

ACADEMIC SUPERVISION OF SCHOOL PRINCIPALS IN IMPROVING EDUCATIONAL INTERACTION AT MTsN 1 KOTA LANGSA

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ABSTRAK

Kepala madrasah memiliki peran yang sangat penting dalam menjalankan berbagai kegiatan di sekolah. Sebagai supervisor, kepala madrasah memiliki tanggung jawab untuk membimbing para guru agar menjadi pendidik dan pengajar yang berkualitas. Guru merupakan komponen sumber daya manusia yang harus di bina dan dikembangkan dengan terus menerus agar bisa menjadi guru yang profesional dan berkualitas. Permasalahan yang sering muncul saat ini kurangnya partisipasi guru dalam mengatasi siswa yang kurang aktif dalam interaksi edukatif sehingga menyebabkan suasana di kelas menjadi lebih sepi. Rumusan masalah penelitian ini bagaimanakah implementasi supervisi akademik dalam meningkatkan interaksi edukatif di MTsN 1 Kota Langsa dan bagaimana dampak supervisi akademik terhadap interaksi edukatif di MTsN 1 Kota Langsa. Penelitian ini bertujuan untuk mendeskripsikan supervisi akademik dan untuk menganalisis dampak supervisi akademik terhadap interaksi edukatif di MTsN 1 Kota Langsa. Penelitian ini merupakan penelitian kualitatif deskriptif dengan teknik pengumpulan data melalui wawancara, observasi, dan dokumentasi. Teknik analisis data yang digunakan dalam penelitian ini melalui tiga tahapan yaitu reduksi data, penyajian data dan penarikan kesimpulan. Hasil penelitian ini menunjukkan bahwa implementasi supervisi akademik kepala sekolah dalam meningkatkan interaksi edukatif di MTsN 1 Kota Langsa yaitu perencanaan, pelaksanaan, evaluasi dan tindak lanjut. Kemudian dampak supervisi akademik terhadap interaksi edukatif di MTsN 1 Kota Langsa selama dua tahun terakhir mengalami peningkatan yang baik dan terarah dari sebelumnya. Hal ini dibuktikan dengan prestasi yang di raih oleh siswa di MTsN 1 Kota Langsa terhadap interaksi edukatif berdasarkan hasil belajar siswa dan daya serap siswa di MTsN 1 Kota Langsa.

Kata Kunci: Supervisi Akademik, Interaksi Edukatif, Madrasah.

ABSTRACT

The madrasah principal has a very important role in carrying out various activities at school. As a supervisor, the madrasah principal has the responsibility to guide teachers to become qualified educators and teachers. Teachers are a component of human resources that must be fostered and developed continuously in order to become professional and qualified teachers. Problems that often arise today are the lack of teacher participation in overcoming students who are less active in educational interactions, causing the atmosphere in the classroom to become quieter. The formulation of the problem of this study is how the implementation of academic supervision in improving educational interactions at MTsN 1 Kota Langsa and how the impact of academic supervision on educational interactions at MTsN 1 Kota Langsa. This study aims to describe academic supervision and to analyze the impact of academic supervision on educational interactions at MTsN 1 Kota Langsa. This research is a descriptive qualitative research with data collection techniques through interviews, observation, and documentation. Data analysis techniques used in this research through three stages, namely data reduction, data presentation and conclusion drawing. The results of this study indicate that the implementation of the principal's academic supervision in improving educational interactions at MTsN 1 Kota Langsa is planning, implementation, evaluation and follow-up. Then the impact of academic supervision on educational interactions at MTsN 1 Kota Langsa over the past two years has increased well and directed from before. This is evidenced by the achievements made by students at MTsN 1 Kota

Langsa towards educational interactions based on student learning outcomes and student absorption at MTsN 1 Kota Langsa.

Keywords: *Academic Supervision, Educational Interaction, Madrasahs.*

PENDAHULUAN

Education is a very important and crucial role in various countries in encouraging the progress and development of a country. In addition, education is also a very sacred factor in human life (Hiryanto, 2017). The main purpose of education is to shape good character in children, teach morality, and develop a positive mindset for them. In the process of education, learning becomes inseparable. This learning is designed and carried out to teach students, so that students become subjects in the learning process (Khamalah, 2017). National education aims to develop the potential and shape the personality and civilization of the nation, with the aim of increasing intelligence in social life. The purpose of this is to ensure that the potential of students can develop so that they become individuals who have faith and devotion to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens, so that is able to become proud children of the nation (Sakti, 2020).

