Academic supervision head of school at Siti Fatima catholic junior high school Manado

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Abstract
The research objectives are to find out the results of the analysis and describe: (1) Planning of academic supervision programs, (2) Implementation of academic supervision programs, (3) Supporting factors of academic supervision, (4) inhibiting factors of academic supervision and (5) Follow-up of the principal's academic supervision at the Siti Fatima Catholic Junior High School Manado. This study uses a qualitative research method with a phenomenological approach. The procedure for collecting and recording data used three techniques, namely observation, interviews and documentation. Activities in data analysis used by researchers are (1) data reduction (data reduction), (2) data presentation (data display) and (3) conclusion drawing/verification (conclusing drawing/verification). Furthermore, the data credibility test was carried out by the researcher, namely the extension of observations, increasing persistence, data triangulation and member checking, namely the process of checking the data obtained by the researcher to the data provider. The results of this study are that in the planning section, academic supervision has been going well. Good communication between school principals and teachers also plays a role in planning academic supervision. In the implementation section, academic supervision is carried out twice a year, namely at the beginning of the semester. The supporting factors for academic supervision are the readiness of all teachers to be supervised, good communication between school principals and teachers and the encouragement and motivation of school principals to improve the abilities of teachers. The inhibiting factors for the implementation of academic supervision are the busyness of the principal, not all teachers understand technology such as the use of computers and the internet, there are still teachers who feel nervous when supervised and teachers do not innovate. After planning, implementing and referring to the supporting and inhibiting factors, the principal also carries out follow-up academic supervision in order to increase the professionalism and performance of the teachers. The follow-up to academic supervision carried out by the principal is to conduct a personal evaluation of each teacher, strengthen the elements of supervision, as well as coaching and mentoring which is carried out jointly in teacher and principal meetings.

Keywords: Academic supervision, principal

1. Introduction
World civilization continues to develop along with the development of various technologies. The presence of technology also influences all aspects of the life of the world's population. We are not separated from those of us who are in Indonesia. Indonesia is a developing country, which along with its development there are still many things that become serious problems that need extra handling from the government. One of these problems is related to education.

Education is a process of learning about morals, knowledge and skills which have become a hereditary habit of a group of people to conduct teaching, observation, training or research. For the realization of educational goals, it is necessary to collaborate and work effectively and efficiently from all components of existing education. The components in question are objectives, educators, students, content/materials, methods and environmental situations. All these components should go together.

One of the main factors that cannot be separated from the achievement of educational goals is the principal. The principal plays an important role as a leader in the school and is fully responsible for all educational processes in schools related to improving the quality of human resources (HR), increasing the professionalism of teachers, employees and everything related to the auspices of the principal's leadership.

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The principal's role as a leader reflects the principal's responsibility in mobilizing all available resources in the school, resulting in a high work ethic and work productivity in achieving goals.

The principal of the school has great duties and responsibilities. Based on Permendikbud No. 6 of 2018 article 15 principals have 3 workloads, namely: 1) Carrying out basic managerial tasks, 2) Entrepreneurship development, 3) Supervision of teachers and education staff. In the initial observations that the author carried out at the Siti Fatima Catholic Middle School Manado, information was obtained that in every examination, both the mid-semester and semester examinations, many student answer sheets were not filled in or blank. Students don't seem to understand, don't understand even like they don't know what to answer on the exam answer sheet.

This phenomenon is interesting to be raised in a scientific research to be able to explore and find the main problem that causes this situation. Based on initial interviews with the principal, teachers and several students, the following information was obtained: [1] academic supervision by the principal has been carried out, including by checking the completeness of learning tools. The teacher has prepared it well, it's just that it is only a theory on paper. In the implementation of teaching and learning activities, teacher preparation is still minimal, namely in terms of learning materials. Minimal preparation has an impact on the teacher not mastering the material and as a result students cannot absorb the material well, so that during both mid-semester and semester exams, many student sheets are seen that are empty [2] academic supervision by the principal has been implemented but is only limited to supervising matters relating to learning administration, for example learning devices. The principal rarely visits the classroom when the teacher is teaching so that the principal cannot measure the ability of each teacher. These factors prompted the author to explore this issue in a research entitled "Academic Supervision of the Principal at the Siti Fatima Catholic Middle School Manado".

