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Research article

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**IMPROVING THE QUALITY OF LEARNING THROUGH ANALYZING THE IMPLEMENTATION OF TASK MANAGEMENT AND THE ACADEMIC SUPERVISION FUNCTION OF THE HIGH SCHOOL PRINCIPAL****淺析高中校長任務管理與學業督導職能的實施提升學習質量**Akhmad <sup>a,\*</sup>, Haeruddin <sup>a</sup>, Herlan Perdana Putra <sup>a</sup>, Putri Anggreini <sup>b</sup><sup>a</sup> Faculty of Teacher Training and Education, Mulawarman University  
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**Abstract**

One of the essential roles of the school principal is academic supervision. Academic supervision is the coaching and development of teachers to improve the quality of learning and guidance in schools. This study aimed to analyze and describe the implementation of academic supervision by the principals in several senior high schools in East Borneo. It used a survey method and collected the data using a questionnaire. The participants in this study were 86 principals of the senior high school. The data were analyzed using descriptive and statistical techniques. The result shows that the distribution of implementing task management and academic supervision function among principals is as follows by categories: very good – 21%, good – 44%, sufficient – 23%, moderate – 6%, and fewer – 6%. We also found that female school principals have a significantly higher supervision ability than male school ones ( $p < 0.05$ ). The results showed that the principal implemented the management and academic supervision task well. Furthermore, gender might be a primary factor in implementing the task management and academic supervision function.

**Keywords:** Implementation, Management, Academic Supervision, Quality of Learning

**摘要** 校長的重要職責之一是學術監督。學業監督是對教師進行指導和發展，以提高學校的學習和指導質量。本研究旨在分析和描述東婆羅洲幾所高中校長對學業監督的實施情況。它使用調查方法並使用問卷收集數據。本研究的參與者是 86 名高中校長。使用描述性和統計技術分析數據。結果顯示，校長在落實任務管理和學術監督職能方面的分佈情況如下：非常好 21%，良好 44%，充

足的 23%，一般 6%，較差 6%。我們還發現女校長的監督能力明顯高於男校長 ( $p < 0.05$ )。結果表明，校長很好地完成了管理和學業監督任務。此外，性別可能是實施任務管理和學術監督職能的主要因素。

**关键词:** 實施、管理、學業監督、學習質量

## I. INTRODUCTION

A principal is a teacher who has been given the additional responsibility of leading an educational institution. School management standards include (1) program planning, (2) work plan implementation, (3) supervision and evaluation, (4) school leadership, and (5) school information systems. Planning is the activity of selecting, determining, and relating facts, as well as making assumptions about future events that are thought to be important in achieving the desired results [7]. When it comes to education, planning is the first and most important function in education management because it is a systematic process for making decisions about future actions [8].

The organization is defined as a pattern description, schematic sections displaying command lines, employee positions, existing relationships, and so on [18]. Thus, education organization is the arrangement of all educational resources to achieve educational goals.

The most important and dominant management function in the management process is implementation (actuating). It cannot be separated from the manager's role as a leader in implementation, so leadership is required [1]. The process of influencing group activities to set and achieve goals is known as leadership [16]. According to a survey, implementing innovative recruitment and compensation (reward) in an educational institution has a significant positive relationship with improving human resource performance (teachers and employees) [13].

A key to success in the educational process is supervision. Supervision is the monitoring of activities with the goal of determining the true expectations that will be met and improving any deviations that occur [18]. Supervision is a fundamental process that is required regardless of how complex or large an organization is [17]. The supervisory process is divided into three stages: setting implementation standards, measuring implementation against standards, and determining the gap between implementation and standards [6].

In the world of education, the principal is frequently associated with the supervision. The primary function of educational supervision is to

improve and improve the quality of teaching [5]. The supervisory function is to (a) coordinate all school efforts, (b) equip school leadership, (c) broaden teachers' experience, (d) stimulate creative efforts, (e) provide facilities and continuous assessment, (f) provide knowledge and skills to each staff member, and (g) provide broader and integrated insight in formulating [4].

The principal's third primary responsibility, supervision and evaluation, refers to academic supervision related to the learning process. Academic supervision primarily provides direction, assessment, and assistance/guidance beginning with program plans, processes, and results. Teachers and all school personnel receive guidance and assistance in school management or education delivery to improve school performance. Academic supervision is concerned with encouraging and assisting teachers in improving the quality of the learning process/guidance, as well as the quality of student learning outcomes [19].

