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Analysis of the Performance of Elementary School Supervisors in Improving the Quality of Education in West Aceh District

Yulidarna¹, Sariakin², Lili Kasmini³

¹Bina Bangsa Getsempena University, Banda Aceh, Indonesia, yulidarnambo@gmail.com

²Bina Bangsa Getsempena University, Banda Aceh, Indonesia, sariakin@bbg.ac.id

³Bina Bangsa Getsempena University, Banda Aceh, Indonesia, lili@bbg.ac.id

Corresponding Author: yulidarnambo@gmail.com¹

Abstract: This study aims to analyze the performance of elementary school supervisors in improving the quality of education in West Aceh district. This study uses a qualitative research approach. The type of research is descriptive. The sample of this study amounted to 20 respondents, with a snowball sampling technique. Data collection techniques used in this study were interviews, observations. Qualitative data analysis techniques are divided into four parts, namely data collection, data reduction, display and data verification. The results of the study prove that the performance of elementary school supervisors in improving the quality of education in West Aceh Regency is carried out with several actions, namely monitoring, supervision, evaluation, coaching and reporting performance, through these actions there is an increase in the quality of education in West Aceh Regency.

Keywords: Supervisor Performance, Elementary School, Education Quality

INTRODUCTION

The quality of education is not only about the results, but also the process of education itself. Education is said to be of quality if the teaching and learning process runs well and smoothly. Likewise, the results obtained are satisfactory. The teaching and learning process can run smoothly if teachers and students can communicate well, the learning environment is comfortable, and is supported by facilities and infrastructure that can support this teaching and learning process (Malau et al., 2022).

The quality of education when viewed from the results, refers to the achievements obtained by students and schools for a certain period of time. In addition, the ability of schools to produce the best graduates also shows the quality of education in the school. The problem of low quality or quality of education certainly has its causes, including the lack of school achievement resulting from the process or behavior of the school and the lack of professionalism of teachers in carrying out their teaching duties at school. Therefore, it has an impact on the quality of education. The lack of school achievement in internal factors is a factor that arises from within the individual himself, such as intelligence, talent, interest and motivation. In addition to school achievement, teacher professionalism is also needed in improving the quality of education (Ashlan & Akmaluddin, 2021).

Likewise, the West Aceh Regency government has done the same in an effort to improve the quality of education by continuing to provide support for the implementation of educational activities at both elementary and junior high and high school levels. Specifically at the elementary level, West Aceh Regency based on statistical data already has 150 units spread across 12 sub-districts in West Aceh Regency.

The role of school supervisors is very important in improving the quality of education, in this case is improving the quality of elementary school education, especially in West Aceh Regency. From the results of observations supported by the statement of one of the elementary school principals, namely the Principal of Lhok Male State Elementary School, who stated that the role of elementary school supervisors in West Aceh Regency in its implementation has not been carried out properly, because it still experiences obstacles in its implementation such as the main task of academic supervision in compiling learning devices.

However, the role of school supervisors is very supportive, because without expert (professional) supervisors, it is impossible for a school to run well and have quality. One of the qualities of education (schools) is determined by professional supervisors, professional principals, and professional (qualified) teachers, this will create a good quality education.

In reality, what is seen in West Aceh Regency still needs to be improved in terms of supervisor performance such as aspects of educational supervision carried out by supervisors. Quite a lot of our supervisors in carrying out their duties have not provided maximum service and guidance to teachers in schools, because the expertise and skills of the supervisors are still mediocre. This is what is often complained about by the teachers' council. Ideally, a supervisor should be smarter and more capable in terms of coaching, guidance, empowerment. Then there are still supervisors who are not so skilled, although there are also those who are skilled, this is still inadequate.