The purpose of this research is to know the results of the analysis and describe about:
1. Planning of the principal's academic supervision program at the Siti Fatima Catholic Junior High School Manado.
2. Implementation of the school principal's academic supervision program at the Siti Fatima Catholic Junior High School Manado.
3. Factors supporting the academic supervision of the principal at the Siti Fatima Catholic Junior High School Manado.
4. The inhibiting factor of the principal's academic supervision at the Siti Fatima Catholic Junior High School Manado.
5. Efforts/follow-up on academic supervision carried out by the principal at the Siti Fatima Catholic Junior High School Manado.

2. Literature Review
2.1. The Concept of Academic Supervision
Academic supervision according to Glickman (1981) is a series of activities to help teachers develop their ability to manage the learning process in order to achieve learning objectives. According to Daresh (1989) "academic supervision is an effort to help teachers develop their abilities in achieving learning objectives". Boardman, Charles, Harl R. Dauglas (quoted in Piet A. Sahertian) states "academic supervision is an effort to stimulate, coordinate and guide the continuous growth of teachers in schools, both individually and collectively, so that they understand more and are more effective. in realizing all learning functions. Thus they can stimulate and guide the continuous growth of each student, and they are able to more competently participate in modern democratic societies (Boardman, 1985:5).

The main concept in terms of academic supervision above clearly provides an understanding that academic supervision is a way to assist teachers so that they are able to develop all their potential in educating students at school. Through academic supervision, principals, school supervisors, or related stakeholders can reflect on the implementation of educational programs in schools. Principals can assess teacher performance, to identify difficulties and problems in the learning process.

The objectives of academic supervision are
1. Academic supervision is carried out with the aim of helping teachers develop their abilities and professionalism in understanding academics, classroom life, developing teaching skills and using their abilities through certain techniques.
2. Academic supervision is held with a view to monitoring teaching and learning activities in schools. This monitoring activity can be carried out through visits by the principal to classes while the teacher is teaching, private conversations with the teacher, his colleagues or with his students.
3. Academic supervision is held to encourage teachers to apply their abilities in carrying out their teaching tasks, encourage teachers to develop their own abilities and encourage teachers to have serious attention (commitment) to their duties and responsibilities (Kemdiknas, 2017).

2.2 Principal Academic Supervision Competency Concept
The principal is the leader and manager of a school. Therefore, it has full responsibility to be able to develop effectively and efficiently all school resources. The effectiveness and efficiency of a school principal's leadership also depends on his ability to establish and build cooperation with all school members and optimize all abilities possessed to control the school in order to create the desired teaching and learning process. In order for the supervisory competence of principals in concepts and planning to increase, prospective principals need to be equipped with concepts, planning, approaches, implementation techniques and follow-up to the results of academic supervision. This is in accordance with the opinion of Marzano (2011), which states that "the basic principle of supervision is to improve student learning achievement, through improving teacher pedagogic skills".

As explained in the background of the problem, a school principal must have competence in carrying out academic supervision as a leader in the school (Permendiknas No. 13 of 2007). For this reason, there are three principal competencies in academic supervision, namely: "[1] Planning for academic supervision, [2] Carrying out Academic

Supervision, [3] Following up on the results of academic supervision".

The implementation of academic supervision by the principal is inseparable from the supporting factors. The factors supporting the principal's academic supervision are:

1. Giving motivation by the principal
Giving motivation by the principal to the teachers will greatly affect the enthusiasm and effort of the teachers to give the best in the implementation of learning activities in schools. Motivation by the principal will increase the responsibility of the teachers in the school.

2. Good communication between the principal and the teachers
Everything if communicated well will definitely go well. Likewise with the implementation of academic supervision. Good communication between the principal and the teachers has an impact on the implementation of academic supervision by the principal. The timing of the implementation of academic supervision is also very important for teachers to know, this is of course through the communication process.

3. Teacher readiness to be supervised
The readiness of teachers to be supervised is an important factor for the smooth running of academic supervision. The teacher readiness factor is closely related to communication with the leadership, in this case the principal. But apart from all these factors, every teacher is expected to be ready at any time to be supervised.

4. There is a class supervision book that must be filled out by the principal in one semester.
This class supervision book is a school principal's administration book that can be used for one year of learning. This book contains information on: the education calendar, the program for supervising class/subject teachers by the principal, sheets for the administrative supervision of class teachers, supervision of teaching and learning activities as well as instruments for assessing the ability of teachers.

