



Improving the Quality of Learning: An Overview of the Role of Principals' Leadership in Teacher Supervision

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ABSTRACT

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This study explores the role of principal leadership and teacher supervision practices in improving the quality of learning at MI Darusalam Prasi Gading Probolinggo. Through a qualitative descriptive approach, data was collected through interviews with principals, supervisors, and teachers, as well as classroom observation and documentation. The research method used is qualitative descriptive, by collecting interview, observation and documentation data and then analyzing them using triangulation of data and methods. The findings show that the principal's visionary leadership and focus on teacher professional development create a supportive and dynamic learning environment. In addition, quality teacher supervision practices, with constructive feedback and continuous professional development, make a major contribution to the improvement of teaching and learning practices in the classroom. Based on these findings, it is recommended to develop a leadership training program for school principals and increase the capacity of teacher supervision as a key step in improving the quality of learning at MI Darusalam Prasi Gading Probolinggo and encouraging the achievement of a more inclusive and meaningful learning environment for students.

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INTRODUCTION

Learning is at the core of the educational process that plays a central role in the formation of individuals and communities (Rumawatine, 2023; Carayannis & Morawska-Jancelewicz, 2022). The quality of learning is not only a key factor in achieving students' academic success, but also has a direct impact on the development of their overall potential (Nurnaningsih et al., 2023; Nurhattati et al., 2023; Roja & Salim, 2023). The phenomenon of learning is the center of attention for education practitioners and researchers, because it is closely related to efforts to improve the quality of education as a whole (Kurniasari et al., 2024). In this context, the quality of learning plays a very important role. The quality of learning does not only refer to students' academic achievements, but also

includes various aspects such as students' activeness in the learning process, their involvement in learning activities, and mastery of the necessary concepts and skills (Miranda et al., 2024; Supriatna & Quthbi, 2021). More broadly, the quality of learning reflects the extent to which the educational process can optimize the potential of each individual student.

The challenge of improving the quality of learning cannot be ignored (Yulianto et al., 2024; Sanjani, 2024; Zongozzi, 2022). Various internal and external factors, ranging from differences in student learning styles to the dynamics of the educational environment, can affect the effectiveness of learning (Yulianto et al., 2024). The role of leadership, especially those realized through school principals, and teacher supervision is crucial (Dewi et al., 2023). Effective leadership from a school principal is able to provide the direction, vision, and support needed to encourage improvement in the learning process (Armiyanti et al., 2023; Efendi & Sholeh, 2023). Meanwhile, teacher supervision is an important mechanism to ensure that teaching practices in schools are at an adequate level and continuously improved. The quality of learning is inseparable from the leadership role and effective supervision practices of teachers. These three aspects are interrelated and influence each other, forming a solid foundation for improving the quality of learning in schools (Permatasari et al., 2023; Stuart & Stuart, 2023; Purwanto, 2023).

Several previous studies have stated that educational supervision has a very important role in improving the quality of education (Suparliadi, 2021; Adiyono et al., 2023; Turmidzi, 2021). Supervision not only serves as a coordinator and consultant, but also as a group leader and evaluator, providing assistance to teachers in the development of their teaching techniques. Educational supervision is not only a tool to improve the quality of education, but also an important factor in achieving broader educational goals. The results of other research are also (Sumardi, 2022; Diana et al., 2021; Mariana, 2021) shows that the leadership of school principals has a very significant role in determining the quality of learning in schools. Effective leadership is not only concerned with supervision of learning and administration, but also involves the ability to motivate and drive teacher performance.

The novelty of this study is that both the leadership of the principal and the performance of teachers have a significant influence on the quality of learning at MI Darusalam Prasi Gading Probolinggo. These findings underscore the importance of proactive and change-oriented leadership in achieving higher education goals. Overall, this understanding confirms that the principal's leadership is not only a symbol, but also a driving force in creating a student-oriented learning environment and achieving superior quality of education.

This research adds a new contribution to the educational literature by delving deeper into the relationship between principal leadership, teacher performance, and learning quality. One of the novel aspects of this research is its focus on the specific context of education on the quality of learning as it can be realized, one of which is through teacher supervision, which allows research to provide relevant and applicable insights for educational practitioners in it.