The current problem faced in elementary schools in West Aceh Regency is the lack of guidance for teachers in schools so that the quality of our education does not develop. To improve the quality of education, it is hoped that there will be recruitment of prospective supervisors who are indeed young and rich in experience, as well as the weak skills of supervisors in mentoring teachers through education and training, seminars, workshops, symposiums. The solution that we need to do is that school supervisors must really be people who are experts in the field of supervision if this is the case then we believe together that the quality of education will be better.

Supervision is carried out in order to get the spotlight, because the quality of education has recently become a problem, as happened in West Aceh, the quality of education in elementary schools has decreased. If observed from the vision and mission of the supervisor in West Aceh district. The education system in West Aceh is considered very important for school supervisors, especially at the elementary school level.

This is also reinforced by the results of initial observations by interviewing one of the elementary school principals in West Aceh, it was said that there are still various schools that are left behind both in terms of the teaching and learning process system, administration and knowledge of teachers and principals about the curriculum and teaching methods. The most fundamental thing that is currently happening in the scope of education in West Aceh is the lack of teacher discipline so that the existence of school supervisors, especially elementary schools, is something that is very much needed.

METHOD

This study uses a qualitative research approach. According to Kirk and Miller in (Moleong, 2017) Qualitative research is a particular tradition in social science that fundamentally relies on observations of humans both in their area and in their terminology.

This type of research is descriptive. (Zaini et al., 2023) defines descriptive research as a method of researching the status of a group of people, an object, a set of conditions, a system of thought or a class of events in the present. The purpose of descriptive research is to create a description, picture or painting systematically, factually and accurately regarding the facts, characteristics and relationships between the phenomena being investigated.

The reason the researcher used a descriptive qualitative approach was because this study only wanted to describe the performance of elementary school supervisors in improving the quality of education in West Aceh Regency in descriptive words, not in statistical form.

In qualitative research, the party providing information is called the informant or research subject. (Sugiyono, 2019) states that research informants are parties who are samples or subjects targeted by researchers to be researched. (Zaini et al., 2023) also mentioned that informants are the place to obtain information collected as an effort to answer the research questions posed. The informants in this study can be seen in Table 1.

Table 1. Research Informants

No	Informant	Amount
1	Headmaster	8 people
2	School supervisor	4 people
3	Classroom teacher	8 people
	Total	20 people

Informants in this study were taken using the snowball sampling technique. (Nasution, 2011) stated that snowball sampling is a technique for determining informants whose numbers are initially small, then increase. The researcher chose snowball sampling because in determining informants, the researcher first only determined one or two people, but because the data obtained was considered incomplete, the researcher looked for other people to complete the data. The collection of informants was done intentionally by taking only certain informants who had certain characteristics, traits, criteria, or traits. The criteria for informants in this study were (1) being directly involved in educational quality supervision activities, and (2) having been a teacher or school employee in West Aceh for at least one year.

The data in the study consists of primary data and secondary data. Both types of research data above were collected by researchers using interview and observation techniques. The data analysis techniques used in this qualitative analysis are divided into four parts, namely data collection, data reduction, display and data verification.

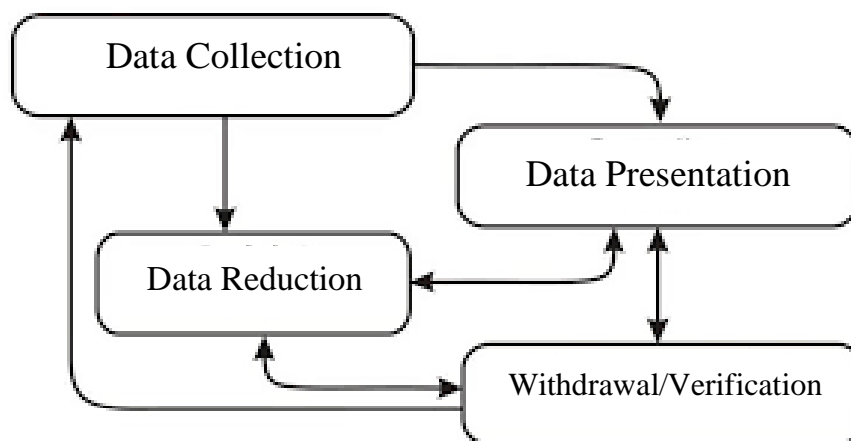


Figure 1. Data Analysis

RESULTS AND DISCUSSION

RESULTS

Performance of Elementary School Supervisors in Improving the Quality of Education in West Aceh District