3. Research Method
Th Researchers in this study chose to use qualitative research methods. According to Creswell (2016) "qualitative research is a type of research that explores and understands the meaning in a number of individual or groups of people originating from social problems". Qualitative research is research that is used to examine the condition of natural objects, where the researcher is the key instrument (Sugiyono, 2011) [34]. The difference with quantitative research is that this research starts from data, utilizes existing theory as explanatory material and ends with a theory. According to Moleong (2005) [], "qualitative research is research that intends to understand phenomena about what is experienced by research subjects such as behavior, perception, motivation, action, etc. holistically, and by way of description in the form of words and language, in a particular natural context and by utilizing various natural methods". Qualitative research is conducted to explain and analyze phenomena, events, social dynamics, attitudes, beliefs and perceptions of a person or group towards something.

Researchers use qualitative research methods because with this method researchers can obtain information and actual conditions that occur in the field related to the academic supervision of the principal. With qualitative research methods, researchers find many new things, both informational and experiential and not in the form of statistical figures. Through this in-depth information, the researcher may find out what the purpose of this research is. Through research using this qualitative research method, researchers are getting to know the principal and teachers at the Siti Fatima Catholic Middle School in Manado and can the efforts in developing work performance and quality. The approach in this research is a phenomenological approach. According to Moleong (2005) [9] researchers in a phenomenological view try to understand the meaning of events and their links to people in certain situations. In the context of this research, the researcher tried to find out and explore about the supervision carried out by the principal in relation to improving the quality and performance of teachers at the Siti Fatima Catholic Middle School Manado.is research uses documents related to this research.
The location that the researchers chose in this study was the Siti Fatima Catholic Middle School, Manado. This school is a private school under the auspices of the Catholic Education Foundation of the Diocese of Manado. This school is located at Jalan Hasanudin No. 11, Sindulang Dua, Tuminting District, Manado City, North Sulawesi. The time of the research was carried out after the issuance of the research decree, starting from February 1, 2022 to March 28, 2022. The research decree was published on January 31, 2022 with the number SK 291/UN41.7/PPs/2022.
In this study, researchers are interested in researching in this school because based on data from year to year the number of students entering this school is decreasing. In addition to the above factors, another factor that makes researchers interested in researching is that this school is quite old (based on history, it was founded on January 13, 1971) so this year it is 51 years old. As an old school, Siti Fatima Catholic Junior High School was once famous for its various achievements both in academics and in sports. This school is known for its good quality and discipline. However, in the last few years, the achievements of this school have never been heard of again. The number of students from year to year has decreased drastically. Researchers as data collectors in the field should record every important thing found in the field and not record which things are considered unnecessary. In the context of this study, the researcher collected data found in research practice at the Siti Fatima Catholic Middle School, Manado. The words and actions in the research on the academic supervision of the principal at the Siti Fatima Catholic Junior High School Manado are the results or information obtained from the principal and the teachers. Researchers need information from school principals regarding teacher performance. The principal is a source of information for researchers to find out more about the performance of teachers. In this case, the primary data is the principal of the Siti Fatima Catholic Middle School Manado. The teachers at the Siti Fatima Catholic Middle School in Manado are also primary data because they are a source of information from researchers in digging deeper into the performance of the principal in carrying out one of his functions as supervisors in schools. So, the primary data in this study are 1 principal

and 6 teachers. While secondary data or additional data is 1 person from the school committee representative.

Miles and Huberman in Sugiyono (2011:246) [34] suggest that activities in qualitative data analysis continue to be carried out interactively and take place continuously until complete, so that the data is saturated. Activities in data analysis are data reduction, data display, and conclusion drawing/verification. These three activities in data analysis will be used by researchers in conducting research to examine the academic supervision of the principal at the Siti Fatima Catholic Middle School Manado.

1. Data Reduction (Data Reduction)
2. Data Display (Data Presentation)
3. Conclusion Drawing/Verification

The third step is drawing conclusions and verification. The initial conclusions put forward are still temporary, and will change if no strong evidence is found to support the next stage of data collection. However, if the conclusions raised at an early stage are supported by valid and consistent evidence when the researcher returns to the field to collect data, then the conclusions put forward are credible conclusions. Conclusions in qualitative research are new findings that have never existed before. Findings can be in the form of a description or description of an object that was previously still dim or dark so that after research it becomes clear.

