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Improvement of Principals' Supervision Competence Trough Accompaniment in Principal Working Group

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Abstract

The principal's supervision competency affects improving the teaching and learning process; therefore it needs to be improved. This study aims to describe the competency of supervision of the principal after accompaniment by the school supervisor in the Principal Working Group (PWG) activities in Sangkuang Island, East Kutai Regency. This research using the qualitative method. It was conducted at The State Elementary School in Sangkuang Island. Data collection using interview, observation and documentation techniques. Data analysis using Miles and Huberman analysis model is an interactive data analysis consisting of three activities: data reduction, data presentation, and conclusion drawing. The results showed that the principal's supervision competency increased after accompaniment by the school supervisor in the PWG activities. The principal has been able to properly plan the supervision program, carry out supervision by the established standards, and carry out follow-up supervision according to the needs. The results of this study can be applied in other areas to improve the principal's supervisory competence by empowering the PWG accompanied by the school supervisor.

Keywords: elementary school; principal; supervision competence

1. Introduction

Succeed or not, an educational institution, especially in the education unit, is strongly influenced by the competence of the principal. The principal's competency is formed on five indicators that are comprehensive and synergistic, namely:) managerial competency, 2) supervision competency, 3) entrepreneurial competency, 4) social competency, 5) personality competency. The principal must possess the competency to carry out their role and function professionally and work effectively and efficiently to realize a quality school (Alfian et al., 2019; Hidayat & Ulya, 2019; Wiyono et al., 2020).

Among the five competencies of the principal, supervision competency is an essential competency owned by the principal. Because the supervisory competence of the principal is implemented in academic supervision activities in schools that directly affect teacher performance (Ramadhan, 2017; Trinh et al., 2019; Yasin & Mustafa, 2020). If the teacher's

performance is good, then the learning process will be quality, which facilitates the achievement of educational goals. The supervision of the principal is also called academic supervision.

Academic supervision competency is the ability of the principal to foster teachers to improve the quality of the learning process (Arman et al., 2016). The target of academic supervision is teachers in carrying out the learning process. The supervised component consists of learning equipment and classroom management. However, the results of pre-research through observations and interviews show that not all principals have good supervision competencies, especially the principal of SD Negeri in Sangkuang Island. Some of the initial findings that occurred: (1) Supervision conducted by the principal has not been appropriately planned, so it is not clear the supervision schedule (2) The implementation of the supervision of the principal has not been guided by the correct process, (3) Follow-up to the implementation of supervision is not carried out, so there is no feedback.

This problem is caused by the principal lacking knowledge and insight about the supervisory competence of the principal. The supervisory competencies of the principal include: 1) Planning an academic supervision program in order to improve teacher professionalism, 2) Implementing academic supervision using the right approach and supervision techniques, 3) Following up on the results of academic supervision in order to improve teacher performance. Supervision is a process specifically designed to help teachers use their knowledge and abilities to provide better (Astuti, 2017; Syafmawati, 2020).

School superintendents have an essential role in improving and developing the supervisory competence of the principal. The task of the school superintendent is to provide guidance, assessment, and guidance ranging from program plans, processes, to results in school management to improve school performance. The responsibility of the school superintendent is to help improve the quality of education and teaching and learning processes.

In carrying out the task, the principal needs a professional organization to develop its performance. The current professional organization of the principal is the principal working group (PWG). PWG members consist of all principals in a specific school cluster. The headmaster needs input from fellow principals to discuss and find school problem solutions. To improve the competence of the principal, the PWG can be empowered.

It is important to note that Sangkuang Island is a remote island located in Sangkulirang Bay, East Kutai Regency, East Kalimantan, Indonesia. The supervision competency of the primary school principal in Sangkuang Island needs to be improved because the supervision competency directly impacts the quality of the teaching and learning process. The quality of the teaching and learning process is one of the most determining indicators of whether or not education is successful in schools.

