

# Evaluating Academic Supervision Programs in Early Childhood Education: A Case Study of TK Al-Alif in Indonesia

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## ABSTRACT

This study aims to assess how well the Academic Supervision Program is being implemented in the Early Childhood Education (ECE) curriculum. The study employs a qualitative research methodology and concentrates on the assessment process's planning, formative, summative, and procedural phases. This approach is applied to assess the program at TK Al-Alif in Tokke Village, Malangke Subdistrict, Luwu Utara Regency. The findings reveal that the academic supervision conducted by the head of TK Al-Alif includes (a) understanding the concepts, principles, and foundational theories of creative and innovative learning, (b) guiding teachers in developing syllabi for each developmental domain, (c) assisting teachers in selecting and utilizing strategies to enhance students' diverse potentials, (d) mentoring teachers in implementing practical learning activities, and (e) supporting teachers in managing and utilizing technology to expand their knowledge. Additionally, the supervision program employs a mentoring method, which effectively addresses teachers' challenges and proves to be a suitable strategy for improving learning quality. The evaluation of the academic supervision program encompasses (a) context evaluation, (b) input evaluation, (c) process evaluation, and (d) product evaluation. The impact of this supervision is reflected in enhanced teacher creativity, with detailed planning that includes setting objectives, identifying targets, organizing activities, and scheduling supervision timelines.

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## 1. INTRODUCTION

Supervision is one of the management functions needed for effective and efficient institutional management and to develop the quality of educational units (Sandyawati et al., 2022; Usman et al., 2023; Nurhadi et al., 2023; Ulya, 2023). Teacher supervision is carried out by a supervisor or educational leader or principal towards teachers and education personnel, as stated in the Regulation of the Minister of Education and Culture, Research and Technology Number 40 of 2021 concerning the assignment of teachers as principals, which states that the workload of the principal is to carry out the main managerial tasks, develop entrepreneurship, and supervise teachers and education personnel (Kuraedah, 2013; Arista, 2020).

Supervision is carried out as an improvement and development of the teaching and learning process, improving the quality of knowledge, skills, guidance and coaching, and

teacher professionalism to improve the quality of education, by the description in the Minister of Education and Culture Regulation No. 40 of 2021 that the workload of the principal in carrying out his primary duties and functions aims to: a) develop student-centred learning; b) create a safe, comfortable, and inclusive learning environment; c) build a culture of reflection in the development of citizens of the Education unit and management of the Education unit program; and d) improve the quality of the process and learning outcomes of students (Kuraedah, 2013)

Learning supervision is carried out so that a friendly partnership atmosphere is created between the supervisor (principal) and those being supervised (teachers and education staff) so that the aim of supervision as guidance in helping with various difficulties faced can run well (Iskandar, 2020; Yunus & Suardi, 2019). A learning supervisor must focus on all steps of improvement and enhancement of the quality of learning that have been decided together. The quality of an educational institution depends on the principal as an academic leader. The principal is very important in advancing the institution he leads, especially in providing good educational services.

Professional teachers, who play a significant role in determining the success and quality of learning and education in educational institutions, are necessary to actualize firm educational services, including executing a decent learning process (Hargreaves & Fullan, 2015). Supervision in the learning process is an effort to guide teachers to improve learning and stimulate the growth of work professionalism and self-development (Fathurrahman et al., 2018; Hasanah & Kristiawan, 2019; Kuraedah, 2013).

Realizing the importance of the teacher's role, teachers' professionalism and quality must continue to be improved to improve and enhance the quality of education. Thus, the role of the principal is to monitor and assist teachers through educational supervision. Becoming a professional teacher should continue to develop and improve the competence and potential needed to be better and become a lifelong learner (Yunus, 2018a, 2018b). Efforts to improve teacher professionalism will show better results if they are carried out with the teacher's self-awareness to develop and improve their abilities. Thus, it will produce quality education (Adha et al., 2019; Yatimah, 2011).

The quality of an educational institution depends on the principal as an educational leader. The principal has a crucial role in advancing the institution he leads. The principal supervises and guides teachers in implementing the learning process (Nur & Mardiah, 2020). Efforts to improve teacher professionalism will show better results if the teachers' self-awareness accompanies them in developing and improving their abilities. Thus, they will produce quality education.