4. Result and discussion
4.1 Research Findings
a. Planning for Academic Supervision at Siti Fatima Catholic Middle School Manado

Based on the results of interviews with several sources, documentation and observations that the researchers carried out, the following results were obtained:

1. The principal as a supervisor acts as an academic supervision planner. Planning is the first stage carried out by the principal as a preparation for academic supervision. In the planning, the principal communicates the implementation time to the teachers and informs the components that will be supervised.
2. Regarding planning, in this case the implementation time, the principal considers the foundation program and activities in the service so that it does not collide with academic supervision at the school.
3. In interviews with teachers, all of them said that the planning for academic supervision was good. The school principal plans academic supervision well and communicates it to all teachers at Siti Fatima Catholic Junior High School Manado.

b. Implementation of Academic Supervision at Siti Fatima Catholic Middle School Manado

Based on the results of interviews with several sources, documentation and observations that the researchers carried out, the following results were obtained:

1. Academic supervision by the principal at the Siti Fatima Catholic Middle School in Manado is carried out twice a year at the beginning of each semester.
2. The implementation of academic supervision at the Siti Fatima Catholic Middle School Manado for the 2021/2022 academic year for this even semester has been carried out at the end of January 2022.

3. The principal supervises the components of academic supervision, namely the educational calendar, annual program, semester program, syllabus, lesson plans, lesson schedule, daily agenda, KKM document, attendance list, grade list, teacher manual and textbooks.
4. According to the principal, academic supervision is carried out with a direct approach and technique of class visits, class observations and individual meetings with each teacher.
5. According to the teachers, academic supervision has gone well and smoothly. The implementation time is usually according to the time that has been set in the planning. It will only be delayed if there are important and urgent activities that must be completed by the principal, both at the foundation and at the education office.
6. According to some teachers, academic supervision has gone well and smoothly with a direct approach and individual meeting techniques between the principal and each teacher. So far, the technique of class visits has never been implemented.
7. *The implementation of academic supervision at the Siti Fatima Catholic Middle School in Manado always goes according to the planned time and has never been carried out suddenly.*

c. Supporting Factors for Academic Supervision at Siti Fatima Catholic Middle School Manado

Based on the results of interviews with school principals and teachers, the supporting factors for academic supervision at Siti Fatima Catholic Middle School Manado are:

1. All teachers at Siti Fatima Catholic Middle School Manado are always ready to be supervised.
2. Good communication between principals and teachers. This is indicated by the readiness of the teachers to be supervised by preparing everything related to the implementation of academic supervision.
3. The encouragement and motivation of the principal to improve the abilities of the teachers.

d. Factors Inhibiting Academic Supervision at Siti Fatima Catholic Middle School Manado

Based on the results of interviews with school principals and teachers, the factors that hinder academic supervision at Siti Fatima Catholic Middle School Manado are:

1. The busyness of the principal, for example, sudden affairs both at the foundation and at the service, which results in the implementation of supervision having to be postponed.
2. Not all teachers are familiar with technology such as using computers and the internet. So there are some teachers who ask for help from others to make learning tools.
3. There are still teachers who feel nervous when supervised.
4. The teacher does not innovate so that the learning tools prepared for supervision are the same that have been used in previous years.

e. Follow-up of Academic Supervision at Siti Fatima Catholic Middle School Manado

Based on interviews, documentation and observations, the researchers carried out the follow-up for academic supervision at the Siti Fatima Catholic Middle School as follows:

1. The principal as supervisor evaluates the teachers at the Siti Fatima Catholic Middle School in Manado. Evaluations are held privately with each teacher.
2. Follow-up supervision encountered problems because there were teachers who said that class supervision techniques had never been implemented.
3. Follow-up academic supervision carried out by the principal of the Siti Fatima Catholic Middle School, including coaching and directing teachers to further improve their abilities and performance.