Some studies have shown a positive influence of the headmaster's supervision competency on teacher performance (Khun-Inkeeree et al., 2019; Kotirde & Yunos, 2015; Maskur et al., 2018). The competence of school supervisors and principals positively affects the motivation and performance of junior high school teachers in Maros (Arman et al., 2016), 2). Similar research proves a significant relationship between the supervision of the principal and the spirit of teacher work (Murtiningsih et al., 2019).

Research has been conducted, generally discussing the relationship between the principal's supervisory competence and the teacher's performance, which shows that the competence of the principal has a positive impact on the teacher's performance. The problem in Sangkuang Island is the competence of the primary school principal, so it needs to be improved. So in this study, look for solutions to improve the supervisory competence of the principal

Based on the literature search results above, there has been no research aimed at improving the competence of the principal through the assistance of school supervisors in PWG

activities. Therefore, the objectives of this study are: 1) describe the activities of the PWG, and 2) describe the competence of the principal supervision on the planning, implementation, and follow-up of academic supervision in the school.

2. Methods

The competence of principal supervision is significant for the principal because it can improve teacher performance in implementing the learning process (Yasin & Mustafa, 2020). Therefore, school supervisors as supervisors for school principals seek to improve supervisory competence through PWG activities. This study aims to describe the phenomenon that occurs, the condition of the principal's competence after coaching by the school supervisor. Besides, it describes the process of guidance by school supervisors in PWG activities. A qualitative approach with a descriptive method helps explore what supervisors, principals, and teacher's experience, about their behavior, perceptions, motivation, and actions. Information is conveyed holistically and thorough descriptions in the form of words (Moleong, 2017).

This research was conducted at Public Elementary Schools on Sangkuang Island, Sangkulirang District, East Kutai Regency, which consists of 4 schools as follows: 1) Public Elementary School 003 Sangkulirang; 2) Public Elementary School 006 Sangkulirang; 3) Public Elementary School 007 Sangkulirang and 4) State Elementary School 012 Sangkulirang. On Sangkuang Island there are only 4 public elementary schools, and all of them were used as research samples. In Figure 2, Sangkuang Island is marked in a circle.
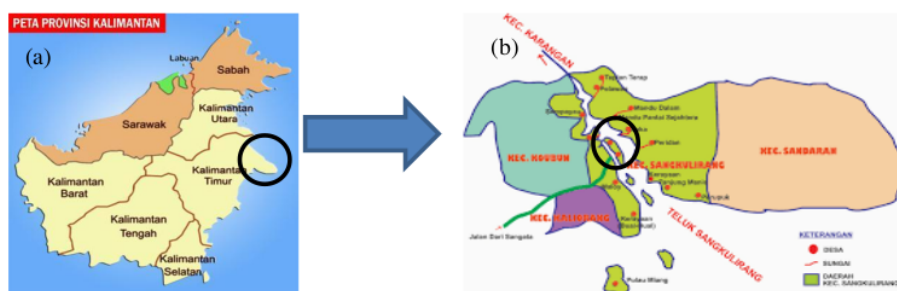

Figure 1. (a) Kalimantan Island and (b) Sangkuang Island at Sangkulirang Bay

2.1 Data Collection Techniques

Collections of the data in this study were using interview, observation, and documentation techniques. Each of them is described as follows:

Interview Techniques

Interviews were conducted to obtain direct and in-depth information from research informants. The interview technique used was an unstructured interview, in which the researcher prepared interview guidelines. During the interview, questions were developed to obtain more in-depth information, but this could not be separated from the interview guidelines that were made. In this study, the research informants were school supervisors, school principals, and teachers of public elementary schools on Sangkuang Island. From the three informants, it is hoped that information will be obtained holistically about the implementation of coaching by school supervisors for the principals of State Elementary School on Sangkuang Island. Interviews use voice recording aids so that the information obtained can be heard repeatedly and analyzed. There are 3 types of interview guidelines, namely interview guidelines for school supervisors, school principals, and teachers.