The performance of school supervisors that the researcher means in this study is the achievements or work results achieved by supervisors in carrying out supervision such as in implementing academic supervision and managerial supervision through the following activities: monitoring, supervision, assessment, coaching and reporting in order to improve the quality of elementary school education in West Aceh Regency.

Performance Monitoring of School Supervisors in Improving the Quality of Education in West Aceh to School Principals and Teachers

The monitoring performance in question is monitoring activities, where school supervisors monitor the assurance/standards of education quality, monitor the acceptance of new students, monitor the process and results of student learning, monitor the implementation of exams, monitor teacher and school staff meetings, monitor school and community relations, monitor statistical data on school progress, monitor school development programs. From the research findings, it can be seen that supervisors in carrying out special supervision of academic and managerial monitoring have been carried out well, although there are still tasks that have not been optimally implemented. This is as conveyed from the results of interviews with school supervisors who stated the following:

As a school supervisor, I have created an annual supervision program, a Managerial Supervision Plan (RKM) and an Academic Supervision Plan (RKA) which is a more detailed and systematic description of the semester program according to the priority aspects/issues that must be carried out immediately in supervision activities. However, there are obstacles, namely typing on the computer, the obstacle is that some schools are far away, today those made that are far away are not necessarily, it takes a long time. The task of monitoring/monitoring the school supervisor in academic supervision, namely educational techniques/in the learning process, has been 70% implemented, the implementation is not yet optimal. Then the implementation of the RPP and the learning process has not been optimal, the results are reported by KORWAS every month (monthly). Then what is monitored is academic and managerial, (principal administration) and also teacher administration, both in the learning process (making RPP, teaching programs) for the principal, the managerial supervision (principal administration) the implementation is divided if the principal is professional, each school is gradually implemented. The administration of the principal and teachers is monitored, educational staff are also monitored regarding the administration of TU. Librarians, and school guards, the result is that if TU is not satisfactory, all the work of the principal is handed over to TU, then TU is not enough for 1 person, the state school guard has a strong ego so that his work is not carried out properly, while the honorary school guard whose salary is IDR 500 thousand is diligent in his work. that is the obstacle for state school guards who are a bit lazy to work, sometimes they often don't come (Interview: SL, School Supervisor, 2024).

The above statement shows that so far the supervisor has made efforts to monitor learning activities in schools that are his responsibility in order to improve the quality of education. This is in line with what was conveyed by other school supervisors, namely as follows:

Regarding the RKM and RKA being compiled/made, each supervisor has a different way of compiling it, in the form of material some have been explained, in general the RKM and RKA are the same and individually different, the dominant ones personally

are academic activities that involve learning activities that lead to national education standards. Obstacles still exist, externally the natural conditions of the roads are muddy, and the locations are far away, some are on the outskirts and in the city, but there are more suburban areas, internally in general there are none. As a supervisor must be implemented, is one of the supervisor's functions, what is monitored is managerial in supporting academic activities (learning activities, to what extent learning activities are better in improving quality learning, its implementation is by monitoring teachers in teaching, observing teachers in teaching through instruments, the results are different because the teacher's abilities are also different, how teachers understand competence. The problem of managerial supervision in terms of administration is good but how the implementation and school administration need to be improved, we guide and foster, not but not in accordance with the principal's administration with its implementation, administrative staff and school guards need to be monitored, in essence it has been implemented and the results need to be improved again, by using instruments the performance of the principal, teachers, TU, and school guards can be seen (Interview: PY, School Supervisor, 2024).

