

# The Role of School Principal Supervision in Improving Teacher Professionalism at SMAN 1 Batang Gansal, Indragiri Hulu Regency, Riau Province

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## Abstract

In order to ensure that all schools provide high-quality education, it is crucial to raise the level of professionalism among teachers. Indragiri Hulu Regency, Riau Province is home to SMAN 1 Batang Gansal, and this study aims to assess the level of professionalism among the faculty there, identify areas for professional development, and determine the impact of principal supervision on staff professionalism. A qualitative approach is being adopted. Methods such as document studies, in-depth interviews, and classroom observations are used to collect data from various sources. According to the findings, there are a number of ways that instructors at SMAN 1 Batang Gansal might improve their professionalism, including going back to school, participating in professional development opportunities, and establishing mentorship programs. In the meanwhile, the SMAN 1 Batang Gansal principle exercises four functions as a supervisor: coordinator, consultant, group leader, and evaluator. The principal of the school also employs a three-pronged approach to supervision—planning, carrying out, and reporting—in an attempt to raise the bar for teacher professionalism and, by extension, classroom instruction.

*Keywords:* supervision, school principal, teacher professionalism, education.

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## 1. Introduction

Education is the bedrock of any nation's progress; its success depends on a number of interdependent factors, one of which is the strategic role that educators play in shaping students' capacity to learn. In the absence of high-quality learning, classroom instruction will be inadequate. Efforts to raise educational standards in schools will provide more advantages than those to enhance the learning process. This is why it's crucial for the government to implement various initiatives aimed at raising students' learning levels; only then can school education be improved (Saiful Bahri, 2014).

The instructor is the single most important factor in determining the level of student achievement. According to Annisa Anita Dewi, a teacher is someone who makes their pupils want to be more like them; in this scenario, the teacher serves as a role model (Yestiani & Zahwa, 2020). Teachers also serve as examples for their pupils, who should want to be similar in attitude and character (Salsabilah et al., 2021). Teachers are therefore transformed into human resources that dictate the success or failure of learning. An educator's foundational knowledge of teaching and learning is crucial.

The presence of professionals inside teachers allows them to foresee issues that arise in the area of education, which is why attempts to raise their professional maturity are strongly tied to improving the quality of education. Sudrajat argues that in order to be considered a professional teacher, one must possess the following qualities: a solid academic background, expert knowledge of the subject matter, a mature and ever-evolving personality, the ability to arouse students' curiosity about the world around them, and the capacity to apply what they learn in meaningful ways (Tungkup et al., 2023).

A person's career path is intricately connected to their professional circumstances, goals, beliefs, traits, and the flow of information and authority. As a result, being professionally dedicated means always striving to enhance one's

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professional excellence (Hamid, 2020). Therefore, in light of societal, technological, and scientific developments, teacher professionalism must evolve (Sani, 2018).

Due to the fact that education loses much of its significance and potential to vanish altogether in the absence of instructors' active participation, teacher professional development programs seek to raise the bar for educational excellence (Risdiyany, 2021). As a result, the principal's function in providing supervision becomes critical in assisting with the increase of teachers' professionalism. Purwanto argues that the purpose of supervision is to help teachers manage their time and tasks more effectively in the classroom (Tamim Mulloh & Muslim, 2022).

The term "supervision" has a specific meaning in the field of education; it refers to the many forms of assistance that supervisors provide to teachers in order to foster their professional growth and ensure that they are able to appropriately fulfill the demands placed on them as educators (Moudina, 2020). Because it is essential to guarantee the efficacy and productivity of a school's program, supervision plays a pivotal role in education. Being a principal at a school is more than simply a job; it's a career path. A professional occupation in this field requires expertise in order to carry out obligations and tasks effectively (Zahroti et al., 2023).