The purpose of writing this journal is to explore in depth the role of the principal's leadership in improving the quality of learning through teacher supervision at MI Darusalam Prasi Gading Probolinggo. This includes identifying the relationship between principal leadership and teacher supervision practices on the quality of learning in the school, as well as analyzing the impact of teacher performance as a mediator in the relationship between principal leadership, teacher supervision, and learning quality at MI Darusalam Prasi Gading Probolinggo. Thus, this study is expected to provide a deeper understanding of the factors that affect the quality of learning at MI Darusalam Prasi Gading Probolinggo and its valuable contribution to the development of sustainable educational practices in the school.

METHOD

This study uses a qualitative approach with a descriptive method to gain a deep understanding of the leadership role of school principals (Nurrochman et al., 2023) in improving the quality of learning at MI Darusalam Prasi Gading Probolinggo. The location of this research was conducted at MI Darusalam Prasi Gading Probolinggo which is located at Jl. Asam Ko'ong Dsn. Daris Ds. Prasi Kec. Gading Probolinggo, where data was collected through three main techniques, namely interviews, observations, and documentation. Interviews were conducted with six resource persons consisting of principals, deputy heads of curriculum, and teachers who were selected based on their involvement in the learning and supervision process. Observations are carried out to directly observe learning and supervision practices carried out in the school environment. Meanwhile, secondary data is obtained from documentation in the form of official school records, policy documents, and relevant training materials.

Table 1. Respondent

No	Initials	Position
1	MS	Principal
2	AKP	Waka Curriculum
3	MZM	Guru
4	World cup	Guru
5	ZF	Homeroom Teacher

Data analysis was carried out using a data triangulation approach, which is a robust research method to ensure the validity and reliability of findings (Rosadi et al., 2023). In this approach, data obtained from various sources, such as interviews with principals, deputy heads of curriculum, and teachers, direct observation of classroom learning practices, and data from school documentation, are analyzed together. This process allows researchers to explore different perspectives and viewpoints on the phenomenon being studied. Furthermore, findings from each data source were compared, contrasted, and brought together to obtain a more comprehensive understanding of the role of principal leadership in improving the quality of learning at MI Darusalam Prasi Gading Probolinggo. By using this approach, it is hoped that stronger and more reliable findings can be obtained, thus making a valuable contribution to our understanding of the dynamics of the relationship between principal leadership, teacher supervision practices, and the quality of learning in the educational environment.

FINDINGS AND DISCUSSION

The leadership of school principals has a very important role in determining the direction and quality of education in a school (Purwanto, 2021; Latifah, 2022; Sabila et al., 2023). As the main leader in the school environment, the principal is responsible for various aspects, from the development of the school's vision and mission to the management of human resources and educational infrastructure. The effective leadership of a school principal includes the ability to inspire, motivate, and direct all school members towards the achievement of desired educational goals (Zaini & Fahmi, 2023; Zuhdi et al., 2024). Visionary principals are able to develop innovative strategies to improve the quality of learning and create an inclusive and supportive learning environment for all students and teachers (Suwarni, 2022). In addition, the leadership of the principal based on the principles of justice, togetherness, and transparency can also create a positive school culture and build strong relationships between all members of the school community.

Leadership in the Development of the Academic Community

Effective principal leadership can also facilitate the adoption and implementation of best teaching practices, encourage innovation in the curriculum, and promote continuous learning for all members of the school community. By providing ongoing support and facilitating teachers' professional development, principals create an environment where teachers feel supported and motivated to continuously improve the quality of their teaching. Overall, the leadership role of school principals in influencing the quality of learning is

undeniable, as they have the power to shape a school culture that supports, motivates, and inspires all members of the educational community in achieving academic excellence and overall student development.

"We are actively involved in designing and implementing innovative strategies, such as the use of technology in teaching, the development of relevant curriculum, and the application of active and collaborative learning methods. We always consider the needs and potential of each teacher in this process." (I-ks, 11/04)

The results of the interview were also in line with the Deputy Head of Curriculum who stated that the supervise program is not only instruction from the leadership but also absorbs the aspirations of teachers and the community environment. The supervise program covers many things ranging from interpersonal to personality.