Academic supervision, in essence, is intended to assist teachers in improving the quality of the learning process, which includes the use of basic materials in the learning process, the preparation of syllabus and lesson plans, the selection of learning strategies, methods, techniques, the use of media and information technology in learning, the assessment of learning processes and outcomes, and action research [2].

Academic supervision performance by the principal is a process of conducting the duties and responsibilities of the job assigned to him as a guarantee of the quality of school education he leads. If the principal conducts his duties and functions in accordance with the government's standards, the quality and objectives of the school he fosters can be properly achieved. Taken together, our study aimed to analyze the implementation of academic supervision by the school principal. We further analyze whether gender differences affect the level of these implementations.

## II. METHODS

This study employs a field study method (Field Research) to explain and analyze the description of high school principals'

implementation of task management and academic supervision functions. This study used a descriptive statistical approach to reveal the natural state of high school principals in East Borneo, as well as inferential statistics to reveal differences in the ability of male and female high school principals in terms of task management and academic supervision functions. Figure 1 shows the data collection method.

### A. Participants

The participants of the study were 86 the school principals from the East Borneo Province's State Senior High School.

### B. Data Collection Tools

This study will employ a questionnaire, which is a data collection technique that involves presenting a set of questions or written statements to respondents to be answered. The questionnaire used is a closed questionnaire in the form of a statement, and the respondent answers it with the answers provided, so the respondent only chooses one alternative answer. The following factors were considered when selecting questionnaires: (1) Can be distributed to all respondents at the same time; (2) Respondents can answer questions at their respective speeds and during their free time; (3) Will obtain answers that are relatively uniform, making data analysis easier; and (4) Data collection is more efficient in terms of time, effort, and cost.

The questionnaire contains academic supervision questions about the planning activities, the implementing activity, and the following-up activities. The total number is 20 questions accompanied by five options to choose by the school principals as follows:

- 1 = Never done
- 2 = Rarely done
- 3 = Sometimes done
- 4 = Often done
- 5 = Always done

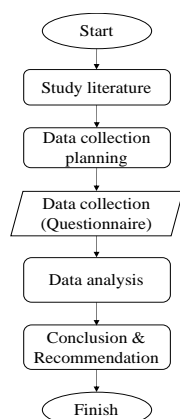


Figure 1. Flowchart of the data collection (Developed by the authors)

### C. Data Collection Process

The data collection techniques in this study used (1) Questionnaires (list of questions) given to data sources with the aim of obtaining a real picture of an event or events to answer research questions, (2) Written documents prepared for research in the form of reports, archives, diaries, photos of activities, meeting results, souvenirs, activity journals, and annual report documents, and (3) Interviews with school principals with the aim of checking respondents' answers to the questionnaire.

### D. Data Analysis

The techniques used for data analysis are descriptive and statistical analyses. The descriptive test aims to demonstrate that the research findings are described using a frequency table (percentage table) and then explained descriptively. The Statistical Test identifies gender differences in task management implementation and the principal's academic supervision function.

## III. RESULT

### A. Academic Supervision

Based on the findings of the study on 86 respondents who served as research samples, descriptive analysis data were obtained with 7 statement questionnaire items and processed with SPSS version 15.

The data were obtained from the analysis of the data description of the 86 research samples. The score for the acquisition of planning indicators ranged from 33 to 100 with a possible score of 67. The average score for the principal's academic supervision planning is 79.08, with a standard deviation of 14.31 and a midpoint or median of 81.

Furthermore, the value of the principal's academic supervision is distributed as follows in the frequency distribution pie chart (Figure 2).

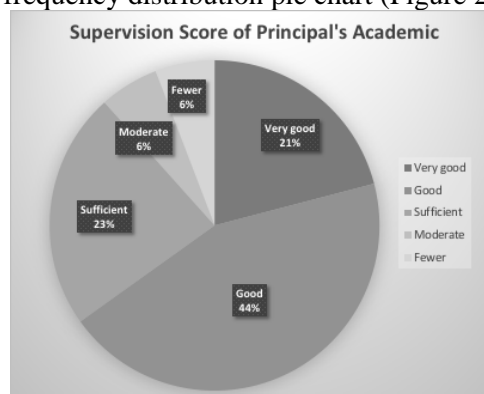


Figure 2. Principal's academic supervision value (Developed by the authors)

According to the frequency distribution data, the Principal's Academic Supervision Score in East Kalimantan Province is good, with an average of 79.0814. According to Figure 2, the Principal Academic Supervision has 6% fewer, 6% moderate, 23% sufficient, 44% good, and 21% very good categories.