Quality can exist if a service meets existing specifications. To realize continuous quality improvement, leadership that is successful and effective is needed (Brahmasari & Suprayetno, 2008). Effective leaders in educational organizations are those who influence and move others towards goals voluntarily and happily without being forced and continuously to realize the quality of education. The quality of education is very closely related to the professionalism of teachers in facing problems that exist in the world of education in the present and the future.

In the temporary observation that the author did, some teachers have been able to carry out their roles as teachers and develop their potential professionally. However, in some other teachers, the potential does not constantly develop optimally. One of the causal factors is the lack of involvement of the principal in providing reinforcement and attention to teachers in carrying out the teaching and learning process. In the evaluation of the supervision program that the author conducted, the aim was to see the implementation of the supervision program at Al-Alif Kindergarten and the role of the principal in implementing the supervision program so that the impact or benefits of the supervision program can be felt to improve the

quality of education, especially in the learning process carried out by teachers (Assagaf et al., 2000; Syifa Nafisah, 2021)

Supervision has not been appropriately implemented. The supervision that is implemented is limited to the administrative fulfillment of the principal's main tasks and functions, not yet to the improvement and development of teacher professionalism in implementing an effective learning process. Thus, teacher motivation to improve performance, make improvements, and develop themselves, especially in the learning process, has not been optimally seen.

## **2. RESEARCH METHOD**

This study employed a qualitative research design emphasising evaluation through a phenomenological approach. The research focused on four stages of the evaluation process: planning, implementation, formative assessment, and summative assessment, making it well-suited for assessing program processes. The evaluation aimed to comprehensively analyze the targeted system or program, encompassing the following:

1. Implementation of the program in the field,
2. The influence of the school's contextual factors on program development,
3. Identification of the program's strengths and weaknesses, and
4. Examination of the program's impact on students' learning experiences.

A case study approach was adopted, enabling an in-depth exploration of a specific instance to uncover the underlying realities of the observed phenomenon. This approach facilitated a nuanced understanding of the complexities and dynamics within the context of the evaluated program. Data were collected through interviews, observations, and document analysis, ensuring triangulation and enhancing the credibility of the findings.

## **3. FINDINGS AND DISCUSSION**

Based on the results of the interview with Informant Yantih in February 2023, planning needs to be done in the academic supervision program as a reference that will be supervised in the learning process at Al-Alif Kindergarten, Tokke Village. In the planning process, the supervisor carries out the stages of planning supervision time, determining targets, determining supervision techniques, preparing supervision instruments, preparing the necessary class administration, preparing learning instruments, and preparing tools, media and learning devices.

The Principal develops academic supervision planning documents in the learning process by conducting observations during class visits, taking necessary notes during observations, observing the completeness of administration and learning tools, observing the implementation tools for assessing learning outcomes, observing the teaching and learning process, conducting assessments during the learning process.

Learning planning includes setting learning objectives, compiling teaching materials, planning effective learning, and determining sources and media according to learning materials and strategies. The preparation of this learning program is intended to assist teachers in developing a curriculum in their respective kindergartens that is adjusted to the situation and conditions of the educational institution. The steps for preparing a kindergarten learning program are: a. Conducting a context analysis including studying and observing kindergarten standards; analyzing existing conditions in kindergartens, namely students, educators and education personnel, facilities and infrastructure, costs, and programs; and analyzing opportunities and challenges in the community and the environment around the kindergarten, for example the role of the kindergarten committee, natural resources, cultural values that are relevant to religious and moral values, b, Determining the vision, mission and goals of the institution and developing them into real activity programs in order to manage

and improve the quality of the institution. Teachers formulate together the vision, mission and goals of the kindergarten, the head of the kindergarten, the foundation, and the kindergarten committee; c. Determining the content of the kindergarten learning program that has a superior program can develop a learning program according to the capabilities of the kindergarten, the characteristics of the institution and the characteristics of the region, d. Determining the allocation of learning program time can determine the allocation of learning according to the educational calendar that has been prepared and the conditions of each, and e. Developing learning activity planning as a preparation for the activity process, which includes semester planning, weekly activity plans and daily activity plans (Teacher Interview, Peny Aryati, 2023)