4.2 Discussion of Research Results
1. Planning for Academic Supervision at Siti Fatima Catholic Middle School Manado
Academic supervision is one of the duties and responsibilities of a school principal. According to Rivai and Murni (2010:848) it is said that the principal is a manager in educational organizations. He plans, organizes, directs and supervises educational programs. As a leader, of course the principal must have the ability and expertise in supervising important elements in a school including teachers. The teacher is an important element as a driving force for teaching and learning activities in schools. In relation to teachers, the principal is of course fully responsible for the implementation of quality teaching and learning activities in schools. The quality of teaching and learning carried out is also determined by the quality and performance of the teachers. The quality and performance of teachers should be a serious concern of the principal.

Planning for academic supervision at Siti Fatima Catholic Junior High School Manado refers to the basic principles of academic supervision as described by Sahertian and Mataheru (1981) [6] which are constructive and creative, realistic, objective, based on professional relationships and supervision must be professional. In the plan that has been made by the principal of the Siti Fatima Catholic Middle School in Manado, all the basic principles mentioned above become the main reference and guideline. Planning for academic supervision at the Siti Fatima Catholic Middle School Manado is prepared with the following steps: formulating goals, setting a schedule, choosing approaches and techniques and following up.

Based on the results of interviews, the principal has carried out academic supervision planning well as a first step before implementation, of course, taking into account various factors and inputs from teachers. Through good communication with the teachers, the principal explains the purpose of implementing academic supervision, implementation time, approaches and techniques to be used and after completion of implementation there will be a follow-up to academic supervision as an integral part of the supervision plan. The principal in this planning section also conveys to the teachers the 12 components of academic supervision that will be examined. In this regard, the principal gave a detailed explanation regarding the 12 components of academic supervision. For senior teachers, the 12 components of academic supervision are something that is usually made every year, but for teachers, of course, they need an explanation so that in preparing them they do not experience difficulties.

In the interview section, specifically for the academic supervision planning section, the author also interviewed 1 representative from the school committee as described in the data and data sources section. The school committee plays an important role in management. According to Mulyasa (2011:127) it is said that: "The existence of a school committee must be a force and a driving factor for the formation of an effective school. This can be realized if the principal is able to cooperate with the school committee in planning, implementing and developing and assessing school programs. The school committee is an independent body that accommodates community participation in the context of improving the quality, equity, and efficiency of education management in schools.

Planning for academic supervision by the principal must really be prepared as well as possible so that the supervisory function can run and be carried out in a targeted and efficient manner. The supervisory functions by Oliva (1984) [16] are as follows: 1) Staff development, 2) Curriculum development, and 3) Instructional development. Careful planning for academic supervision will certainly have an impact on the 3 factors above and if the above factors go well then the educational goals can be achieved.

As mentioned in the findings section of the research, the implementation of academic supervision at the Siti Fatima Catholic Middle School Manado 2 times in 1 year with details for each at the beginning of each semester. This absolutely must be carried out by the principal because it has become a routine school program before starting a new semester or new school year. The implementation of academic supervision at the Siti Fatima Catholic Middle School always goes according to the time planned and mutually agreed upon between the principal and the teachers. In other words, the implementation of supervision is never sudden. The possibility of delays in implementation is always there. This happens when there is a sudden activity or meeting that must be attended by the principal, both at the foundation and at the city education office.

Based on the results of interviews and observations of researchers, the implementation of academic supervision is carried out with a direct approach while the supervision technique, namely class visits and class observations, is only a concept that is presented to the teachers and has not been realized. In this study, it was found that the teachers had never been visited directly by the principal when carrying out teaching and learning activities in the classroom.

The implementation of good academic supervision must be able to make teachers more competent, namely teachers who increasingly master their competencies, both personality competencies, pedagogic competencies, professional competencies and social competencies. Based on the academic supervision development module in the implementation of the 2013 curriculum (Kemendikbud, 2018) there are 12 components of learning tools that are the object of supervision, namely: (1) educational calendar, (2) annual program, (3) semester program, (4) syllabus, (5) RPP, (6) lesson schedule, (7) daily agenda, (8) KKM document, (9) attendance list, (10) grade list, (11) teacher manual, (12) textbook. In the implementation of academic supervision, these 12 components are examined by the principal on all teachers at the Siti Fatima Catholic Middle School Manado. The implementation of academic supervision at the Siti Fatima Catholic Middle School in Manado often encounters obstacles. In its realization, the

obstacles come from the principal factor as well as from the teachers. The inhibiting factors for academic supervision at the Siti Fatima Catholic Middle School Manado are: busy principals, mastery of technology, nervousness when supervised, not innovating.