### B. Testing Requirements

The data requirements test was performed first to determine the relationship between variables. The assumptions of a linear regression model must be met for hypothesis testing to be reliable. The following assumptions must be met: 1) Residual (error) is normally distributed, 2) The variance of the residual (error) is constant or homogeneous (homoscedastic), 3) There is no multicollinearity in the independent variables, 4) In the residual (error), there is no auto correlation. Furthermore, the assumptions above will be tested with the SPSS version 15 program.

Table 1.  
Supervisory ability of school principal's based on gender  
(Prepared by the authors)

Gender	n	Mean
Man	72	77.6250 ± 1.73
Woman	14	86.5714 ± 2.54

Based on Table 1, it can be seen that the average value of the supervisory ability of female principals is higher than that of men. The value of sig  $0.032 < 0.05$  indicates that there is a significant difference in the supervisory ability of school principals based on gender.

## IV. DISCUSSION

The object of this study is the academic supervision activities carried out by the principal of the teachers at his school. Academic supervision is one of the important processes to improve the quality of learning in schools [3]. Therefore, it is necessary to provide guidance to school principals to conduct academic supervision. In this study, an analysis was carried out to determine the implementation of academic supervision carried out by the principal in senior high school. Furthermore, we also analyzed the implementation of academic supervision based on the gender of school principals.

Supervision is a coaching activity designed to help teachers and other school employees do their jobs more effectively [15]. Supervision is a process of implementing completed work, evaluating it, and correcting it, therefore the work is completed in accordance with the original plan.

Supervision is an effort to provide services in a more professional manner to serve students.

Our first result shows that the implementation of academic supervision by the school principals was in different conditions. The highest percentage of implementation of academic supervision is in the good category followed by sufficient, very good, moderate, and fewer categories. This means that the principals already do their task and function. In agreement with previous studies, they also show that several schools in other states such as basic and junior high school have implemented the academic supervision properly [6], [14]. This certainly has an impact on improving the quality of education in a school. Other studies showed that the good implementation of academic supervision in schools can improve the quality of education in schools [12]. Moreover, another report also shows a relationship between academic supervision carried out by the principals and improving teacher performance [10].

Supervision activities include determining and meeting the conditions or requirements for personnel and materials needed to create an effective teaching and learning environment [5]. Learning planning, learning implementation, knowledge evaluation, and supervisor management are the conditions referred to in educational supervision.

According to the results of the descriptive statistical analysis, the average value of the ability to supervise high school principals in East Kalimantan, both male and female, is in the good category. According to detailed indicators of planning, implementation, and follow-up, the average supervisory ability of male and female principals is also in the good category. Thus, the ability of high school principals in East Kalimantan must be maintained and improved to improve education management at the high school level in East Borneo.

Second, research results of an inferential analysis aimed at comparing the supervisory abilities of male and female principals in East Borneo using the independent t-test test formula, namely, the average test of two groups, which are male and female principals based on each indicator and the total value of the principal's supervision. The results show that there are significant differences in the implementation indicators between male and female principals. It can be seen that women have better average supervisory ability on the implementation indicators than that of man. Our results are in agreement with other studies. A Previous studies have shown that school principals who are female

perform well in conducting the administration of the school [12]. Women might be better due to their multitasking skills, high emotional intelligence, and good communication capacities; therefore, therefore women might be better in arranging something. Moreover, other studies also revealed the factor of gender differences, where a female teacher would be more able to increase the motivation of the students under her guidance than a male teacher [11]. However, another study showed that in the maintenance of discipline and management of conflict in school, male principals have shown a better performance than female principals [9]. Taken together, the gender difference factor may affect several education segments conditionally.

Differences exist between male and female principals based on the follow-up indicators for school principal supervision. Because there is a strong desire for a better future, females are more likely to evaluate what has been done.

Overall, the indicators of principal supervision show that women continue to outperform men in this area. A woman has a natural desire to look better, so everything she does is done with the goal of making the future better than the past.

## V. CONCLUSION

This study shows that the academic supervision carried out by the principals has been implemented properly. Furthermore, we found that female principals have better abilities in conducting academic supervision than male principals. Based on these results, we can conclude that gender may be a factor in how well or poorly academic leadership goes. The good implementation of supervision of academic by principals can further improve the quality of the learning process in schools as part of an effort to ensure the quality of education. However, our study is limited to one stage of education, which is senior high school. Therefore, further studies still needed in other educational stages such as kindergarten, elementary school, and junior high school to obtain a complete picture of academic supervision implementation by the school principals.

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