The success of an educational institution in achieving its goals is determined by various factors such as qualified resources, facilities and infrastructure, a good financial sector, an educational curriculum that keeps up with the times to the leadership of the madrasah head (Yunus et al. 2021). The role of the madrasah principal is crucial in carrying out various activities at school. The madrasah principal has great authority and responsibility in organizing all educational activities in the school environment that he leads, with reference to the values of Pancasila and the 1945 Constitution. In education, academic supervision plays a crucial role in improving the quality of learning and teaching in schools. Principals as leaders in educational institutions are responsible for ensuring that the teaching and learning process is effective and of high quality (Rachmawati, 2018). However, the challenges faced in academic supervision are often related to how principals can improve educational interactions between teachers and students. Positive and productive educative interactions are essential for creating a supportive and motivating learning environment for students, but there are often obstacles to their implementation.

Effective supervision will develop and strengthen in a supportive school environment. Improving the quality of learning can be achieved through a high level of awareness from all members of the school community. Tolerance, mutual respect and a spirit of mutual encouragement will create a productive and constructive working climate. In addition, both competent and weak teachers should strive not to be left behind in terms of learning processes and teaching materials. One of the main problems in academic supervision is the principal's lack of understanding and skill in managing and optimizing educational interactions in the classroom. Principals must not only monitor and assess teacher performance, but also provide relevant and constructive support (Yestiani dan Zahwa, 2020). This requires an effective approach to communication, as well as the ability to identify and overcome barriers that may interfere with the interaction between teachers and students. The absence of adequate training or an in-depth understanding of effective supervision techniques is often an obstacle to this endeavor (Astuti, 2019).

In addition, variations in teachers' educational backgrounds and experiences can add to the complexity of improving educational interactions. Principals must face the challenge of tailoring supervision strategies to suit the individual needs of each teacher while maintaining consistent educational standards (Dina et al. 2022). Difficulties in

providing specific and useful feedback can also affect teachers' motivation to implement more interactive and effective teaching practices (Purwoko, 2018). Thus, principals need strong managerial and interpersonal skills to harmonize the various needs and expectations in a dynamic educational environment (Yunus et al. 2021).

To address these issues, it is important for principals to develop strategies that are more integrated and oriented towards improving the quality of educational interactions. This includes continuous training and professional development for principals and teachers, as well as creating a culture of open communication in the school. With the right approach, principals can be more effective in facilitating constructive educative interactions, which in turn will contribute to improving student learning outcomes and the overall quality of education (Hermawansyah, 2021). Currently, there is often a problem of teachers' lack of involvement in dealing with students who are less active in educational interactions, which results in a less lively classroom atmosphere (Juhji, 2016). Despite this, there are various forms of unidirectional teaching and learning interactions carried out by teachers, so that the role of the teacher becomes more dominant and students tend to be passive, less creative, and only receive information from their teachers only. This also leads to erroneous assumptions, so that students have difficulty developing the potential they should have (Ramdani dan Prakoso, 2019).

Based on some of the relevant problems and research results above, researchers are interested in further and in-depth research on academic supervision carried out by madrasah principals in improving teachers' educational interactions with students, which then the problem researchers illustrate specifically in a research title. "Academic Supervision of Principals in Improving Educational Interaction at MTsN 1 Kota Langsa". Effective supervision will develop and be strengthened in a supportive school environment. Improvements in the quality of learning can be achieved through a high level of awareness among all members of the school community. Tolerance, mutual respect, and a spirit of mutual support will create a productive and constructive working climate. In addition, both competent and less competent teachers must strive to keep up with the learning process and teaching materials. One of the main issues in academic supervision is the lack of understanding and skills among school principals in managing and optimizing educational interactions in the classroom. School principals must not only monitor and evaluate teacher performance but also provide relevant and constructive support

METODE PENELITIAN

This research was conducted using a qualitative method with a descriptive approach (Sugiyono, 2017), in which researchers conducted research by investigating and revealing and describing natural data in accordance with what was obtained from the field (Novita et al. 2022). This research was conducted at MTsN 1 Kota Langsa which is located at Gampong Teungoh, Langsa, Langsa City, Aceh Province. In this study, researchers utilized two data sources, namely primary and secondary data (Sugiarto, 2015). The data collection method was carried out through observation, interview and documentation. To make it easier for researchers to analyze data, researchers will conduct data reduction, data presentation, and verification/conclusion drawing (Miles dan Huberman, 1992).