As the person in charge of implementing educational activities in schools, the role and responsibility of the principal is very large. This has an impact on the busyness of school principals. The implementation of the principal's academic supervision at the Siti Fatima Catholic Middle School in Manado is also influenced by the busyness of the principal's activities both inside the school and activities outside the school such as at the foundation or at the service. This factor sometimes makes the implementation of academic supervision have to be postponed.

Another factor that hinders the implementation of academic supervision at the Siti Fatima Catholic Middle School Manado is the mastery of technology. Not all teachers in this school are familiar with the use of technology, including computers. In conducting the interview, it was found that there were obstacles for old teachers, namely mastery in technology. Old teachers are not very familiar with the use of computers, so in terms of the implementation of academic supervision, the learning tools to be supervised are made by other people. In today's era, of course, every teacher is required to have mastered technology as part of developing teacher professional abilities.

Another factor that becomes an obstacle is the teacher who is nervous when being supervised. In conducting interviews related to the implementation of academic supervision at the Siti Fatima Catholic Middle School in Manado, there were teachers who experienced nervousness when being supervised. After more in-depth research, it turns out that this is experienced by teachers who are still young, who in terms of completeness of the equipment have been prepared as well as possible. This factor seems simple but the impact is so big. Even all the preparations that have been done will be in vain and meaningless if during the implementation of supervision, the teacher becomes nervous.

Another inhibiting factor that became the findings in the study was that teachers did not innovate. In the results of the interviews, it was found that there were still teachers who used the previous years' learning tools for supervision. This sometimes becomes a separate obstacle for teachers in the implementation of teaching and learning activities. As time goes by, of course the strategies or methods used in previous years are no longer relevant to be applied to the current situation. Teachers are required to be able to innovate all the time so that they can be further assisted in achieving educational goals.

The inhibiting factors for the implementation of academic supervision by Suhardan (2010: 195) are divided into two, namely internal factors and external factors. Internal factors include: 1) the centralized system that is still attached, 2) the mentality of a golden child for teachers who are considered good. while external factors include 4 things, namely: 1) heavy quality competition, learning development must be carried out more seriously, carried out more seriously, 2) excessive guest visits interfere with the planned program, 3) many events involving children in various official activities interfere with the study plan, 4) The call for a sudden official meeting must be followed, abandoning what has been planned. These internal and external factors often become obstacles in the implementation of academic

supervision by the principal at the Siti Fatima Catholic Junior High School Manado.

5. Conclussion

Based on the results of research and discussion of the planning, implementation and follow-up of academic supervision at the Siti Fatima Catholic Middle School Manado, the researchers concluded as follows:

1. Academic supervision program at Siti Fatima Catholic Middle School Manado as a mandatory activity carried out at the beginning of each semester or the beginning of a new school year. So, in one year academic supervision is carried out twice. Regarding time, it is usually conveyed by the principal one week before the implementation so that all teachers without exception have sufficient time to prepare it. For this even semester in the 2021/2022 academic year, academic supervision has been carried out at the end of January.

2. Academic supervision at the Siti Fatima Catholic Middle School is carried out by the principal with a direct approach and individual meeting techniques. So far, the technique of class visits has never been implemented. The purpose of implementing this academic supervision is to check all learning equipment/tools (syllabus, lesson plans, annual programs, semester programs, etc.), coaching and mentoring by school principals for teachers.

3. The supporting factors for academic supervision at the Siti Fatima Catholic Middle School Manado are: 1) the readiness of the teachers to be supervised, 2) Good communication between the principal and the teachers, and 3) The encouragement and motivation of the principal to improve the self-ability of the students. teacher.

4. The inhibiting factors for academic supervision at the Siti Fatima Catholic Middle School Manado, namely: 1) The busyness of the principal related to matters such as at the foundation and at the service, 2) Teachers' mastery of technology in this case computers and the internet are still lacking, 3) There are still teachers who feel nervous when supervised, 4) Teachers do not innovate.

5. As a follow-up to the implementation of academic supervision at the Siti Fatima Catholic Middle School in Manado, an evaluation was held, strengthening the elements of supervision and coaching for teachers.

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