In line with this opinion, A. & Dasopang, MD (2017) said that learning components consist of learning objectives, subject matter, learning methods or strategies, media and evaluation. What distinguishes between the components put forward by both is the presence or absence of learning methods in the components of the learning plan. The implementation of learning is carried out with three activities, including initial activities, namely: lining up, praying, checking children's attendance, asking for children's news, chatting and singing children's songs and motivating children; the core includes mastering the material, applying strategies, learning resources and media, motivating children and using language that children understand, the final activity ends with effective learning and praying. The assessment is designed with evaluation tools; teachers assess according to the written RPPH and utilize various assessment results. Another Suib, M. (2015) states that implementing learning is an activity with educational value, and educational value colours the interaction between teachers and students. The interaction has educational value because the implementation of learning is directed to achieve certain goals that have been formulated before the implementation of learning begins.

The procedures and instruments for assessing the process and results of learning through play in kindergarten are adjusted to the indicators of child development achievement and refer to assessment standards, carried out periodically, intensively, meaningfully, comprehensively, and continuously; observations are made when children are doing activities throughout the day, the team of educators periodically reviews the child's development records and various other information including the child's unique needs collected from the results of observation records, anecdotes, checklists, and portfolios, communicates with parents about child development including the child's unique needs, is carried out systematically, reliably and consistently, monitors all aspects of the child's development achievement level, prioritizes the process of impact of results and learning through playing with concrete objects.

OpinionHead of Al-Alif Kindergarten, Tokke Village, Malangke District, North Luwu, explained that in general, there are three functions of evaluation, namely to: a) measure progress, b) support the preparation of plans, and c) improve or make improvements again. He also added that evaluation has a specific function in addition to having a general function. The specific function of evaluation in the field of education can be viewed from three aspects, namely, a) psychological aspect, b) didactic aspect, and c) administrative aspect (Fitri, 2023).

One of the Heads of Al-Alif Kindergarten, Tokke Village, Malangke District, North Luwu Regency's duties is academic supervision. Conceptual, interpersonal and technical skills are required to carry out academic supervision effectively. Therefore, every Head of Al-Alif Kindergarten, Tokke Village, Malangke District, North Luwu Regency must have and master the concept of academic supervision, which includes understanding objectives and functions, principles, and dimensions of the substance of academic supervision.

Academic supervision carried out by the Head of Al-Alif Kindergarten, Tokke Village, Malangke District, North Luwu Regency includes the following: (1) Understanding the concepts, principles, fundamental theories, characteristics, and development trends of each field of creative, innovative learning development, problem solving, critical thinking and entrepreneurial instincts, (2) Guiding teachers in compiling the syllabus for each field of development at Al-Alif Kindergarten, Tokke Village, Malangke District, North Luwu Regency or subjects at Al-Alif Kindergarten, Tokke Village, Malangke District, North Luwu Regency based on content standards, competency standards and essential competencies, and curriculum development principles, (3) Guiding teachers in selecting and using learning/guidance strategies/methods/techniques that can develop various student potentials, (4) Guiding teachers in carrying out learning/guidance activities (in class, laboratory, and/or in the field) to develop student potential, (5) Guiding teachers in managing, maintaining, developing and using educational media and learning facilities, (6) Motivating teachers to utilize information technology for learning. The core competency of academic supervision is to guide teachers in improving the quality of the learning process (Nurhayati, 2023).

Academic supervision targets teachers in implementing the learning process, which consists of the primary material in the learning process, the preparation of Semester Programs, RPPM and RPPH, the selection of learning strategies/methods/techniques, the use of media and information technology in learning, assessing the learning process and results, and classroom action research. Therefore, this material is expected to provide insight to the Principal in improving academic supervision competency, which includes (1) understanding the concept of academic supervision, (2) making an academic supervision program plan, (3) implementing academic supervision techniques, (4) implementing clinical supervision, and (5) implementing academic supervision follow-up. The benefits of planning an academic supervision program are as follows: (1) As a guideline for academic implementation, (2) To align the perceptions of all school residents about the academic supervision program, (3) Guaranteeing savings and effectiveness of the use of school resources (energy, time and costs). The principles of planning an academic supervision program are: (1) objective (data as is), (2) responsible, (3) sustainable, (4) based on National Education Standards, and (5) based on the needs and conditions of Al-Alif Kindergarten, Tokke Village, Malangke District, North Luwu Regency (Nurhayati, 2023).