The interview guidelines focus on two activities, namely PWG activities and academic supervision. PWG activities are discussion forums for school principals that are supervised by school supervisors. So that the data mining PWG activities are sourced from school supervisors and school principals. In essence, the questions for school supervisors and school principals are almost the same as they relate to PWG activities. The interview guidelines about PWG activities were developed based on the PWG function as a discussion forum for school principals. PWG objectives are: 1) Knowing the problems and difficulties of schools related to planning, implementation, and evaluation, 2) Overcoming difficulties of school principals, and 3) Developing the professional abilities of school principals. The school supervisor is the accompaniment of PWG activities.

Extracting information about the implementation of school principal academic supervision comes from school supervisors, school principals, and teachers. In this activity, the principal acts as a supervisor, the teacher acts as a learning process implementer and the school supervisor acts as a supervisor. The interview guidelines were created using information from the Minister of National Education's Regulation No. 13 of 2007 concerning Principal Qualifications, which specifies that school principals must possess four skills: 1) Administrative competence, 2) Entrepreneurial competence, 3) Supervisory competence, and 4) Personality competence. In the supervision competency section, it is written that the principal must be able to 1) Plan an academic supervision program, 2) Carry out academic supervision using appropriate techniques, and 3) Follow up on the results of academic supervision of teachers to increase teacher professionalism (Astika et al., 2020)

Interview guidelines for school supervisors, aiming to gather information about: 1) The presence of school supervisors at PWG activities, 2) The role of school supervisors in PWG activities, 3) The material discussed in PWG activities, 4) The performance of the principal in the field of academic supervision which includes planning, implementation, assessment, and follow-up carried out by the principal, and 5). The principal's ability to solve problems after participating in PWG activities.

Interview guidelines for school principals, ask about 1) Principals' perceptions of PWG activities and the extent of school principals' interest in PWG activities, 2) The role of school supervisors in PWG activities, 3) Material discussed in PWG activities, 3) Performance of school principals supervision after participating in PWG. This section asks about the principal's motivation and how to find the best solution if he gets obstacles in carrying out tasks, 4) Besides, as a core question is how the principal carries out academic supervision at school, starting with planning, implementation, assessment, and follow-up carried out.

Interview guidelines for teachers contain: 1) Planning for academic supervision to be carried out by the principal, 2) Implementation of academic supervision, 3) Assessment and follow-up of academic supervision 4) Teacher perceptions about the competence of the principal in carrying out his function as an academic supervisor after participating in PWG activities.

The main questions in the interview are almost the same. The answers obtained from the informants will be cross-checked with each other until a valid answer is obtained.

Observation Techniques

Observation is an essential element in qualitative research because the data from the observation results is the actual condition of the object of research. The observations made were passive participatory observations, in which the researcher came to the place of the activity of the person being observed but was not involved in the activity. In addition, observation is carried out openly, meaning that the subject being observed knows that the activity is being observed

Through observation, researchers can observe for themselves the social situation in the school, which is the background of the research, the behavior of the principal when conducting academic supervision, the interaction between the principal and the teacher, the behavior of the principal, and the interpersonal interactions that occur in PWG activities, the interaction between school supervisors and school principals. Besides, observation will provide a clearer picture of the incomplete information during the interview. Thus it makes it easier for researchers to describe the behavior of the subject and the process of events within the scope under study. In this study, the objects observed were 1) Activities of supervising school supervisors in PWG activities, 2) Supervision of school principals in their respective schools. The PWG activity observation form and academic supervision activities are shown in **Tables 1 and 2**.