"We have a regular training program that is tailored to the needs and aspirations of our teachers. The program covers not only the technical aspects of teaching, but also the development of personality and interpersonal skills. We also provide ongoing support to help teachers improve the quality of their teaching." (I-kur, 15/04)

The principal who stands out with visionary, change-oriented, and professional development leadership of teachers has successfully created an environment that supports quality learning at MI Darusalam Prasi Gading Probolinggo. They not only provide clear and inspiring direction to all school staff, but are also actively involved in devising innovative strategies to improve the learning process. Taking into account the needs and potential of each teacher, the principal facilitates relevant professional training and development and provides ongoing support to improve the quality of teaching. In addition, effective principals are also able to create a collaborative and inclusive work culture, where teachers feel empowered to experiment, share best practices, and continue to develop themselves. Thus, the strong leadership of the principal and oriented towards the professional development of teachers has had a significant impact in improving the quality of learning and creating a dynamic and meaningful learning environment for the entire educational community at MI Darusalam Prasi Gading Probolinggo.

Integration of Supervision on Learning Quality

The supervision carried out does not only focus on supervising or evaluating teacher performance, but is also aimed at providing in-depth constructive feedback and supporting the professional development of teachers. Through this approach, the principal and supervisory staff at MI Darusalam Prasi Gading Probolinggo have succeeded in creating a collaborative and

inclusive supervision environment, where teachers feel empowered to continuously improve their teaching practices. Supervision oriented towards teacher professional development significantly improves teaching and learning practices in the classroom, which in turn has a positive impact on the quality of learning and student achievement at MI Darusalam Prasi Gading Probolinggo.

"We apply a very collaborative and inclusive approach in the supervision of our teachers. We believe that supervision is not just about supervision or evaluation, but rather a process to provide in-depth constructive feedback to our teachers. We strive to support their professional development through this approach." (Iks, 10/04)

The supervision techniques used as the results of the interview at MI Darusalam Prasi Gading Probolinggo are individual and group supervision techniques. Individual supervision includes a variety of methods that are carried out directly between the supervisor (such as the principal or supervisor) and the teacher individually. First, the classroom visit involves the supervisor directly observing the learning activities in the teacher's classroom to provide direct feedback on teaching practices. Classroom observation may include evaluation of teaching and learning activities, teacher-student interaction, and the use of teaching methods. Second, individual meetings are dialogue sessions between supervisors and teachers to discuss work progress, challenges faced, and follow-up planning to improve performance. Third, inter-class visits are conducted to obtain a broader picture of teaching practices throughout the school. Fourth, self-assessment is a technique in which teachers evaluate their own teaching practices using the evaluation tools that have been provided.

Another model used at MI Darusalam Prasi Gading Probolinggo is the group supervision technique, involving activities carried out jointly by a group of teachers or education staff. First, group work is the process in which a group of teachers work together to solve a specific problem or develop a new learning strategy. Second, committees are activities carried out by a group of teachers who are responsible for a certain event or activity in the school. Third, guided reading is an activity in which a group of teachers read and discuss specific reading materials that are relevant to teaching practice. Fourth, demonstration learning is a technique in which a teacher demonstrates or demonstrates a particular teaching practice to another group of teachers. Fifth, darma wisata is a visit to another school or other educational place to learn best practices. Sixth, a panel discussion is a structured discussion that involves several teachers or educational staff in identifying a specific problem or solution. Seventh, the office library is a facility provided by the school for teachers to access reading materials and other resources related to professional development. Teacher groups can also gather in teacher meetings, workshops, and so on to share knowledge, experiences, and

skills in order to improve the quality of learning collectively.

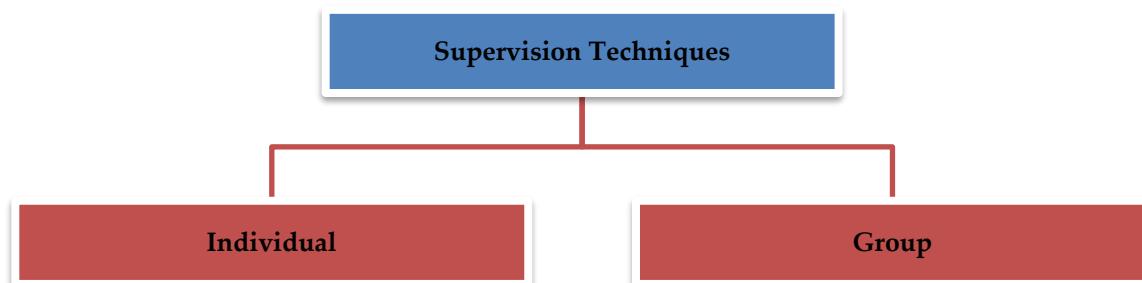


Figure 1 Supervision Technique Model

Another finding from this study is that effective and sustainable teacher supervision practices make an important contribution to improving the quality of learning at MI Darusalam Prasi Gading Probolinggo. In this school, the supervision implemented is not just an evaluation process, but rather a means to provide continuous support to teachers. Through supervising that is oriented towards constructive feedback and professional development, principals can help teachers to identify strengths and areas of development in their teaching practices. In addition, systematic supervision also allows for the timely identification and handling of problems that arise in the learning process, thus allowing for continuous improvement in teaching practices. With this structured and in-depth supervision approach, MI Darusalam Prasi Gading Probolinggo has succeeded in creating a dynamic and quality-improvement learning environment, which has a positive impact on students' development and academic achievement.

