programs: the program that we are going to carry out and collected and given a time limit, so, for example, we make two devices, so we teach that the equipment is ready so the principal also holds our tools so while checking if there are errors, they are directed like this, which is correct." (Interview transcript 03-GR)

The principal's managerial competence in increasing teacher professionalism is to maintain the stability and sustainability of policies to improve the quality of education. This was revealed by the principal in the following interview results:

"What is clear is that we must provide understanding and confidence to teachers that this school can be built. Our students can be of high quality if all elements support each other and collaborate with each other and carry out their duties well and there must be good cooperation between one another because why? even if the principal wants to run fast but is not supported by all the components in this school they can't, so there must be cooperation, and as a leader, it is very important to provide motivation for all teachers and administration in carrying out programs and activities based on the work plan that has been prepared. compiled based on the rules in carrying out their duties and always communicate and coordinate well so that it can run according to what we expect." (Interview Transcript 01-KS)

Furthermore, the deputy principal explained that the principal was carried out by providing understanding to staff and teachers regarding planning for school quality improvement. The implementation of managerial competence is also carried out through monitoring and evaluation actions that are routinely carried out to review the implementation of school planning programs.

"For that matter, he looks after it by providing motivation and directions and nurturing it means that he does give tasks according to their respective duties and functions which of course he motivates us, meaning that there is no overlap in what jobs, for example, the curriculum he gives is fun like that. Then he is also always monitoring and evaluating, so for our teachers there is supervision, meaning monitoring. Oh, this is a lack, Mr. Mrs., there is a lack of this and he always wants to do it in one semester, but sometimes he loses, there is a school principal who doesn't care, but if he thinks it's important, why do we need to always remind him and we

are the representatives in his management always call it, is it finished or not, he will check the list so this is it, he likes it, so this is a public relations representative, how is he already, what has been scheduled, he is not what has been completed yesterday I asked that's why we every year for us management is our work program." (Transcript of 02-WK Interview)

The vice principal informant also explained the same thing that in managing relationships with teachers the principal was open to cooperation. This is as expressed in the following interview excerpt:

"In terms the relationship between the principal is very good, this can be seen in all activities in the surrounding environment such as helping in social activities, there are parents of students who pass away, we the school and the principal make donations voluntarily collected and once collected are distributed to those who are entitled, as well as In accepting new students, the principal also prioritizes prospective students around the school environment or community development which we have data on in collaboration with the local sub-district government, and there are fire accidents and others, yes, yes, because yesterday the pandemic was realized. That's still not much, usually, we clean the environment and then hold a bazaar or expo in collaboration with the surrounding community." (Transcript of 02-WK Interview)

In managing teachers and staff, principals cooperate and synergize with teachers and staff in planning and implementing quality improvement. This is illustrated in the following excerpts from interviews with school principals:

"Alhamdulillah, when I first arrived, I undertook supervision right away. I stayed here for a few months, though, because the conditions were unfavourable due to the corona virus. Yes, we searched for the best opportunity to conduct supervision because it allows us to determine the teacher's mastery of the material or subject being taught and the type of learning tool that should be used. Now, from that supervision, everything is the same automatically uniform, the ne." (Interview 01-KS Transcript)

The vice principal also explained the same thing that the principal worked together in building cooperation with teachers and staff. In addition, the principal also provides rewards and motivation for teachers and staff. This is as explained by the vice principal in the following interview results:

"He is very straightforward in managing teachers and education staff, we are always taught to work well, especially in implementing the programs that have been arranged. To improve the professionalism of these teachers, then he is also always monitoring and evaluating, so for our teachers there is supervision, which means monitoring. Oh, this is the lack of this Mr. Mother, this is indeed the lack of it and he always wants to do it in one semester, but sometimes he loses, there is a school principal who thinks it is important, why do we need to always remind him and we, as representatives in his management, always call it, this is finished or not, he will check this so, once for the progress of our school then awarding for every educator and education staff there is also yes we are giving awards in the first year yesterday he remembered our birthday so he gave a gift. Every teacher and administration whose birthday is recorded so that it makes us motivated and the motivation of the leadership to us does not look at the price, the important thing is that this mother has given us more attention like this." (Transcript of 02-WK Interview)

The principal effectively supervised the faculty and personnel, according to the teacher informant. Through numerous educational and training initiatives, principals continue to work to increase teacher competency. The instructor explains this as follows:

"These teachers must abide by certain rules to ensure that the learning process at our school runs smoothly, such as holding internal training sessions, workshops, or trainings to increase the quality of teachers when instructing students so that the caliber of pupils is determined by themselves. The students are also participating in the teacher's instruction, which qualifies them to impart the method and model used in in-house training to make the teacher's instruction even better." (Transcript of Interview 03-GR)

The principal implements managerial competence through school organization, resource empowerment, school management, teacher and staff empowerment, facilities and infrastructure, student affairs, curriculum, school finance, monitoring, evaluation, and reporting, according to the analysis of the principal's managerial competence in enhancing teacher professionalism. Contrary to the conclusions of Arhipova et al., (2018), principals need to strengthen their management competencies in human resources, finance, and communication for effective school leadership. The best way to organize schools is to meet all of the needs that teachers have during the teaching and learning process in schools. This will encourage students to be interested in the learning process that teachers provide

in class. In reality, principals encourage teachers to receive education and training to increase their proficiency. The findings of Warman et al., (2022) indicate the principal's role in school structure is crucial for achieving the established goals confirm this.

In addition, maintaining and caring for all school assets and sending teachers to training sessions through both teacher consultations and government-sponsored training are attempts to develop school resources and human resources. Teachers and administrative workers are also included in decision-making by principals. On the basis of this, it is understood that the principal's activities in putting managerial competence into practice are building teacher competence and setting a positive example that may have an impact on the achievement of school goals for improving quality.

According to earlier research by Goddard et al., (2018), principal leadership practices must foster chances for collaboration between teachers and principals in order to achieve student accomplishment. The management proficiency of principals must also have a favorable and considerable impact on academic performance (Glickman et al., 2014). Usman et al., (2018) contend that a system of coordination, communication, and processes is necessary in this situation for principals to exercise managerial competence and leadership while maximizing resources. The ability of the principal to collaborate, foster a positive and innovative climate and culture, human resource activities, student learning outcomes, and the use of technology, especially in the fields of curriculum, student affairs, staffing, educational facilities, administration, schools, finances, school administration, and school-community relations, demonstrates the realization of the principal's managerial competence in enhancing teacher professionalism.

3.2. Principal's Academic Supervision Competence

Lesson plans, the learning process, and the evaluation of learning outcomes are all generally included in the implementation of the academic supervision of Catholic school principals. Sub-indicators of the following questions were used to properly comprehend the description of the application of the principal's academic supervision: Building relationships with teachers and other parties involved in supervision activities; 1) the execution of academic supervision based on the needs and issues in enhancing teacher professionalism; 2) the principal's use of academic supervision principles and methodologies; and 3) Utilize academic supervision to overcome learning difficulties, and use technology to enhance the efficiency of supervision.

The implementation of academic supervision is based on the needs and issues in boosting teacher professionalism, and the principal oversees how teachers are implementing their lessons in the classroom. The monitoring, according to the principal, was done with a focus on evaluating how teachers run their learning lessons by making character education components the main subject matter. This is demonstrated by the following findings from interviews with school principals:

> "For experience, first we want to see how he (the teacher) is in the classroom, the process of teaching and learning activities in the classroom, I don't focus too much on the material he gives, but rather how the teacher gives lessons, because we as teachers, not only the material that must be mastered, but the class must also be mastered, this is my experience from teacher education school, no matter how good the teacher is in mastering the subject, the material, but if he does not master the class it is useless, that's my emphasis on that, his mastery of the students indeed learn to be independent, but not that independent, the child's ethics, the character of education, are more about educating the child's character, how his attitude is to accept the lesson, and teaching how the teacher can master what is given, but I emphasize character education more, because that's what's currently declining, sometimes teachers do, indeed, with the curriculum, it makes teachers busy with admin The tension is, then he goes after the material, whether you want to understand it or not, the important thing is that the material is finished, that's usually the case, but I prefer to give it if it's not like that." (Interview, 04-KS).