Table 1. The PWG activity observation form

OBSERVATION FORM

Object of Observation : PWG Activity
Place of Observation : ………………
Time of observation   : ………………
Type of observation   : Descriptive

No	Aspect Observation	Sub Aspect	Description of observation results
1	Condition of activities	Presence of school principals Attendance of school	
		supervisors	
2	Delivery of material by school supervisors	Material presented	
		Situation when delivering material	
3	Interactions between school supervisors and principals who are present		
4	Interactions between school principals		
5	Discussion activities Discussion	situations	
6	Asking activities of school principals to school supervisors		

Note:

Observer:

Table 2. Academic supervision activities

OBSERVATION FORM

Object of Observation : PWG Activity
Meeting Topic   : Academic Supervision
Place of Observation : ………………………
Time of observation   : ………………………
Type of observation   : Descriptive

No	Aspect Observation	Sub Aspect	Description of observation results
1	Condition of activities	Presence of school principals Attendance of school	
		supervisors	
2	Delivery of material by school supervisors	Material presented	
		Situation when delivering material	
3	Interactions between school supervisors and principals who are present		

No	Aspect Observation	Sub Aspect	Description of observation results
4	Interactions between school principals		
5	Discussion activities Discussion	situations	
6	Asking activities of school principals to school supervisors		

Note:

Observer:

Documentation Techniques

Research results from interviews and observations will be more credible or trustworthy if they are supported by documents of any events or incidents related to the research data. Documents can be in the form of writing or images. In this study, the supporting documents of the data include school academic supervision program, supervision instruments, supervision schedule, photos of the implementation of supervision, reports on the results of supervision, and evaluation. Documents in the form of pictures are photos of PWG activities.

2.2 Data Analysis

Analysis in qualitative research is carried out when data collection occurs and after completing data collection within a certain period. After each interview, an analysis was carried out. According to Miles and Huberman, qualitative data analysis is carried out continuously and interactively to obtain saturated data. Data analysis activities, namely data reduction, data display, and conclusion. Each of them is described below:

1) Data reduction. During interviews or observations, much data is recorded. Nevertheless, not all data is required. Unnecessary data is discarded, then the necessary data is sorted according to the aspects studied and coded.

2) Display data. After the data is reduced, then it presents the data. Data presentation is a description of a structured collection of information that makes it possible to draw conclusions and take action. In this case, the data that has been reduced is presented in the form of narrative text, which is arranged systematically so that it is easy to understand and makes it easier to conclude.

3) Conclusion. From the beginning of data collection, conclusions have been drawn by looking for the meaning of each symptom obtained in the field, noting the regularity or pattern of explanations and configurations that may have a distinctive path. As long as the research is ongoing, any conclusions set will be continuously verified until they are valid.

2.3 Data Validity Test

The validity test was conducted through triangulation. Data triangulation is intended to ensure accurate data is obtained. For this reason, the method used is to check data through different sources or techniques.

3. Results

3.1. Interview

Interviews were conducted on three informants, namely school supervisors, principals and teachers. The interviews focused on the principal's activities in PWG activities and academic supervision in schools. The PWG activity was attended by all elementary school principals and school supervisors accompanying this activity.

The purpose of the PWG activity is to improve teacher competence. In PWG activities, school supervisors provide material on the competence of school principals, especially the competence of academic supervision to increase the knowledge of principals. In this activity, the principal can discuss with other principals and the school supervisor directs the discussion. In this activity, the principal conveys the problems and obstacles faced in their respective schools, other principals and school supervisors provide opinions and solutions.

The results and benefits of mentoring school supervisors in PWG activities [1] positively impact the competence of school supervision. In **Table 3, the** competencies of the principal before and after participating in PWG activities are described. The interview theme consisted of the principal's knowledge and a series of academic supervises implementation. Academic supervision consists of three stages, namely planning, implementation and follow-up.