Raising the level of professionalism among educators is one of the goals of supervision. We may infer that supervision is beneficial when the observed teacher improves their professional practice and incorporates the results of advanced supervision into their classroom instruction. This assertion is supported by the fact that school administrators may provide professional advice to teachers in the form of chances to develop their professionalism, which can help them in their attempts to increase the quality of learning outcomes (Tamim Mulloh & Muslim, 2022).

Clinical supervision and educational supervision are the two main types of supervision. As a kind of supervision, teaching strives to enhance learning situations that contribute to the school's educational objectives, assist teachers in making effective use of modern teaching tools, and back teachers up when it comes to assessing their students' progress (Gunawan, 2016). The goal of clinical supervision, a sort of professional aid or therapy, is to improve student learning by means of a systematic, iterative process that starts with thorough planning, monitoring, and evaluation of instructors' work output (Fauzi, 2020).

The purpose of this study is to investigate how the role of the school principle as a supervisor might facilitate teachers' professional development within the setting of SMAN 1 Batang Gansal in the Indragiri Hulu Regency of Riau Province. Because of its crucial role in molding the abilities and personalities of its students, SMAN 1 Batang Gansal is subject to intense scrutiny for its pedagogical practices.

Professionalism on the part of educators is crucial to the success of this endeavor. To maximize attempts to enhance the quality of learning, it is necessary to have a thorough understanding of the school principal's function in this context. The purpose of this research is to analyze the level of professionalism among the faculty at SMAN 1 Batang Gansal in Indragiri Hulu Regency, Riau Province, as well as to identify ways in which the school's principal can help raise teacher professionalism.

In addition to assisting school administrators, teachers, and other stakeholders in enhancing the efficacy of supervision, research results may be valuable in formulating educational policy at the school level. Also, specifically at SMAN 1 Batang Gansal in Indragiri Hulu Regency, Riau Province, this study is anticipated to increase understanding of the dynamics of school management's support for improved teacher professionalism.

## **2. Research Methods and Materials**

Creswell argues that the point of qualitative research is to find out how different individuals and groups feel about social and humanitarian problems. Protocol creation, data collecting from participants, inductive analysis, interpretation of results, and process and question formulation are the main elements in this qualitative research approach, according to Creswell (Kusumastuti & Khoiron, 2019). In order to delve into the topic of principal supervision and its impact on the professional development of SMAN 1 Batang Gansal teachers, this study utilizes a qualitative method. The phenomena in the field are studied and described using a descriptive qualitative research strategy.

The place of study is SMAN 1 Batang Gansal, which is located in Indragiri Hulu Regency, Riau Province. The selection of schools is based on considerations of educational policy, diversity of school characteristics, and relevance to the research topic. The main research subjects were the principal and teachers at SMAN 1 Batang Gansal. Subject selection was carried out purposively, taking into account experience, level of seniority, and involvement in the supervision process.

Indragiri Hulu Regency, Riau Province is home to SMAN 1 Batang Gansal, the site of the academic institution. Educational policy, school variety, and subject relevance are the three main criteria used to pick the schools for the study. Members of the faculty and administration of SMAN 1 Batang Gansal participated mostly as study subjects. Experience, seniority, and participation in the supervisory process were considered throughout the purposeful subject selection procedure.

The application of supervision in instructors' courses was seen using direct observation as the data collecting technique for this study. This may help shed light on the complexities of principal-teacher relationships. Not only that, but it was also gleaned via documentation studies and interviews. To better understand the methods used for supervision, interviews were carried out with school administrators. The data gathered from interviews and observations might be further solidified by documentation studies. A theme analysis strategy may be used to examine the gathered qualitative data. Data reduction, data organization, and meaning interpretation are the steps of analysis (Mansyur, 2023).

### **3. Results and Discussion**

#### *3.1. Teacher Professionalism at SMAN 1 Batang Gansal*

The program's instructors play a pivotal role in its creation and rollout. The instructor develops and follows a course outline. Teachers, according to Syaodin, are the ones who should be responsible for constantly evaluating and improving the curriculum as they were the ones who first came up with it. Realize how critical it is to raise the bar for teacher professionalism, creativity, quality, and engagement (Mas, 2017).