The main target of academic supervision is the teacher's abilities in planning learning activities, implementing learning activities, assessing learning outcomes, utilizing assessment results to improve learning services, creating a pleasant learning environment, utilizing available learning resources, and developing appropriate learning interactions (strategies, methods, techniques). Appropriate instruments must also support educational supervision. The Principal of Al-Alif Kindergarten, Tokke Village, Malangke District, North Luwu Regency, who will carry out supervision activities must prepare supervision equipment and instruments in accordance with the planned objectives, targets, objects, methods, techniques and approaches, and appropriate instruments, in the form of supervision formats. One of the duties of the Principal is to carry out academic supervision. Conceptual, interpersonal and technical skills are required to carry out academic supervision effectively. Therefore, every Principal must have technical skills and the ability to apply appropriate supervision techniques in academic supervision. Academic supervision techniques include two types, namely, individual and group. There are two academic supervision techniques, namely, individual and group.

The learning process is the interaction between students and educators and learning resources in a learning environment. Learning is assistance provided by educators so that the process of acquiring science and knowledge, mastering skills and habits, as well as forming attitudes and beliefs in students can occur. In other words, learning is a process to help

students learn well. Learning has a similar meaning to teaching, although it has different connotations. In the context of education, teachers teach so that students can learn and master the contents of the lesson until they achieve a determined objective (cognitive aspect). Teachers can also influence changes in attitudes (affective aspect) and skills (psychomotor aspect) of a student. Learning usually occurs in formal situations that are deliberately programmed by teachers in their efforts to transform knowledge for students based on the curriculum and the goals to be achieved (Prasetya, 2015).

Through learning, students carry out the learning process according to the programmed teaching plan. Thus, the element of intention through planning by the teacher is the main characteristic of learning. Learning efforts rooted in the teacher are carried out systematically, namely with regular and systematically directed steps. Namely in full by paying attention to various aspects (Handayani, 2020). So, the concepts of learning and teaching are two activities that are processed in a system. So, it can be concluded that the function of learning, in general, is to stimulate and succeed in the learning process and to achieve goals, while the function of learning is to be able to utilize learning resources as much as possible to achieve learning goals, namely the occurrence of changes in students.

Planning of the kindergarten principal as a supervisor in academic supervision planning to improve learning management. Based on the results of interviews with kindergarten principals and teachers, the kindergarten principal is preparing academic supervision planning to improve teacher creativity in learning management. From the results of this study, the preparation of supervision planning carried out by the kindergarten principal involves teachers in preparing the planning. The purpose of supervision is clearly stated to determine the teacher's ability to teach. The supervision target is prioritized for teachers who will be promoted, but it does not mean that teachers who are not promoted cannot be supervised. Organizing activities to improve deficiencies in the learning process according to teacher needs. The schedule has been determined, namely twice a year. Based on the academic supervision document to improve teacher creativity in learning management, the following data is presented:

Table 1. Academic Supervision Planning

No	Informant	Purpose of Supervision	Supervision Targets	Organizer activities	Timetable Supervision
1	Nurhayati	Clear	Teacher which will go on to rank	Determined in the meeting	There are/changed according to the needs
2	Peni Aryati	Clear	same as above	same as above	same as above
3	Ita Rosita	Clear	same as above	same as above	same as above
4	Liz Rizkuna	Clear	same as above	same as above	same as above
5	Indah	Clear	same as above	same as above	same as above
6	Agung	Clear	same as above	same as above	same as above
7	Fitriana	Clear	same as above	same as above	same as above
8	Yanti	Clear	same as above	same as above	same as above

The data above shows that eight teachers said the purpose of supervision was clear, the target of supervision was prioritized for teachers who would be promoted, implementation of supervision was determined together in a teacher meeting, and the supervision schedule had been determined but would change as needed. The implementation of the kindergarten principal as a supervisor in the implementation of academic supervision to improve teacher creativity in managing learning.