Table 3. Interview result

No	Before mentoring	After mentoring
1	The principal does not have sufficient knowledge and competence to carry out academic supervision.	The principal has sufficient knowledge and competence to carry out academic supervision
2	Supervision planning stage: • Does not carry out planning meetings • No supervision schedule is made so that implementation is incidental. • Does not socialize the supervision aspect in detail. • Preparing the supervision instrument from the school	supervisor Supervision planning stage: • Planning for academic supervision, starting with a small meeting between the principal, vice-principal of the curriculum, and senior teachers. • Following the meeting with teachers, socializing the implementation of academic supervision to implement academic supervision is determined. • Supervision socialization is explained in detail so that teachers prepare learning tools. • Make a supervision instrument that has been modified according to the needs and conditions of the school (realistic and easy to implement)
	Supervision Implementation Phase: • The principal is only an auditor who checks administrative completeness without providing guidance and guidance to teachers • The principal has not mastered the methods and techniques of guidance in improving performance teachers in schools.	Supervision Implementation Phase: • The principal examines administratively and examines content to find out where the teacher's competency deficiencies lie. • The principal has carried out academic supervision with various techniques. Techniques used: individually, in groups, direct observation in class during the learning process, or observed outside the classroom.
	Follow-up supervision: • No follow-up	Follow-up Supervision: • The principal, vice-principal for curriculum and senior teachers who act as supervisors evaluate the implementation of supervision. This stage is to determine follow-up actions to improve teacher work professionalism. • Require teachers to attend teacher working groups organized by schools or school clusters to improve teacher professionalism.

No	Before mentoring	After mentoring
		• The results of supervision are reported to the school supervisor.

3.2. Observation

This study observation focused on 1) mentoring activities by school supervisors on PWG activities, 2) Principal supervision activities. The observation table describes the activities of school principals and school supervisors during PWG activities. In addition, the atmosphere of interaction between principals and school supervisors is described. Overall observation results are shown in **Table 4.**

Table 4. Observation results

No	Activity	Observation data
1.	Principal Working Group	• Attended by the Principal of Public Elementary Schools and school supervisors School • supervisors fill out material on the competence of principal supervision • Each school principal conveys the problems that occur in the school respectively. Other principals provide opinions, thoughts, and solutions. School supervisors also provide directions and solutions. • The school principal prepares a supervision program plan under the supervision of the school supervisor. • The principal seemed enthusiastic in participating in the PWG activities. Relaxed and friendly atmosphere.
2.	Academic Supervision Activities by the principal The	• principal sits in the back seat, observing the teacher teaching. • The supervisor assesses the teaching teacher based on the supervision instrument that has been made.

3.3. Documentation

Document is physical evidence that complements and strengthens data from interviews and observations. In **Table 5**, the documents obtained in the PWG activities and academic supervision by the school principal are described. Academic supervision activities are divided into three stages of activities, namely planning, implementation, and follow-up.

Table 5. Documentation

No.	Activity	Document
1	PWG Activities	• Attendance List • Photos of PWG activities
2	Academic supervision planning	• Meeting attendance list Meeting • minutes • Supervision schedule
3	Implementation of academic supervision	• Daily reports • Teacher assessment sheets
4	Follow-up academic supervision	• Photos of activities • Reports of academic supervision activities to supervisors schools

4. Discussion

4.1. PWG Activities

There are three parties that are considered to be very decisive in achieving educational goals, namely supervisors, school principals, and teachers. Each party has a strategic role, which collaborates to achieve the expected educational goals. The task of the school supervisor is to provide guidance and coaching to school principals and teachers. The principal's task is to manage the school to carry out the teaching and learning process properly (Azainil et al., 2021; Maskur et al., 2018). Meanwhile, the teacher's task is to carry out the learning process (Alfian et al., 2019; Wiyono et al., 2020).

In order for the principal to work in a planned and directed manner, a school supervisor is needed who can foster and guide the implementation of his duties as a principal (Alfian et al., 2019; Arman et al., 2016). In addition, to become a professional principal, a forum is needed to develop his potential so that he can share experiences with other school principals. The professional forum for empowering school principals is PWG.

School supervisors accompany PWG activities that aim to improve the academic supervision competence of school principals. The core competence of academic supervision is to foster teachers in improving the quality of the learning process. In this activity, school supervisors fill out material on the supervisory competence of principals, in theory and their application. The teaching applied by school supervisors is through lectures, discussions and the practice of planning academic supervision. The four principals who attended were enthusiastic in participating in this activity. They realize that knowledge of academic supervision is very much needed in carrying out their duties and functions as school principals.