A teacher's professionalism may be described as their guiding principles, objectives, ambitions, degree of authority, and competency in the realm of education (Sutiono, 2021). At SMAN 1 Batang Gansal, we value professionalism as a means to raise the bar for teaching. The faculty of SMAN 1 Batang Gansal are very professional in everything that they do.

The faculty of SMAN 1 Batang Gansal have sufficient academic credentials; a majority of them hold bachelor's degrees, while a few hold master's degrees or higher. Further evidence of their dedication to raising the bar for education is the large number of instructors who have earned educator certification. Participation in professional development opportunities is high among this school's faculty. In order to keep themselves well-informed on the subject of education, they often participate in training, seminars, and workshops. They are actively involved because they understand how important it is to constantly improve the quality of education.

Not only do instructors at SMAN 1 Batang Gansal oversee classroom activities, but they also provide a hand with extracurriculars. They are so committed to students' well-being as whole people that some of them are in positions of leadership. At SMAN 1 Batang Gansal, teachers are receptive to principalial feedback and suggestions. They are good listeners and use criticism constructively, which helps them grow as individuals.

Teachers at SMAN 1 Batang Gansal are expected to be professionals in more ways than just their academic work. They are expected to take part in professional development opportunities, help out with school events, and be willing to be supervised. This contributes positively to the educational climate in schools, making it easier for kids to learn and develop personally.

#### *3.2. Improving Teacher Professionalism at SMAN 1 Batang Gansal*

In other words, a teacher's proven abilities are an indication of their professionalism, and the phrase "professional competence" describes the collection of skills that are necessary for someone in a teaching position. Professional competence is more than just knowing what to do and how to do it; it also requires mastery of reasoning to explain why certain concepts and theories drive Action, which is why not all skills demonstrate professionalism (Jamin, 2018). Instructors, and SMAN 1 Batang Gansal instructors in particular, need to be held to a higher standard of professionalism. In an attempt to raise the bar for student learning, SMAN 1 Batang Gansal has made a concerted effort to raise the level of professionalism among its faculty.

##### *a. Pursuing Higher Education*

Furthering one's education is a great way for educators to up their game and become more respected in the field. The implementation of this may be seen in SMAN 1 Batang Gansal. The fact that all of the faculty at SMAN 1 Batang Gansal have bachelor's degrees is evidence of this. Furthering one's education not only provides educators with more comprehensive information but also helps them develop a solid sense of professionalism. An investment in higher

education pays dividends in the long run by preparing educators to take on greater responsibility and a more complex role in helping students reach their full potential.

*b. Attend Training*

Going to training is one great approach to help teachers become more professional. Training teachers, says Joseph, may help them become better decision-makers, more resilient in the face of adversity, and more invested in their careers as whole (Santoso, 2022). One of the most important things you can do to help educators keep up with the ever-changing field of education is to provide them with opportunities for continuous professional development. They may keep their skills and knowledge up-to-date by participating in regular training, seminars, and workshops.

*c. Coaching Program*

Implementing a coaching program is one strategy to promote teacher professionalism, according to Saputra and Rohaeti. There are examinations that teachers are required to complete as part of certain coaching programs, like certification, and these exams are based on idealized criteria. Earning a credential will raise the bar for professionalism and competence in the classroom while also encouraging teachers to work on themselves. In addition to that, there are a variety of workshops, upgrades, actions, and other activities that you may participate in (WNA & Rohaetin, 2019).

*d. Teacher Character Development*

If you want your teachers to be more professional, Sutiono says you need work on their character. Professional educators need strong analytical and critical thinking skills, the ability to grasp and own their responsibilities, teamwork prowess, visionary thinking, the ability to articulate and articulate progress toward a goal, and ethical behavior (Sutiono, 2021). Students' education and the school's reputation will both benefit from SMAN 1 Batang Gansal's efforts to create a climate that supports teachers' ongoing professional development.