Based on the results of interviews with the head of kindergarten, senior teachers and teachers, the head of kindergarten in the implementation of academic supervision to improve teacher creativity in managing learning. From the results of this study, the implementation of academic supervision, senior teachers assist the head, supervision is carried out continuously twice at the beginning and end of the year, supervision is carried out according to the problems faced by teachers in the learning process, only supervision is more prioritized for teachers who will be promoted. Supervising techniques using individual techniques include class observation or class visits and personal conversations. Group techniques, namely teacher meetings. Based on the information provided by the head of the kindergarten and teachers, it can be concluded that the head of the kindergarten carries out supervision individually and in groups. For more details, see the following table:

Table 2 Implementation of Academic Supervision

No	Informant	Class Observation	Class Visit	Individual	Teacher
1	Nurhayati				V
2	Peni Aryati		V		V
3	Ita Rosita			V	V
4	Liz Rizkuna	V			V
5	Indah		V		V
6	Agung			V	V
7	Fitriana			V	V
8	Yanti	V			V

Table 2 above shows that out of 8 teachers, two were subjected to classroom observation, three were subjected to individual supervision, two were subjected to classroom visit supervision, and eight were subjected to teacher meeting techniques in carrying out supervision. As a supervisor, the head of the kindergarten should follow up on the results of academic supervision to improve teacher creativity in managing learning.

Based on the interviews with the head of the kindergarten, deputy head of the kindergarten and teachers, the head of the kindergarten is following up on the results of academic supervision to improve teacher creativity in managing learning. From the results of this study that in following up on the results of educational supervision, the head of the kindergarten first conducts an evaluation analysis; from the results of the evaluation analysis, the head of the kindergarten will determine which teachers need to be re-supervised and which teachers do not need to be re-supervised, teachers who are re-supervised are called by the head of the kindergarten to be given guidance through direct and indirect coaching. Teacher creativity in managing learning at Al-Alif Kindergarten, Tokke Village

Based on the results of interviews with the head of the kindergarten, senior teachers and teachers, teachers' creativity in managing learning. The results of this study show that teachers who are creative in managing learning include planning, implementing, and evaluating learning. Learning planning includes setting learning objectives, compiling teaching materials, planning effective learning, and determining learning resources and media according to the material and learning strategies. The implementation of learning is carried out with three activities, including initial activities, namely lining up, praying, checking children's attendance, asking for children's news, chatting, singing children's songs and motivating children; the core includes mastering the material, applying strategies, learning resources and media, encouraging children and using language that children understand, closing activities end with effective learning including journals and praying.

Assessments are designed with evaluation tools; teachers assess according to the written Daily Work Plan and utilize various assessment results.

### Evaluation of Academic Supervision Programs in the Learning Process

#### *Context Evaluation*

There is confusion or misunderstanding among the principal and teachers of Al-Alif Kindergarten in Tokke Village, South Tangerang City, regarding the concept and definition of academic supervision. Their understanding of educational supervision is limited to classroom observation, considered the only academic supervision technique. The observations conducted are also understood as a requirement for employee assessment and evaluation completeness. As a result, academic supervision is characterized by observations, evaluations or assessments conducted by the principal with a focus on observing the shortcomings and mistakes of teachers in carrying out their duties. However, the principal and teachers think that the assessment or observation is aimed at improving or increasing teacher performance and quality—both individually and collectively (reminding and sharing each other)—as well as improving the quality of the school.

Some opinions regarding the objectives of academic supervision that they think about, among others, are related to 1. pedagogical insight and knowledge, 2. teaching skills, including variations in teaching methods for classroom management, strategies for handling and mentoring children effectively, and instilling Christian values in learning 3. preparation of supporting administration for learning, 4. aligning perceptions between the principal and teachers and providing a controlling function for the implementation or execution of agreements or procedures. Regarding the legal basis or rules, the principal mentioned the existence of guidelines from the education office and was aware of his supervisory duties. However, he had not studied the academic supervision guidelines in more detail. Internally, school management demands teacher quality development activities through classroom observations, self-assessments, coaching or training for principals and teachers, and internal meetings. However, this is not written in the personnel regulation book or any internal guidelines, although it was conveyed in interviews with management staff.