PWG activities become a discussion forum and find various solutions to problems faced by school principals. The implementation of PWG shows an atmosphere that supports work productivity. During the meeting, the principal was more open to ask questions that were not understood and were not apparent to the school supervisor. In addition, they conveyed the obstacles faced in carrying out supervision activities in schools. The principal seems more motivated to improve his competence, and this can be seen from the questions submitted.

After getting the material from the school supervisor, the principal makes an academic supervision plan for each school. Between principals discuss and exchange ideas about the problems faced at school. If the discussion does not find common ground, school supervisors provide suggestions and solutions. The principal feels comfortable discussing with colleagues under the direction of the school supervisor.

The principal said that implementing the PWG program had provided inspiration and understanding in implementing the academic supervision program. The series of academic supervision activities consist of: 1) planning academic supervision programs, 2) carrying out academic supervision of teachers using appropriate supervision approaches and techniques, and 3) following up on academic supervision activities in order to increase teacher professionalism (Honig & Rainey, 2019; Noor et al., 2020). The principal also said that he increased his knowledge, insight, and competence regarding academic supervision after participating in the PWG activity. The achievements of the principal through PWG activities following the PWG objectives are to improve the ability, knowledge, skills of the principal (Vennebo & Aas, 2020).

4.2. Planning, implementation, and follow-up of academic supervision

1) Planning

After participating in PWG activities, the competence that school principals can possess is to make plans for academic supervision. The principles that need to be considered in planning academic supervision are related to objectivity, responsibility, sustainability, based on the needs and conditions of the school.

The principal makes academic supervision planning through a meeting. First, the principal held a small meeting attended by the vice-principal for curriculum and senior teachers. At this meeting, determine the goals, targets to be achieved and create a team of assistant principals to implement academic supervision. The implementation of supervision will be more directed and effective if it refers to the planning made professionally (Honig & Rainey, 2019; Hvidston et al., 2018; Noor et al., 2020). Next, the principal holds a meeting with the teacher to socialize the academic supervision program. At the meeting, determine the schedule for the implementation of academic supervision agreed upon by the teacher. The principal also conveyed the purpose of holding academic supervision, namely to improve the

learning process. <mark>In detail, the principal explained the components being supervised, namely classroom administration, learning tools, implementation of the learning process.</mark> Learning tools include learning implementation plans, student worksheets, learning media, assessment instruments. The explanation given by the principal is clear, so the teacher understands what must be prepared during supervision.

During the planning of academic supervision programs, teachers are involved in being responsible for its implementation. In addition, they can find out the schedule for academic supervision that will be carried out to prepare themselves to complete class administration and learning tools. <mark>With the togetherness in preparing the program, all parties will feel appreciated and will be able to eliminate misunderstandings between the principal and the teacher.</mark> Following the school's management, the principal involves the school community in the planning of the program so that all are responsible for the implementation of the school program (Mulawarman et al., 2021).

The arrangement of the academic supervision program shows an increase in the knowledge and competence of school principals after participating in the PWG program. Previously, school principals were not able to make supervision plans, so that the direction and purpose of supervision were not clear.

2) Implementation

Implementation of academic supervision by principals on teachers is essential to improve teacher performance abilities and learning quality through a good learning process (Maskur et al., 2018; Messi et al., 2018; Wiyono et al., 2020). In the implementation of supervision, the principal must treat teachers as people who have the potential to progress and develop better so that the emphasis on activities is more directed to the process of improving (Alfian et al., 2019; Hoque et al., 2020; Rainey, 2020). The principal in carrying out supervision with techniques, namely individually and in groups, is adjusted to the needs. Individual

techniques in the form of supervision of class visits are carried out based on a predetermined schedule. Teacher performance appraisal by the supervisor is based on the assessment instrument that has been prepared. As supervisors are principals, vice-principals for curriculum or senior teachers. The group supervision technique is carried out by holding a meeting with the teacher to guide the general learning process.