This was also conveyed by another school supervisor in West Aceh District, that:
As a school supervisor, there must be a RKA, RKM, and there are no obstacles. Monitoring tasks have been carried out, not only learning problems, but school finances, including administrative staff and school guards who are monitored. Then for managerial problems there are, namely the principal's administration (Interview: SL, School Supervisor, 2024).

The above expressions explain that as a supervisor it is very necessary to be made to guide the supervisor in carrying out his duties. There is no control, because the routine work of the school supervisor. It is clear that what is monitored is the performance of teachers in the learning process of the principal's performance, its direct implementation and the results of improving school performance and have been done, which is monitored by the principal's management, the results are improving the principal's performance. Regarding performance in terms of monitoring, what was conveyed by the school supervisor is as follows:

Creating annual programs for both RKM and RKA, There are no significant obstacles. Once, what was monitored, in the form of principal management, there were academics that were also monitored, the implementation was directly carried out by both principals and teachers, and education personnel, the result of monitoring was a change in attitude from lazy to diligent (Interview: PY, School Supervisor, 2024).

Based on the above explanations, it is clear that the implementation of monitoring is carried out by supervisors in order to improve the quality of elementary school education in West Aceh Regency by monitoring the teaching program and the principal's management. This is different from the opinion of (Umam, 2017) that the main task of monitoring is a task that monitors the guarantee/standard of education quality, monitors the acceptance of new students, student learning outcomes, implementation of exams and school relations with the community, monitors statistical data on school progress and monitors school programs. Also not in line with the opinion (Pardede, 2022) which states that supervisor monitoring at schools is carried out through class visits, class observations, visits between KKG, KKKS, internship systems, personal conversations, routine meetings, holding briefings and training, field trips and socialization by utilizing mass media.

Supervisory Performance of Supervisors in Improving the Quality of Education in West Aceh Regency to School Principals and Teachers

Supervision is supervising school performance, principal performance, teacher performance, school staff performance, curriculum/subject implementation, learning

implementation, availability and benefits of resources, school management, and other aspects such as: moral decisions, moral education, cooperation with the community. Supervising school resources, both human resources, materials, financial, etc., supervising activities between schools under its supervision, in-service training activities for principals, teachers and other school staff, supervising the implementation of school innovation activities.

The implementation of supervision by school supervisors in improving the quality of education in West Aceh referred to in this study is to carry out supervision both in the academic and managerial fields. The results of an interview with one of the school supervisors are stated as follows:

The task of academic supervision by the school supervisor has been carried out in accordance with applicable provisions, the learning process is supervised, the implementation of the supervisor enters the classroom, the results are only 70%, the most supervised are only the academic ones (RPP) which are most seen, a little for TU, and school guards, the results for academic/managerial supervision are satisfactory. The obstacles are clearly there, academic obstacles, academic supervision is that many teachers do not understand, making RPPs that are not in accordance with what they teach, only looking at the existing examples is what is made while the examples are only comparisons. The task of managerial supervision is also carried out, only around 30%, the most managerial supervision is the principal, the results for academic/managerial supervision are satisfactory. It has been implemented, the supervision is academic, and managerial, the implementation is face-to-face, the results are satisfactory, for TU is how to manage school administration, and school guards how to maintain a good school. Only for state school guards are a bit lazy to work (Interview: KA, School Supervisor, 2024).

This is in line with what was conveyed by other school supervisors in West Aceh, namely as follows:

In academic supervision, it is mandatory to implement it, the orientation is that the school is learning, especially in quality learning, which is supervised academically is a learning activity consisting of initial activities. Core and closing, core activities are directed at grades 1, 2 and 3 are thematic, but thematic cannot be implemented because teachers do not understand, the results are visible, there are teachers who are good, and some are not good, there are no obstacles in academic supervision in general the school is good, the teachers are also good, the important thing is how to manage the time schedule. also implemented what is supervised is school management in order to support academic activities, the aspects that are supervised are the administration of the principal implemented / not also TU staff and school guards are also supervised because there are residents who need to be fostered, the implementation is face-to-face and provides direct clinical coaching, there are no obstacles, the result is if the school guard is seen from a clean environment, for TU the results are also good, the performance is good if the principal implements good management or not (Interview: SL, School Supervisor, 2024).