HASIL DAN PEMBAHASAN

In this section, the research findings will be described regarding various problems encountered by researchers while in the field. Research data on the implementation of

academic supervision and Educational Interaction at MTsN 1 Kota Langsa were obtained by researchers using observation, interview and documentation methods. The subjects who became informants in this study were the principal of MTsN 1 Kota Langsa, Deputy Curriculum and teachers. The following can be presented the results of research obtained by researchers in the field as follows:

1. Implementation of Academic Supervision at MTsN 1 Kota Langsa

a. Planning

According to Arikunto, planning is a process of preparing a series of decisions to take action in the future, and is directed at achieving goals with optimal means. To ensure the smooth running of an activity, it is very important to have a good planning program design. This also applies in the context of the design of the principal's academic supervision planning program at MTsN 1 Kota Langsa, which aims to improve student educational interactions.

The implementation of academic supervision after research was conducted at MTsN 1 Kota Langsa by interviewing several respondents including the principal can be said to use certain techniques. as who gave the following explanation:

"in planning and developing the academic supervision process at MTsN 1 Kota Langsa, the first step taken is to arrange a schedule through a teacher council meeting. The formation of a supervisor team is also carried out, where the principal will supervise the vice principal, the curriculum deputy will supervise senior teachers, and senior teachers will supervise junior teachers. The formation of supervision instruments still refers to the applicable jukniks. This planning is the principal's obligation in supervising teachers, with the help of the curriculum deputy and other senior teachers, to improve teacher professionalism and student achievement at school." (Interview with Mrs. CN, Principal of MTsN 1 Kota Langsa)

The principal's statement was reinforced by the Curriculum Deputy's statement as follows:

"the planning of academic supervision at MTsN 1 Kota Langsa begins with the formation of a team of supervisors and conducts a meeting with the board of teachers at school. as a curriculum deputy in this school, he also always actively participates in following the procedures set by the principal when following the agenda of the meeting with the board of teachers, and the curriculum deputy is also always involved and participates in it where the meeting is chaired directly by the principal. As in general, the supervision carried out in this school is the same as academic supervision in general, but the thing that distinguishes supervision in this school is that our supervisory team always supports the teacher from the beginning so that when implementing academic supervision it is not only to assess and correct the mistakes of the teachers, but to help nurture the teachers in the implementation of learning in the classroom so that when supervision is carried out it does not become a scary thing." (Interview with WK of MtsN 1 Kota Langsa)

This statement was also corroborated by the supervised teacher at the school as follows:

"as a teacher who will be supervised, the planning that is done before carrying out academic supervision is to prepare learning materials to ensure that planning and preparing learning materials in accordance with the curriculum and learning objectives that have been set according to the schedule in the supervision. Then also do self-reflection on teaching practices, see what the strengths and weaknesses are when teaching in class so that when supervised no longer feel afraid because as far as supervision is carried out in this school it is not something we have to be afraid of, but always wait when

the schedule for planning academic supervision in this school is carried out so that there are new changes for teachers who teach in class." (Interview with teachers 1 at MTsN 1 Kota Langsa)

Academic supervision planning conducted at MTsN 1 Kota Langsa ensures that learning objectives are achieved, teachers have the necessary resources and guidance to improve their performance. It is also important to ensure that supervision is conducted to support progress in the learning process. The planning of academic supervision carried out at MTsN 1 Kota Langsa is to prepare a schedule in advance, assisted by a meeting between the teachers' council, form a team to carry out academic supervision and then academic supervision is carried out at MTsN 1 Kota Langsa.

b. Implementation

After carrying out the planning process, the next step is to carry out academic supervision by implementing several plans that have been prepared previously. The implementation of academic supervision at MTsN 1 Kota Langsa is carried out using a direct approach, where supervisors supervise learning tools and teaching methods used by teachers in the classroom face-to-face. Supervisors also use the technique of class visits and inter-class visits, because each supervisor is responsible for supervising around 8 teachers to be supervised. This is as expressed by the principal at MTsN 1 Kota Langsa as follows:

"after making a planning schedule for conducting academic supervision, then the implementation is carried out. In accordance with the schedule, the process of implementing academic supervision at MTsN 1 Kota Langsa forms a teamwork consisting of senior teachers who will supervise peers. Because there are many teachers in this school, cooperation must be carried out, so that all the teachers in this school can get their turn to be supervised. The reason teamwork is used is because there are many teachers in this school and the time we have is very limited. And the implementation of supervision in this school I do twice a year, namely at the beginning of the odd semester and the beginning of the even semester. Before the academic supervision is carried out, an agreement is made with the teacher who wants to be supervised, so that when the supervision is carried out it will be easier and less rigid because it has been told beforehand so that it is not too tense". (Interview with Mrs. CN, Principal of MTsN 1 Kota Langsa)

This is also confirmed by the deputy curriculum at MTsN 1 Kota Langsa as follows:

"In this school there are 46 teachers, it is impossible for the principal to do everything alone. The implementation of academic supervision is assisted by other waka-waka in the team including the deputy curriculum in this school in carrying out academic supervision. Then after planning the academic supervision plan, a decree (SK) is given in implementing academic supervision. The principal supervises the waka-waka and their staff, while several other teachers are supervised by other waka-waka. Because the instruments and measuring tools have also been listed. The things that are supervised are administration and class visits as evidenced by the attached instruments. The procedure for implementing academic supervision supervisors only sit behind and pay attention to how teachers implement learning in the classroom as in the initial meeting, core meeting and closing meeting. Then the supervisor only takes grades in class." (Interview with WK of MtsN 1 Kota Langsa).

The supervision process is carried out through a cycle consisting of three stages, namely the preliminary stage, the observation stage, and the evaluation stage. In the

preliminary stage, the principal and teacher together plan the observation material to be carried out. Next, the teacher will practice teaching skills based on the skills agreed upon in the preliminary meeting. The principal will observe and record or record the teacher's behavior while teaching according to the skills requested to be recorded. In addition, the principal can also observe and record student behavior and educational interactions in the classroom. Prior to the feedback meeting stage, the principal should seek objective data, analyze and interpret cooperatively with the teacher what has taken place in teaching. It is needed as a reference and guide in efforts to foster and improve the ability of future teacher professionalism in this area.

After carrying out several activities in the technical implementation of academic supervision at MTsN 1 Kota Langsa, it can be concluded that academic supervision is carried out with the aim of helping teachers develop their abilities. With this growing ability, it is expected that teachers can improve educational interactions that are fun for students through supervision. This supervision can also motivate teachers to realize that their responsibilities are not only limited to learning, but also include educational interactions in the school as a whole. The assessment is evidenced by the assessed instruments. The process of implementing academic supervision at MTsN 1 Kota Langsa involves supervision and guidance from supervisors to teachers in order to improve the quality of teaching, learning and academic achievement in the school environment. It involves classroom observation, where the main objective is to support teachers' professional growth in improving student achievement. With the approach to the implementation of academic supervision carried out by the principal of MTsN 1 Kota Langsa in general, effective academic supervision, clear objectives, constructive feedback, and ongoing support for teachers to improve the quality of teaching and learning.

To improve the quality of teaching and learning, it is important to have an academic supervision instrument that can be used as a measuring tool by supervisors. This instrument will help supervisors in supervising and evaluating the learning process, so as to provide constructive feedback to teachers and students.

c. Evaluation and Follow-up

The final stage in the technical implementation of academic supervision is evaluation and follow-up. In the evaluation and follow-up process, the supervisor rewards the assessed teacher first. If the teacher meets the assessment standards, the supervisor will provide reinforcement to be maintained. However, if it does not meet the assessment standards, the supervisor provides better input so that the teacher always gets new things in educational interactions. The evaluation and follow-up process at MTsN 1 Kota Langsa is carried out guiding teachers in a personal way so that teachers are more comfortable when getting criticism and suggestions from supervisors. As for the follow-up academic supervision is left directly to the principal. This is as conveyed by the principal of MTsN 1 Kota Langsa as follows:

"After carrying out planning and implementation, then after that it is still greeted by evaluation and what kind of follow-up because when implementing academic supervision in the classroom, as a supervisor, he does not provide comments when the supervision activity is taking place, but provides criticism and suggestions during the evaluation process. What are the shortcomings of the teacher being supervised, or there are things that must be added, and the next step we call the teacher concerned to the principal's room directly to provide criticism and suggestions in a good and comfortable manner so that the teacher is happy when corrected learning in class. At the time of delivery, it must be in

private and not done in front of the crowd." (Interview with Mrs. CN, Principal of MTsN 1 Kota Langsa)

The principal's statement regarding evaluation and follow-up was also reinforced by the deputy curriculum at MTsN 1 Kota Langsa as follows:

"The principal's mother in this school seems relaxed and not rigid in supervising in this school, there are still family characteristics applied by the principal in this school, this is where the shortcomings begin to emerge as a teacher who is supervised and also who supervises other senior teachers, during this evaluation, the process of improving to be better, and usually the principal gives criticism and suggestions in private and does not give criticism and suggestions when in front of the crowd. Criticism and advice or input given by the principal is usually remembered and always remembered in memory, because the dominant in this school likes when he is corrected for the better. In order to also improve educational interactions during class. So that when during the evaluation and follow-up process the changes felt by the teacher when after completing supervision while teaching, life in the classroom is more enjoyable because of the living atmosphere of educational interaction in the classroom". (Interview with WK of MtsN 1 Kota Langsa). The statement made by the deputy curriculum was also corroborated by the supervised teacher as follows:

"the evaluation process is the most awaited process after supervision. Teachers in this school are very happy to be criticized and directed to be better, especially those directly related to educational interactions in the classroom. Evaluation results after academic supervision can vary and many changes are felt by the supervised teachers in this school. Evaluations usually include how the teacher is assessed, the progress of students in educational interactions in the classroom, and the liveliness of teaching strategies carried out in the classroom. So that new knowledge is also upgraded, this is also a new experience for teachers in this school. This is very helpful in identifying strengths and weaknesses as a teacher that need to be improved in teaching and learning in the classroom. The principal also never forgets to always appreciate if it meets the assessment standards to be maintained, but if it does not match then the principal teaches well. And the evaluation carried out by supervisors in this school is personal so that when the follow-up process can help in increasing self-awareness of how the strengths and weaknesses as a teacher, because honest and objective evaluation results can be a strong encouragement for teachers to make positive changes. Evaluation and follow-up have great potential to trigger positive change". (Interview with teachers 2 at MTsN 1 Kota Langsa)

The next step in the implementation of academic supervision to improve educational interaction at MTsN 1 Kota Langsa is the follow-up step. In follow-up activities, the results of the assessment conducted by the supervisor will be reviewed. Teachers who have met the assessment standards will get an award from the supervisor who supervised them. If the teacher does not meet the assessment standards, the supervisor will give reprimands and suggestions regarding what happened during the learning process in the classroom. In addition, supervisors also provide reinforcement to teachers who have met the assessment standards to be maintained. And do not forget to always provide advice on how good educational interactions are carried out in the classroom so that the effect when carrying out good educational interactions with students will have an impact on learning outcomes and absorption by students is also easy. And for the report on the results of

supervision directly submitted to the principal. This is as stated by the principal of MTsN 1 Kota Langsa as follows:

"the implementation of academic supervision follow-up activities in this school is carried out after the evaluation process is complete. The results of the assessment are used as a guide for the principal to determine whether the teacher has achieved maximum performance or still needs improvement in carrying out his duties as an educator. If it is maximized, the principal always appreciates the teacher to maintain it, and suggests for the teacher when there is a shortage in attending workshops or training for professional development, teachers who are lacking in learning can be more honed. This allows the knowledge gained to be channeled well to students, so that the process of edukatif interaction in the classroom can run well. After that, the reporting activities are directly submitted to the principal. The principal assigns the report to be documented as a confidential document that will be examined by the education supervisor." (Interview with Mrs. CN, Principal of MTsN 1 Kota Langsa)