The implementation of teacher learning and the oversight of learning tools were the two sub-themes that were most frequently discussed by informants. The instructor mentioned that they presented the learning materials in the form of a teacher's lesson plan to the principal for inspection based on their experiences while working under supervision. Then, to oversee the application of learning, the principal stops by the class. The principal's supervision, the instructor said, placed a strong emphasis on evaluating students' behavior in the execution of the teaching and learning process. The following interview excerpts from the teacher provide an explanation of these findings:

> "In addition to the teacher's teaching and learning activities, usually the principal also looks at administration, then about discipline or punctuality in teaching. The last time I was supervised by the principal was last

Monday (February 28, 2022) because this was the second supervision, if necessary, it could also be a third supervision, if necessary, at least twice in one semester, at least, depending on later needs, for example this value does not reach the minimum completeness criteria as a whole." (Interview, 05-GR)

The vice principle agrees with the previous statement, but she emphasizes the need for teachers to become more proficient in using technology to promote students' learning. The current academic supervision was known from the deputy principal to be centered on resolving learning issues during the COVID-19 epidemic, specifically by ensuring that teachers use learning facilities to educate online. In the interview, this is demonstrated:

"Our current needs are actually many, from the increase in professionalism we can see that many of the teachers here are elderly. Indeed, we mention senior teachers but there are many weaknesses from our teachers, for example in mastering technology, what's more, at this time the covid pandemic is all technology-based, so I who control the curriculum have a bit of difficulty controlling the implementation of the learning well, so I want to almost every month we always hold a meeting to discuss existing problems such as apologizing for teachers who do not master technology. This becomes a problem when the world of education demands that teachers have to master technology, so for teachers to use technology, for example, like classrooms, we have to do training. our teacher asked to join the training." (Interview, 06-WK).

The principal informant and deputy principal additionally disclosed that they oversaw the execution of the learning assessment at the end of the semester. As part of group supervision, discussions with teachers are held to set the learning objectives for each student.

"For example, when we meet to determine the increase, there are still scores that are not completed, even though there are already criteria for the increase, for example there is no red score on the report card or the score must be completed, the minimum behaviour must be good. I will ask if there is a summons to parents, as long as the subject teacher cooperates with the homeroom teacher, the homeroom teacher with the counselling guidance teacher and the principal. Because we don't have enough data, this child, for example this covid we have a policy like that, we postpone the announcement of his grade increase, so do everything in remedial again, he is called and given an assignment until his grade is complete, we can't make this child not go up or not pass, because we have no data. That's my key, so that, like at the beginning of the Covid-19 outbreak, there were two empty children." (Interview, 04-KS)

The vice principal is of the opinion that the principal oversees the evaluation of learning outcomes at the conclusion of the semester to ensure that students have met the minimal completion requirements for each subject.

"So, if we do supervision, we can see carefully what are the weaknesses of our teachers. What needs to be developed is the approach we use. For example, if there is a problem in learning, there is a teacher whose subject is incomplete or achieves a minimum completeness value according to our standards, then he is immediately called and given direction, in the joint meeting with the class increase we ensure all that, as well as when we monitor the learning process in the classroom during supervision. That's why our teacher asks us to prepare the lesson as it should not rely on the knowledge we have, but basically there is a source, so if the teacher can't fulfil it we call what is the problem there, then we can follow up this is what our teachers need oh this is a shortcoming that must be done equipped like that here." (Interview, 06-WK).

The execution of academic supervision by the principal is based on the needs and issues linked to classroom management, character education, learning materials, learning tools, teacher discipline, and assessment of student learning outcomes, according to the results of the data analysis. Playing an exemplary role as the principal, the principal hopes to promote a feeling of community, promote reciprocal dialogue, supply knowledge, and set an example. This is done to foster positive connections with teachers and everyone else involved in the principal's academic monitoring operations (Van der Klink et al., 2017).

The results also demonstrate that when conducting academic supervision of teachers, the principal promotes the values of objectivity, friendliness, cooperation, openness, and democracy. This is connected to Indonesia's history and culture, which is known for being democratic, cooperative, and amiable. This result is consistent with the findings of research by Samawi et al., (2019), which discovered that culture-based supervision, which refers to the principles of openness, collaboration, empowerment, cooperation, democracy, and religion, is the appropriate academic supervision to be applied in Indonesia (Maisyaroh et al., 2021). Additional research reveals that the principal uses both individual and group supervision as part of his academic supervision strategy. Discussions with class visits, class observations, and individual meetings are all used as methods of individual supervision. While a joint evaluation

meeting is how the group supervision technique is implemented. Interclass visits and self-evaluation are a couple of the methods that principals tend to employ less frequently (Maisyaroh et al., 2021).