This was also conveyed by a school supervisor in West Aceh District, namely as follows:

Academic supervision is carried out in class, the implementation is direct, the results are useful for teachers. What is supervised is the RPP, class administration, namely supervision of the principal's performance program and annual programs and semester programs, supervision carried out in schools is mutually respectful, for TU, and school guards there are also those who are supervised, for TU the teacher's attendance list and school administration, for school guards the way school guards work (Interview: WQ, School Supervisor, 2024).

The above statement explains that clear academic supervision of learning quality, its implementation is face-to-face, the result is for teachers to have good results in the learning process. Managerial supervision is certainly carried out face-to-face, the result is for the principal to be good in his leadership and management. The supervisors carry out academic supervision of teaching and learning activities, including the principal's managerial supervision as well (principal administration), for educational staff it is about correspondence through the principal, TU is called and including school guards to be supervised, the result is a change in attitude whose work is wrong and now works in accordance with applicable regulations.

Based on the research findings above, it is clear that the supervision carried out by supervisors in improving the quality of education in West Aceh Regency is carried out in the form of academic supervision, namely in the implementation of learning, while managerial supervision is carried out in school management.

This is not in line with what was said by (Pardede, 2022) that supervision includes school performance, principal performance, teacher performance, staff performance, curriculum implementation, learning implementation, availability of human resources, school management, cooperation with the community, supervising inter-school activities, inservice training activities for principals, teachers and staff, school innovation activities. Also different from what Kimball Wiles said in (Agata & Setiawan, 2023) that supervision includes the whole of teaching and learning (goals, materials, techniques, methods, teachers, students and environment).

Then according to the Ministry of National Education which was quoted (Hamdani et al., 2024) that supervision is coaching given to all school staff so that they can improve their ability to develop better teaching and learning situations, thus supervision is aimed at creating or developing better teaching and learning situations.

Supervisory Assessment Performance in Improving the Quality of Education in West Aceh District to School Principals and Teachers

Assessment is the assessment, processing and analysis of data on student learning outcomes/guidance and its relation to teacher factors collecting and processing data on educational resources, learning/guidance processes, school environments that influence the development of student learning outcomes/guidance; Carrying out a comprehensive analysis of assessment results as material for carrying out educational innovation in fostered schools. From the findings of the study on the implementation of assessments carried out by elementary school supervisors in West Aceh in order to improve the quality of education both in academic and managerial fields, the researcher conducted interviews with school supervisor informants who explained as follows:

So far, the results of the assessment carried out are around 65%, the results must be improved, the implementation is face-to-face, what is assessed is for teacher performance, including TU, and school guards. Always not ready, the young ones improve their performance, the supervisor only provides motivation to the principal, teachers, TU, and school guards to work in accordance with applicable provisions (Interview: PY, School Supervisor, 2024).

This is in line with what was conveyed by the school supervisor (initials SL), namely as follows:

Implemented/assessed, changes depend on the follow-up of the principal, implementation is using both academic (managerial) instruments in measuring it and clinical and discussed with the principal, there are no obstacles in the assessment, because we are the ones assessing, the results of the assessment are in the form of

values from the instruments we bring, from that value we can get an idea (Interview: SL, School Supervisor, 2024).

Likewise, one of the school supervisors (initials WQ) said that:

I have used the instrument tool, there is also a school supervisor's notebook, and it is done cooperatively. School and teacher assessments are also carried out unwritten, have been assessed, the implementation is direct, and the results are useful for teachers and principals. Administrative staff and school security teams also have their assessments, such as looking at the performance of TU, and the principal, the implementation is in accordance with the school supervisor's work program (Interview: WQ, School Supervisor, 2024).