Discussion

The leadership role of the principal in teacher supervision is an important foundation to ensure optimal learning quality in a school (Sibarani et al., 2024; Faiz et al., 2023). An effective principal plays the role of not only an administrator, but also as a leader who cares about the professional development of teachers and the quality of learning. In the context of teacher supervision, the principal is responsible for providing direction, feedback, and support to teachers in an effort to improve their teaching practices. This includes direct observation of classroom learning, providing constructive guidance and suggestions, and identifying the specific professional development needs of each teacher. In addition, school principals also play a role in facilitating collaboration between teachers, sharing

best practices, and effective use of school resources to support learning. By playing this role well, principals can create a positive and motivating culture of supervision, which in turn will improve the overall quality of teaching and learning in the school.

The influence of the principal's leadership on the quality of learning is a very vital aspect in the context of education (Mariana, 2021). Principals have a key role in shaping school culture, designing education policies, and inspiring all members of the school community to achieve high standards in learning. In practice, effective leadership from a principal can create a conducive learning environment, encourage collaboration between teachers, and increase student motivation and involvement in the learning process (Efendi & Sholeh, 2023; Khana et al., 2023). Principals who have a clear vision, effective communication, and the ability to motivate and empower their educators are often able to positively influence learning practices in schools.

The development of effective principal leadership and quality teacher supervision practices are key steps in efforts to improve the quality of learning at MI Darusalam Prasi Gading Probolinggo. Principals who have visionary leadership skills and are oriented towards teacher professional development can create a dynamic and competitive learning environment, which has a positive impact on student achievement and the overall development of the school. Therefore, it is important for education practitioners and policymakers to prioritize the development of leadership training programs for school principals and capacity building for teacher supervision. Thus, it is hoped that a more dynamic, inclusive, and meaningful learning environment can be realized for students, as well as the achievement of higher learning quality at MI Darusalam Prasi Gading Probolinggo.

The role of teacher supervision in improving the quality of learning is very important in the context of education (Kalalo & Merentek, 2023; Abdillah et al., 2022). Teacher supervision is not only a tool to supervise or evaluate a teacher's performance, but it is also a means to support, guide, and improve their teaching practices. With effective supervision in place, teachers can receive constructive feedback on strengths and areas of development in their learning. In addition, teacher supervision also allows for in-depth reflection on teaching practices, identification of effective learning strategies, and the application of innovations in teaching methods.

In the context of education, teacher supervision refers to a structured and systematic process carried out by the principal or supervisory staff to monitor, support, and improve teachers' teaching practices (Ginting, 2024). Supervision systematics includes several important stages, ranging from planning, observation, evaluation, to follow-up (Djuhartono et al., 2021; Ginting, 2024;

Ridlo & Yanti, 2023). First of all, supervisory planning involves identifying supervisory objectives, establishing the focus of observation, and drafting an action plan. Then, the observation process is carried out by directly observing the teacher's teaching practices in the classroom, both formally and informally. After that, evaluation is carried out by analyzing observation data, providing feedback to teachers, and evaluating the achievement of supervision goals.

CONCLUSION

Based on the analysis of several previous sections that have been discussed, it can be concluded that the leadership of the principal and the practice of teacher supervision have a very important role in improving the quality of learning at MI Darusalam Prasi Gading Probolinggo. The principal's effective, visionary, and professional development-oriented leadership of teachers is able to create a supportive, dynamic, and meaningful learning environment for students. Meanwhile, quality teacher supervision practices, which involve constructive feedback and ongoing professional development, make a significant contribution to improving teaching and learning practices in the classroom. These findings affirm the importance of developing leadership training programs for school principals and increasing the capacity of teacher supervision as key steps in improving the quality of learning at MI Darusalam Prasi Gading Probolinggo. Thus, the implementation of these strategies is expected to create a more dynamic, inclusive, and oriented learning environment in this school.

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