2. Impact of Academic Supervision on Educational Interaction

After knowing the design of the implementation program and the technical implementation of the principal's academic supervision, then regarding the impact of academic supervision on educational interaction at MTsN 1 Kota Langsa, of course, the results obtained after supervision in schools are evidenced by:

a. Learning Results on Educational Interaction

Learning outcomes on educational interactions include improved understanding, mastery of new skills, development of positive attitudes towards learning and the ability to apply knowledge in real world situations so that it affects student achievement. Student achievement results include their attainment in terms of knowledge, skills and attitudes. These can be measured through tests, projects and other assignments. However, it is also important to take into account students' progress in achieving learning objectives. As stated by the principal at MTsN 1 Kota Langsa as follows:

"there must always be changes after implementing academic supervision. Change is always there when we want to try to change. It all includes improving students' understanding of the material, improving learning skills and developing more effective learning strategies as well as a better understanding of individual student relationships and how effective learning methods are for them, the results also vary because academic supervision has a good impact on student learning outcomes. It also improves student achievement in terms of academic grades, identifies students' individual learning needs, better understands how to deal with students' strengths and weaknesses and improves their performance. It also enhances collaboration between teachers to share best practices for effective learning, and it increases student motivation by providing supportive and constructive feedback. Communication between students, teachers and school administrators to ensure all parties are involved in supporting student learning success at school resulting in good educational interactions." (Interview with Mrs. CN, Principal of MTsN 1 Kota Langsa)

Then this statement is also the same and reinforced by the deputy curriculum at MTsN 1 Kota Langsa school as follows:

"the deputy curriculum in this school and also as the person who is supervised and supervises other teachers is also the first thing to do after getting direction from academic supervision, the relationship between academic supervision and student learning outcomes is a very important part in improving the quality of education. The principal believes that

effective academic supervision can help identify student needs, provide feedback to teachers, and direct the development of appropriate curriculum and learning methods so that student learning outcomes can be directly related to student learning achievement in this school and this is often the relationship to educational interaction in this school." (Interview with WK K of MtsN 1 Kota Langsa).

The statement of the principal and deputy curriculum was also corroborated by the supervised teacher as follows:

"as supervised teachers in this school, teachers themselves often feel that the effects of academic supervision provide opportunities for teachers to reflect and develop themselves. With academic supervision, teachers get constructive feedback on how to practice teaching, can help in improving how to teach well and correctly so that it has an impact on educational interactions, understand how students' needs are better, and increase learning effectiveness. For teachers who have been supervised, this has a very positive impact on student learning outcomes and is very closely related to educational interactions in the classroom, because teachers become better prepared and able to provide effective learning for them." (Interview with teachers 1 at MTsN 1 Kota Langsa)

b. Student absorption

Absorption is an indicator used to measure the extent to which students understand the material taught by a teacher during the learning process. Factors such as students' interest in learning, a conducive learning environment, and a close relationship between teachers and their students greatly influence this understanding. As stated by the principal of MTsN 1 Kota Langsa as follows:

"the steps that the principal of MTsN 1 Kota Langsa takes to facilitate educational interactions that make it interesting and superior in this school, namely the first various models of learning methods such as group discussions, role playing, where these methods are used to enrich students' experience in learning. The principal gave suggestions for teachers in this school to make learning life in the classroom fun so that it can be an attraction for students for their absorption in learning. The principal also advises all teachers to organize activities outside the classroom, organize field trips to give them a different learning experience and broaden students' understanding of how enjoyable their learning is in terms of educational interaction." (Interview with Mrs. CN, Principal of MTsN 1 Kota Langsa)

The principal's statement was also reinforced by the deputy curriculum at MTsN 1 Kota Langsa as follows:

"Academic supervision has a significant influence on student absorption because it has a major impact on improving the quality of teaching because, teachers are more likely to be effective and able to deliver material in a more interesting and understandable way. Academic supervision can also assist teachers in identifying and utilizing appropriate technology users, teaching materials that can enrich learning and support student absorption. With academic supervision, the curriculum deputy in this school can help create a supportive learning environment and improve academic achievement in this school as evidenced by the absorption of students in this school towards student achievements that result in good educational interaction relationships in this school." (Interview with WK K of MtsN 1 Kota Langsa).