Class administration assessments and learning tools have been checked directly by the supervisor before making class visits. This is done so that they focus more on observing the teacher in the learning process when supervising class visits. The class visit technique makes it easier for principals to get information about the strengths and weaknesses of teachers when teaching (Fahmi et al., 2019; Honig & Rainey, 2019; Noor et al., 2020). The principal's direct observation of the learning process makes it easier for the principal to improve the learning process (Azainil et al., 2021; Hoque et al., 2020; Wiyono et al., 2020).

In general, the technical implementation of academic supervision takes place according to plan. Only because there were some obstacles, so there was a delayed supervision schedule, but all schedules could be completed.

4) **Follow-up**

The principal, together with the supervisor team, provide feedback as a follow-up to academic supervision. Feedback given to teachers varies. There are improvements in learning tools. There are also about classroom management. Thus, the teacher understands his shortcomings and must make improvements in the following learning process. These improvements must always be controlled by the principal so that quality learning is achieved.

The results of the implementation of academic supervision are reported to the school supervisor. Based on the supervisory report, the principal and school supervisor discussed the next steps to improve teacher performance and professionalism. Follow-up in the form of

training or workshops on making learning tools, making media, or classroom management skills.

As the purpose of the academic supervision program is to improve the learning process. The academic supervision program is not only used to assess teacher performance, but from the assessment, it is used to provide feedback and determine follow-up so that the following learning process is even better. So this academic supervision program is sustainable and continuous (Agih, 2015; Alsaleh et al., 2017; Arman et al., 2016; Khun-Inkeeree et al., 2019).

The results showed that school principals had better academic supervision competencies than before receiving assistance from school supervisors in PWG activities (**Table 3**). The principal can carry out the planning, implementation and follow-up stages of academic supervision following the standards set by the government.

The success of increasing the supervisory competence of the principal cannot be separated from the activities of the principal in the PWG forum accompanied by the school supervisor. PWG is a forum or professional organization for school principals. A forum that can provide opportunities for principals to develop their potential and share experiences with other principals. A school principal, in carrying out his duties and functions, sometimes experiences obstacles or obstacles. In this form of PWG, the principal gets input from his fellow principals to discuss and find solutions. Thus, the forum PWG has been working correctly, namely: 1) Recognizing the problems and difficulties of the school related to the design, implementation, and evaluation, 2) Overcoming difficulties principals, and 3) develop the professional capabilities of principals (Fitra, 2013; Santosoagusyahoocoid & Samarinda, 2019).

School superintendent role of the mentor in PWG activities. The school supervisor is the person in charge of fostering and guiding the principal in improving school performance. (Aldaihani, 2017; Alfian et al., 2019). So that the principal is very competent in assisting PWG

activities. When the principal discusses solving the problems faced at school, the school supervisor provides suggestions and alternatives that can be a solution. Thus, it turns out that the empowerment of PWG accompanied by school supervisors is very effective in increasing the supervisory competence of school principals.

5. Conclusion

In PWG activities, school principals can exchange ideas to prepare supervision programs and find solutions to problems faced by schools. Discussions are more effective because the discussion partners are colleagues, professionals with the same problem. Supervisors as companions provide direction and solutions to school problems.

Based on the research data, the principal's supervisory competence increased after mentoring was carried out by the school supervisor through the activities of the principal working group (PWG). At the planning stage, the principal has prepared a supervision schedule, supervision instruments, and socialization for teachers. At the implementation stage, supervision has been carried out with various techniques as needed. Meanwhile, at the follow-up stage, the principal provides feedback to the teacher to improve the performance and quality of the teaching and learning process. In addition, the principal plans follow-up actions to improve teacher professionalism in the form of workshops on making learning tools, making media, and training in classroom management skills

6. Recommendations

Based on the findings, we suggest the principal utilizes the PWG forum for discussion forums related to the principal's duties and programmes of academic supervision to improve teacher professionalism and the quality of the learning process.

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