### *3.3. Principal Supervision Can Improve Teacher Professionalism at SMAN 1 Batang Gansal*

Manullang defines supervision as checking that the finished work carries out the job as intended by putting it into practice, assessing it, and making any required modifications (Mustofa & Adinata, 2019). When it comes to education, supervision goes beyond just checking that everything is in order according to the curriculum or plan. Education on internal controls might imply many different things. An effective resource for creating a conducive setting for instruction and learning is the identification of relevant situations and needs, as well as the completion of relevant supervision-related duties (Purwanto, 2007).

When it comes to schools, the principal is essentially a supervisor. In order to direct and develop faculty and staff, the principle is responsible for supervising all instructional activities that take place inside the school. Zaini (2022) said that it is also responsible for creating better ways of learning. Here, the roles of principle and supervisor are to assist teachers in their classroom responsibilities (Lisna & Munastiwi, 2020).

Based on the results of the study, the principal of SMAN 1 Batang Gansal has used a variety of supervisory strategies to boost teachers' professionalism. Consultants, group leaders, assessors, and coordinators are all part of this oversight (Tamim Mulloh & Muslim, 2022). The four functions of the principal as supervisor at SMAN 1 Batang Gansal are discussed further below with reference to improving teacher professionalism.

*a. Supervision Coordinator*

The principal of SMAN 1 Batang Gansal is responsible for organizing a variety of supervisory tasks in his capacity as coordinator. The coordinator is responsible for making sure that supervision is done in a coordinated and organized way. Among these responsibilities is the organization of professional development events, reflective conversations, and classroom observations. When school administrators work together, they can make sure that monitoring is helping teachers become more professional. Within this framework, the SMAN 1 Batang Gansal principal works in tandem with several sections of the school administration.

*b. Education Consultant*

The principal of SMAN 1 Batang Gansal may help each teacher improve their craft by taking on the role of consultant. Meeting with students one-on-one allows administrators to provide constructive criticism and concrete suggestions for enhancing classroom instruction. This aids educators in addressing unique difficulties and creating individualized strategies for professional growth.

*c. Group Leader*

As the group leader, the principal of SMAN 1 Batang Gansal facilitates opportunities for teachers to work together. By participating in group conversations, educators are able to learn from one another's mistakes and successes. Group leaders facilitate these exchanges in order to discover efficient methods of learning and to provide mutual support amongst teachers, which may improve their general competence.

*d. Evaluator*

At SMAN 1 Batang Gansal, the principal acts as an assessor and gives teachers helpful criticism. In addition to highlighting areas for improvement, performance reviews should highlight areas of strength and room for growth. Principals provide the groundwork for individualized professional development programs for teachers by offering constructive criticism.

The principal of SMAN 1 Batang Gansal serves as a consultant, evaluator, group leader, and organizer all with the goal of creating a classroom setting that is conducive to teachers' professional growth. The goal of providing teachers with both structured and unstructured feedback is to help them grow professionally so that they may better support their students' learning and personal growth in the classroom. Through in-depth interviews, the principal drove home the point that supervision is a powerful tool for helping educators raise student achievement by guiding and supporting classroom instructors.

In order to raise the level of professionalism among educators, Yuliana believes that school administrators should keep a close eye on classroom instruction. Raising staff participation in classroom instruction is one of the principal's responsibilities as a supervisor. The principal is responsible for keeping the school in order and ensuring that students understand the basics. Managers should make sure that teachers' professionalism is current at all times (Zaini, 2022). In his or her role as supervisor, the principle has responsibilities that should be met in order to assist teachers in developing their professionalism. School administrators are required to engage in at least three phases of supervision—planning, carrying out, and reporting—as outlined by Jubaedah and Mulyanti (Jubaedah & Mulyanti, 2021).