And also the statement conveyed by the principal and deputy curriculum of MTsN 1 Kota Langsa was also reinforced by the teacher as follows:

"After the principal supervises teachers, academic supervision can help many teachers in improving good interactions with students because, good educational interactions between teachers and students can increase student involvement in learning, which in turn has a big effect on their learning absorption. Then also with the improvement in the quality of learning and learning approaches and with good educational interactions between teachers and students, academic supervision can help improve student learning motivation well." (Interview with teachers 3 1 at MTsN 1 Kota Langsa)

Discussion

Implementation of Academic Supervision on Educational Interaction at MTsN 1 Kota Langsa

Based on the research findings presented above, it shows that the implementation of the principal's academic supervision at MTsN 1 Kota Langsa aims to improve educational interactions. The theory described by the Education Personnel Development Center of the Education and Culture Human Resources Development Agency and Education Quality Assurance explains the importance of academic supervision in curriculum implementation. Experts such as Glickman, Daresh, and Segiovanni, as cited by Imam Machali and Ara Hidayat, explain that academic supervision is a series of activities that assist teachers in developing their ability to manage the learning process in order to achieve learning objectives (Hasibuan, 2009).

Technical implementation of academic supervision in improving educational interaction at MTsN 1 Kota Langsa, namely:

- a. Academic Supervision Planning
 - 1) Form a supervisor team
 - 2) Make a meeting with the teacher council
 - 3) Make a schedule for implementing supervision
 - 4) Prepare supervision instruments
- b. Implementation of Academic Supervision
 - 1) Realizing all academic supervision plans
 - 2) Academic supervision is carried out with a direct approach, namely supervisors supervise learning tools and how teachers teach in class during the learning process.
 - 3) The supervision techniques used are classroom visit techniques, classroom observations and inter-class visits because each supervisor supervises approximately 10 teachers for the supervision.
- c. Evaluation and Follow-up of Academic Supervision
 - 1) Fostering teachers how professional teachers are in teaching by filling out the instruments that have been provided and also providing small notes in the instrument column.
 - 2) Using self-assessment techniques to find out objective information to teachers about their role in the classroom in the learning process.
 - 3) Provide feedback to the teacher on things that need to be improved
 - 4) Giving criticism and suggestions personally directly to the principal's room. The research findings revealed above show that at MTsN 1 Kota Langsa, academic supervision planning involves several aspects. First, schedule planning and the formation of a supervisory team are carried out to ensure that academic supervision can be carried out properly. Furthermore, the schedule for implementing academic supervision is prepared in order to organize the time for implementing supervision effectively. In addition, supervision instruments are also prepared to assist in the

process of evaluating and monitoring learning. This finding is in line with the journal written by Siti Ramdaniah who states that planning is an important part of the academic supervision program. In this planning, it involves the preparation of planning documents that include a series of activities to support teachers in improving their skills in managing the learning process. The purpose of this planning is to achieve the learning objectives that have been set through the determination of supervision time, the use of appropriate supervision instruments, and relevant supervision materials. Then it is also in accordance with the planning theory conveyed by Stoner, namely:

- a) set goals,
- b) determine the current situation,
- c) identify supporters and inhibitors of goals and develop a set of actions to achieve the goal

Second, the implementation of academic supervision at MTsN 1 Kota Langsa includes the implementation of academic supervision planning, the implementation of academic supervision at the beginning of the new semester, both odd and even semesters. Academic supervision is carried out with a direct approach, where supervisors supervise learning tools and teaching methods used by teachers during the learning process in the classroom. The supervision methods applied include classroom visits, classroom observations, and inter-class visits.

Third, evaluation and follow-up, evaluation involves assessing the professionalism of teachers in teaching through filling out the instruments that have been provided. In addition, evaluation also involves providing criticism and suggestions in the form of small notes regarding things that need to be improved during the implementation of academic supervision. To obtain direct information and answers from the teachers being supervised, interview techniques are used. In addition, measuring instruments in accordance with the learning implementation supervision instrument are also used. The follow-up of academic supervision at MTsN 1 Kota Langsa includes evaluation involving an assessment of the teacher's professionalism in teaching through filling out the instruments provided. In addition, evaluation also involves providing criticism and suggestions in the form of small notes regarding things that need to be improved during the implementation of academic supervision. To obtain direct information and answers from the teachers being supervised, interview techniques are used. In addition, measuring instruments in accordance with the learning implementation supervision instrument are also used. This is in line with the theory expressed by Shelva Kharisma Indriastuti that evaluation and follow-up include the teacher's ability to improve, especially in terms of the ability to plan, implement, and evaluate learning, then the quality of learning will improve significantly, especially in terms of the teacher's teaching ability. In addition, there will be a good relationship between principals and teachers in solving learning problems faced by teachers in the field (Indriastuti dan Ismanto, 2023).