Several needs and conditions in Al-Alif Kindergarten, Tokke Village, Malangke District, North Luwu Regency encourage the need for academic supervision, namely 1. improving the quality of learning, 2. upgrading the quality of teachers, striving for learning innovation and facing existing developments 3. changes in student characteristics and heterogeneity every year 4. inconsistency in implementing procedures or mutual agreements, especially matters related to teaching and learning activities, such as the use of language and rules in the classroom; and 5. there are still teachers with non-kindergarten backgrounds who need to be better equipped.

#### *Input Evaluation*

Academic supervision program planning begins with planning and designing the school work program. The principal initiates and explains the plan that has been prepared, then invites teachers to provide input in the form of suggestions, ideas for needs, or scheduling of activity implementation. In implementing the class observation technique, the principal offers a plan for an observation schedule that needs to be completed by the teacher. Most methods are written in the work program, but some are not in the planning, although they are revealed in interviews. The techniques that are planned and written in the work program book include: 1. class observation, planned four times a year (twice each semester) for each teacher; 2. training, workshops or seminars; there are two types (1) internal for the local TK Al-Alif Tokke Village, Malangke District, North Luwu Regency, related to the Learning method and preparation of the learning program; (2) internal for the scope of TK



Pembina, namely employee coaching participation, and (3) participating in activities from external organizers with adjusted times; 3. teacher group meetings, including the Teacher Working Group (KKG), the Principal Group (KKS), and the Indonesian Kindergarten Teachers Association (IGTKI); 4. internal teacher competitions; planned with flexible time, adjusting to time availability; and 5. comparative studies, planned once at a time. Techniques that are planned but not written in the work program book include (1) intervisitation (and team-teaching), (2) conferences, (3) learning resource centres, and (4) meetings.

The human resources involved in the planned activities include the principal and teachers. The teachers reported their readiness with teamwork, colleague support, and openness in communication. Meanwhile, as a supervisor, the principal has attended training in learning supervision held internally, but not regularly. The principal also participated in teacher and principal group activities and attended training or seminars from the office but did not explicitly discuss learning supervision ((Zubaida, 2010). Other human resources involved are speakers for seminar techniques or training. The budget for the academic supervision program mostly comes from school funding sources (school activity funds) and operational assistance funds from the office (Muhammad, 2015). A teacher believes that proactive initiatives are also needed for personal funding plans to support self-development through seminars or training or preparation for involvement in classroom observation (by preparing teaching aids and other educational aids). The facilities planned for the academic supervision program include LCD projectors, learning media or educational games, and other classroom or school equipment. The existing facilities are considered sufficient, although there are notes on limited internet access and computer availability.

### *Process Evaluation*

Based on the previously prepared plan, the techniques or activities in the academic supervision program at TK Al-Alif, Tokke Village, Malangke District, North Luwu Regency in the 2022/2023 school year that can be implemented are: 1. Classroom observation. Implemented according to plan, four times a year, but scheduled (announced), and you input from the teacher so that unannounced observations are also carried out to provide an accurate picture. The observation guide from the school management also received notes on the need for a review. 2. Training, workshops, and seminars. This technique is carried out internally for the local TK Al-Alif, Tokke Village, or by participating in external organizers (education office and other agencies). Local internal training is held once while coaching from the school management is held four times. For external activities, nine activities are followed, including four teacher competitions/competitions, and teachers must prepare written reports and share them with other colleagues. 3. Teacher Group Meetings. The forums attended include KKG, KKS and IGTKI, with activity schedules adjusted to the invitation. In addition to being participants, there are several opportunities for teachers to share experiences/best practices in the meeting. 4. Intervisitasi. Also includes team-teaching techniques, where there are two teachers in one class, according to the conditions of the learning method used, so that teachers can observe each other. 5. Conferences. Conferences are generally held before and after observations. However, they are also held to discuss specific tasks or responsibilities handled by teachers, such as those of children of a certain age, program responsibilities, and committee tasks. 6. Learning Resource Center. This technique provides supporting reference books for teachers and internet access to search for learning materials/information. 7. Meetings. Due to time constraints, meetings are not held routinely.