These results highlight the fact that the individual technique is the most popular type of supervision. The principal emphasizes direct and indirect ways more when seen from the perspective of the chosen supervision approach (Maisyaroh et al., 2021). Meetings between instructors and supervisors take place face-to-face as part of the direct method. While the indirect strategy is employed to hear about the issues that teachers are having and offer support and solutions. The findings of the analysis of the supervision approach, which highlight the importance of the collaborative supervisory approach, support this. According to Wiyono et al., (2017) research findings, group supervision is the academic supervision technique that is most frequently used to enhance teacher professionalism. The findings of Wiyono et al., (2017) go on to explain why many principals employ individual and group strategies to build rapport with the people involved in the execution of academic supervision. As a result, many principals adopt direct tactics in both individual and group settings while supervising teachers' academic performance.

There are four ways to boost teacher professionalism through monitoring, according to Renata et al., (2018). One of them is the requirement that teachers participate either individually or collectively in the supervision tasks performed by the principal. The findings of the study by Wiyono et al., (2017) demonstrate that teacher performance is impacted by supervision that stresses the active engagement of instructors, cooperation, and is based on objective, friendly, cooperative, open, and democratic principles. This is consistent with Alfian et al., (2019) finding that the management proficiency of school principals is also impacted by the supervision approach used in accordance with sound principles. This finding is in line with several previous research results. The results of research by Shakuna et al., (2016) and Maisyaroh et al., (2021) show that there is a relationship between academic supervision and teacher performance or their teaching skills. Lopez (2016) also shows that academic supervision is a tool to increase the effectiveness of teaching teachers.

Academic supervision that is done in collaboration gives teachers a free place to express their thoughts and learning challenges, allowing for the emergence of new ideas from debates that are the consequence of resolving difficulties that develop throughout the learning process. According to Lorensius et al., (2022), effective supervision must be democratic and cooperative in order to support teachers' continual independence and independence from the principal.

Two types of supervision are used during the implementation phase: class visits and observation techniques. The collaboration in this oversight effort also includes engineering. Principals assist teachers in the ongoing learning process at the class visit stage of the activity. The principal sums up the issues the teacher is having, gathers data on the teacher's educational requirements, and talks with the relevant instructor about the outcomes of class visits. According to Asrat (2020), the supervisor can observe classes to observe the instructor's classroom management skills and determine whether the teacher implements the learning process in accordance with the designed learning tools. The principal then observes the learning process, including the opening, core, and closing activities, as a follow-up to the class visits. The principal also has meetings with the teachers to discuss the findings of the class observations.

4. Conclusion

Based on the findings in this study, it can be concluded that the managerial competence of school principals is in accordance with school planning in teacher professionalism improvement programs, because school principals carry out school organization, resource empowerment, school management, teacher and staff empowerment, and facilities and infrastructure, students, curriculum, school finance, monitoring, evaluation, and reporting. In addition, the principal in carrying out supervision of improving teacher professionalism well, namely through monitoring and evaluation activities every semester, is carried out together with the school's internal quality assurance team and involves staff, teachers, and education personnel.

The need to address issues with learning aids, lesson plans, learning materials, classroom management, evaluation of learning results, teacher discipline, and character education implementation led the principal to introduce academic supervision. The principle works to develop positive relationships with teachers in order to effectively supervise them by developing a sense of kinship, talking with them and sharing information, motivating them, and setting a good example. The process of implementing academic supervision by the principal was determined based on the findings of the data analysis. Lesson plans that have been authorized by the principal are implemented by the teachers.

Then, the principal observes how the teacher is carrying out the learning activities. Using tools that have been created and approved in advance, the principal observes and evaluates instructors. The following steps are taken by the supervisor when observing and evaluating teachers during learning activities: 1) the supervisor and the teacher enter

the classroom; 2) the teacher informs the students of the reason for the supervisor's arrival; 3) the supervisor observes the teacher's appearance using the observation assessment format that has been created and agreed upon; and 4) during the observation, the supervisor only focused on the contract agreement with the teacher. The supervisor can make notes for additional instruction if there are significant issues that are not covered by the agreement. The principal directs teachers with an emphasis on objectivity, kindness, cooperation, openness, and democracy as his guiding principles. While both individual and group tactics are employed. With the goal of enhancing the efficiency of academic supervision, the principal works in partnership with subject teachers, homeroom teachers, and counsellors and guidance teachers to address learning challenges and maximize the use of technology.

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