The principle of SMAN 1 Batang Gansal makes sure that supervisory activities may be done effectively and efficiently throughout the preparatory stage. Here, the principal makes sure that every monitoring session has well-defined goals. Some examples of such objectives include making better use of learning resources, enhancing teaching techniques, or acquiring new skills. An agenda for professional development activities like reflective conversations and class observations should also be prepared. The schedule is adjusted by the principal to accommodate both the teacher's demands and the school's objectives. On the other hand, the principal of the school gathers the faculty members who will be participating in the supervision in order to discuss the procedure beforehand. As part of this dialogue, you might lay out the ground rules for supervision, outline your expectations, and invite questions or clarification.

Execution is the next step. At SMAN 1 Batang Gansal, the principal watched as a teacher put what they had learned into practice in the classroom during the implementation stage. The methods of instruction, the quality of student-teacher interactions, and the efficiency of the use of instructional materials were the primary foci of the observations. The principal then leads a debriefing session with the educator after the inspection. The purpose of this conversation is to hear the instructor out about the lessons learned, get a feel for their thoughts, and then come up with ideas for how to improve or fix things together.

Reporting is the third step. This is where the principal of SMAN 1 Batang Gansal gives the teacher comments and an assessment report. The principal's supervision report should include a synopsis of the observations, a breakdown of the strengths and weaknesses, and suggestions for professional growth. Subsequently, the principle offers the educator constructive criticism. This is the meeting when the supervisor hands over the report to the instructor for review. In a coaching style, this feedback highlights areas for improvement and offers specific suggestions on how to make those changes.

Supervision at SMAN 1 Batang Gansal may serve as both an assessment and a tool for teachers' ongoing professional development if the principal pays attention to the three phases of planning, carrying out, and reporting on the process. Mustofa and Adinata argue that school administrators, in their function as supervisors, have an obligation to help teachers grow professionally. This will ensure that instructors are able to fulfill their tasks and contribute to students' learning in the classroom (Mustofa & Adinata, 2019).

The success of this approach is highly dependent on the reactions and views of the teachers about the principal's monitoring. The majority of educators felt that monitoring helped them immensely in identifying their own areas of strength and improvement as educators. One thing that helped boost their enthusiasm and engagement in professional growth was having a place to talk about problems and work together to find solutions.

Time and resource constraints were among the many difficulties discovered during the implementation of supervision. This difficulty, however, is seen by administrators and instructors as a chance to enhance the efficacy and efficiency of supervision. The most effective ways to overcome challenges and get the most out of supervision are via teamwork and honest dialogue. Taken as a whole, the principal's supervision at SMAN 1 Batang Gansal is seen to have helped boost teachers' professionalism. Not only does this method seek out areas of weakness, but it also seeks to advise and motivate educators to conquer these obstacles. Teachers at SMAN 1 Batang Gansal may benefit from the principal's oversight, which is seen as an effective strategy for long-term professional growth in the classroom.

#### 4. Conclusion

Professionalism in the classroom at SMAN 1 Batang Gansal extends beyond the classroom and into the areas of professional development, school participation, and the willingness to accept and work under supervision. A number of initiatives may be undertaken to raise the level of professionalism among the faculty at SMAN 1 Batang Gansal. These include organizing coaching programs, sending instructors to training sessions, and encouraging them to pursue higher degrees. The most promising results have come from the principal's role as a supervisor in fostering professional development among teachers at SMAN 1 Batang Gansal in Riau Province's Indragiri Hulu Regency. The principal of a school is responsible for four distinct functions: coordinating, consulting, leading groups, and evaluating student performance. Planning, executing, and reporting are the three phases of supervision that the Head of SMAN 1 Batang Gansal also does. Improved classroom standards are achieved via increased professional training for teachers at SMAN 1 Batang Gansal in Indragiri Hulu Regency, Riau Province.

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