Meetings were held based on the urgency or priority of needs and topics to be discussed. Instead of meetings, morning briefings were held, consisting of prayers, reading spiritual articles, and brief discussions of certain topics. This was still considered informative and rushed, making it less effective for deeper discussions. Afternoon discussions during

break time took place, and teachers and principals shared information and ideas and coordinated.

Teachers can discuss new issues faced in the classroom rather than waiting for a more formal meeting schedule. The planned but not implemented techniques were internal teacher competitions and comparative studies. This failure to be implemented was due to the density of activities. The obstacles faced in implementing these activities were related to the tight schedule. Priorities must be set, and adjustments (rescheduling) to other activities must also be made. The principal mentioned the difference in standards in providing assessments or evaluations of observations as an obstacle faced in the observation technique.

Another obstacle is the approval from school management, which can result in postponed or even cancelled proposed activities and participation. Other obstacles come from the personal factors of teachers, such as laziness, tiredness, lack of focus, and lack of personal initiative. The available facilities and infrastructure are utilized optimally in these activities. Limitations, as mentioned in the input evaluation, are handled with the initiative of teachers using personal equipment. Teachers are involved and play a role both as envoys or participants (meetings, observations, seminars) and speakers (in teacher meetings) (Isra, 2020).

Teachers' activeness and participation are also evident in discussions and sharing insights with colleagues in briefings. On the other hand, the principal has carried out the role of supervisor quite well, overseeing the program's implementation, encouraging efforts for change, progress, and improvement, reprimanding and providing input, providing freedom to express ideas and input, and delegating tasks. Notes for the principal are given about input that tends to be informative and administrative, as well as expectations that teachers do not capture. The activities carried out are documented quite well. The teachers have their notes, as does the principal. Photos become a personal collection and must be collected to support the school's photo collection. The results of participation in seminars and similar activities are compiled by the teachers and shared with colleagues. The principal compiles a report on the results of teacher observations and submits it to school management.

### *Product Evaluation*

As a supervisor, the principal provides evaluation of activities and evaluation of teacher performance, which then also becomes the material for follow-up. Meanwhile, teachers provide input for activities related to technical matters, such as the selection of seminar speakers and the next seminar topic. Several hopes were expressed by the teachers, such as (1) continuation of academic supervision, (2) guidance for teachers related to classroom learning, (3) greater involvement and trust, specifically in leading or becoming speakers for the socialization of parent meetings, (4) involvement of observers other than the principal—such as school management or senior teachers—to spur enthusiasm, and (5) fulfilment of the completeness and availability of facilities and infrastructure that are still limited. The supervision program, implemented and evaluated, encourages follow-up, both those planned for later and those that can be implemented immediately. Planned follow-up includes (1) comparative studies to update insight, (2) seminars discussing topics in increasing teacher capacity, for example, handling problem children, and (3) preparation of more precise guidelines, especially in carrying out classroom observations.

The purpose of supervision is essential to convey to teachers so that teachers know clearly what will be conveyed to them and what will be achieved in implementing supervision. In addition, teachers also need to know and understand the concept of academic supervision planning because they are also involved in implementing academic supervision in schools. Academic supervision planning is essential because, with good planning, the objectives of academic supervision can be achieved and easily measured. The targets of

academic supervision planned by the head of Al-Alif Kindergarten, Tokke Village, Malangke District, North Luwu Regency, prioritize teachers who will be promoted; the head of the kindergarten has his reasons for prioritizing teachers who will be promoted, namely so that teachers are more professional in teaching, not only their rank is high, but also followed by their ability in teaching. These abilities are planning, implementing, assessing, using learning strategies, and utilizing learning media. Indeed, what the head of the kindergarten did was not quite right; the head of the kindergarten supervising should not discriminate between teachers because supervision is important for teachers to improve the quality of teaching so that teacher creativity in teaching can increase. Implementation of the kindergarten principal as a supervisor in the implementation of academic supervision to improve teacher creativity in managing learning.