In carrying out the implementation of academic supervision to help teachers achieve learning objectives, principals need to maximize their supervisory competencies as stipulated in the regulation of the Minister of National Education of the Republic of Indonesia Number 13 of 2007 concerning the standards of school/madrasah principals. One of the five competencies that must be met is supervision competence:

- a) Planning academic supervision programs in order to improve teacher professionalism.

- b) Carry out academic supervision of teachers in order to use appropriate supervision approaches and techniques.
- c) Following up on the results of academic supervision of teachers in order to improve teacher professionalism.

The research findings above also show with previous studies that the implementation of academic supervision in the writing of Leniwati and Yasir Arafat in the JMKSP Journal that the implementation of academic supervision is carried out through three stages, namely planning, implementation, evaluation and follow-up.

The Impact of Academic Supervision on Educational Interaction at MTsN 1 Kota Langsa

Based on the research findings presented above, it shows that the conclusion regarding the impact of supervision on educational interactions at MTsN 1 Kota Langsa for the last 2 years (2021-2023) has increased for the better. Based on the findings presented in chapter iv, it shows that the results of supervision carried out by the principal of MTsN 1 Kota Langsa have produced very satisfying results, especially on educational interactions at MTsN 1 Kota Langsa. First, quality educational interactions encourage the achievement of better learning outcomes between teachers and students, as well as between fellow students who can help create a good learning environment than before. Open, responsive and supportive communication between teachers and students can improve understanding of the material, facilitate an enjoyable learning process, and improve students' ability to achieve their learning goals so that learning towards educative interactions in the classroom is more directed because of academic supervision. Second, the impact of educative interaction on students' learning absorption can affect their learning absorption. Pleasant educative interactions help students gain a better understanding of the material, broaden their perspectives and improve their critical thinking and analysis skills as evidenced by their achievements at school. An inclusive and responsive learning environment allows each student to feel supported, valued and recognized, so they can be more engaged in learning and achieve their potential learning outcomes enjoyably. Teachers have a key role in facilitating quality educational interactions. Collaboration between teachers and students is also an important factor in creating effective educational interactions. Teachers willing to listen to students' input, accommodate different learning styles and respond to their individual needs can help build mutually beneficial relationships and reinforce a good and enjoyable learning process.

Thus, quality educative interactions have a positive impact on student learning outcomes and absorption, through positive educative interactions between teachers and students, can create a learning environment that supports, motivates and facilitates the achievement of their optimal learning goals at MTsN 1 Kota Langsa. Based on the above findings, it also shows with previous studies that educational interactions improve the learning process through pleasant educational interactions. Because the relationship between teachers and students is very closely related to educational interactions. teachers need to have the ability to trigger students' interest in learning through educational interactions that occur in the learning process. As found in the previous study by Ana Soraya's work.

KESIMPULAN

From the results of the explanations that have been presented previously, in this chapter the researcher will conclude several things related to academic supervision in

improving educational interactions at MTsN 1 Kota Langsa with the research focus that has been raised, namely:

1. Implementation of Academic Supervision of school principals in improving Educational Interaction at MTsN Kota Langsa, namely planning, implementation, evaluation and follow-up. Academic supervision planning includes forming a team of supervisors, making meetings with the teacher council, making a schedule for implementing academic supervision, and preparing academic supervision instruments. While the implementation of academic supervision includes realizing all academic supervision plans, academic supervision is carried out with a direct approach, and the supervision techniques used are classroom visit techniques, classroom observations and inter-class visits. While the evaluation and follow-up of academic supervision include fostering teachers in how they teach, giving small notes in the instrument column, using self-assessment techniques, providing feedback to teachers, providing criticism and suggestions personally directly to the principal's room.
2. The impact of academic supervision on educational interaction at MTsN 1 Kota Langsa over the past two years has increased which has a better and more directed impact than before. This is evidenced by first, quality educative interactions encourage the achievement of better learning outcomes between teachers and students, as well as between fellow students who can help create a good learning environment than before. Secondly, the impact of educative interaction on their learning absorption can help students gain a better understanding of the material, broaden their perspectives and improve their critical thinking skills as evidenced by their achievements at school.

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