Based on the information provided by the kindergarten principal and teachers, the implementation of supervision by the kindergarten principal is assisted by senior teachers; supervision is carried out continuously twice at the beginning and end of the year; supervision is carried out according to the problems faced by teachers in the learning process, and is prioritized for teachers who will be promoted. The supervision technique uses individual techniques, including class observation, class visits, and personal conversations. Group techniques, namely teacher meetings. The kindergarten principal has an important role in carrying out the supervision of teachers. Supervision is carried out as a control so that learning activities are directed at achieving goals, in this case, increasing teacher creativity in managing learning. Academic supervision is carried out to help teachers overcome difficulties encountered during learning so that teacher creativity increases. The kindergarten principal supervises twice a year, at the beginning and end of the year. Although sometimes there are obstacles to the scheduled supervision, it is not carried out as expected. Therefore, to minimize these obstacles, the kindergarten principal performs supervision activities assisted by senior teachers.

As the head of the kindergarten said, *"In order for supervision to run well, it is better to ask for help from senior teachers to supervise junior teachers because the head of the kindergarten is busy, sometimes the supervision schedule has been postponed because there is a work meeting"* (Elis Handayaningsih). Three possible ways to determine the time to conduct supervision "not notifying the teacher who will be supervised in advance. The supervisor comes to school, notifying the teacher beforehand about the supervisor's arrival. The goodness of this method is that it can provide an opportunity before supervision so that teachers do not feel worried about being supervised. The weakness is that the supervisor will face a situation that is very likely to be unreasonable, unlike in everyday circumstances, so the results of the supervisor's observations are less objective; the ideal way to determine the supervisor's arrival time to the class is to notify the teacher in advance, but not to tell the day and date, only a particular month is mentioned.

Follow-up of academic supervision results by the kindergarten principal as a supervisor to improve teacher creativity in managing learning. Based on information provided by the kindergarten principal, deputy kindergarten principal and teachers in implementing follow-up, the kindergarten principal first conducts an evaluation analysis; the results of the evaluation analysis determine which teachers need to be re-supervised and which teachers do not need to be re-supervised, teachers who are re-supervised are called by the kindergarten principal to be given guidance through direct and indirect coaching. The kindergarten principal evaluated the results of teaching supervision, as evidenced by the evaluation book and follow-up of the supervision results in the kindergarten principal's program book. The existence of a follow-up to the supervision results carried out by the kindergarten principal, such as conveying the findings of the supervision results to the teacher concerned, is expected to allow teachers to make improvements and increase more

optimal learning so that the following learning can be better and of high quality. Evaluation is one of the most important activities in academic supervision, to find the positive and negative aspects of the implementation of academic supervision; in addition, the evaluation also functions to find out whether the planned goals can be achieved or not, evaluation and improvement need to be carried out as a continuous process to improve learning.

Regarding the difficulties experienced, there needs to be a kindergarten principal as a supervisor to help create a better teaching and learning situation; adequate professional supervision includes: 1. There is direct contact between the supervisor and the teacher; 2. Professional assistance services are provided on time when the teacher needs them; 3. Professional assistance services are provided well from the beginning and continue to be carried out until the teacher's abilities change; 4. Assistance services are more focused on the process; they are provided to improve and enhance the teacher's professional abilities according to the needs and development of learning; 5. Direct contact in various efforts to provide services is carried out through various methods. With follow-up, teachers can develop and improve their creativity in managing learning through coaching to create a better teaching and learning situation. Teacher creativity in managing learning at Al-Alif Kindergarten, Tokke Village, Malangke District, North Luwu Regency Based on information provided by the kindergarten principal, deputy kindergarten principal and teachers, teachers are creative in managing learning because teachers can plan learning, implement learning and evaluate learning.

#### 4. CONCLUSION

The evaluation of the academic supervision program at TK Al-Alif, Tokke Village, Malangke District, North Luwu Regency, highlights its critical role in enhancing teacher quality and institutional development. Context evaluation reveals the program's necessity in addressing the needs for teacher improvement and professional growth. Input evaluation indicates that the planning aligns well with identified needs, supported by the readiness of teachers and the principal's leadership. Process evaluation shows that most activities were successfully implemented, with challenges related to personnel, management, and infrastructure effectively managed, though documentation processes require enhancement. Product evaluation confirms the program's positive impact on teacher creativity and professional competence and its contribution to the school's reputation. The structured planning, including clear objectives, targets, and timelines, underscores the program's effectiveness in fostering teacher development and sustaining educational quality.

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