Then also what was conveyed by the school supervisor (initials AM) was as follows:

What is actively assessed is the principal's performance, its implementation using instruments that are made and also carried out directly, the results are for improving the learning process (Interview: AM, School Supervisor, 2024).

Based on the description above, it is clear that the performance of the supervisor in terms of assessments carried out to improve the quality of education in Dumai City is carried out such as face-to-face, assessing the performance of teachers, including TU, and school guards and the supervisor only provides motivation to the principal, teachers, TU, and school guards to work in accordance with applicable provisions. This is not in line with what was said by (Farhurohman, 2018) that the implementation of the assessment is carried out by providing an assessment of the learning and guidance process, then the learning environment, assessment system, implementation of innovation, improvement of professional skills, improvement of education quality, implementation of school innovation, school accreditation, provision of educational resources and educational progress. The assessment is divided into formative assessment, namely an assessment to measure the success of one topic, Semative assessment is an assessment to measure one semester program, Diagnostic assessment is an assessment intended to diagnose a problem.

Performance of Supervisory Coaching in Improving the Quality of Education in West Aceh Regency to School Principals and Teachers

Another important thing as part of the school supervisor's performance is coaching. Coaching referred to in this study is the activity of providing assistance and guidance to teachers on the learning process/quality guidance to improve the quality of the process and learning outcomes/student guidance; providing examples of the implementation of teacher duties in implementing the student learning process/student guidance and fostering the implementation of school management, including curriculum management, student affairs, administration, facilities and infrastructure, and working relationships with related elements and others.

Not only that, the performance of school supervisors in terms of coaching is to provide advice on schools as a system, provide advice to teachers on effective learning, provide advice to principals in managing education, provide advice to performance teams and school staff in improving school performance, provide advice to parents of students and school committees especially in increasing community participation in education; fostering the development of human resource quality in their supervised schools, fostering the development of school innovation, fostering schools in their school accreditation.

Research findings related to the performance of the implementation of coaching carried out by elementary school supervisors in West Aceh in order to improve the quality of education, were expressed by several school supervisors as follows:

So far it has been implemented, which is fostered by the principal, teachers, and school guards, while in the future parents of students will be attempted, the implementation is face-to-face, for parents of students on religious holidays, for the principal, teachers and school guards what is fostered is discipline and work spirit. For the principal how

to manage teachers, TU and school guards, for teachers how to teach well to make a book of children's achievement notes and report to parents, the obstacle is what is being taught is not necessarily implemented, never get tired of being advised. KKG training has not been implemented, the obstacle is not mastering the material, there are still experienced seniors (Interview: PY, School Supervisor, 2024).

This is in line with what was conveyed by other school supervisors, namely as follows: *Coaching has been carried out by both principals, teachers, school guards and TU, which is coached through supervision, problems from the supervision are directly coached clinically, coaching is also through KKG, coaching is carried out directly without using instruments, recording problems found and immediately corrected, for parents of students through religious holidays, the result is improved performance, school residents. KKG training is always carried out if necessary, programmed once a month, through this KKG activity, effective coaching is carried out by supervisors, what is done is learning activities and educational process standards are also thematic, standard, also introducing content standards to teachers, KKM, for the principal is the managerial principal, it is expected that the principal is the leader of the lesson, the implementation is face-to-face, for and school guards through direct coaching are not trained (Interview: AM, School Supervisor, 2024).*

The school supervisor (initials AM) further stated the following:

Of course, coaching has been carried out. What is coached is teacher learning, for principals in work programs including TU, and school guards, coaching is carried out for the school committee but verbally through end-of-year and beginning-of-school-year meetings. KKG training has been carried out, what is trained is eight national education standards, the implementation is direct, the result is that there are changes in teachers, principals, education personnel and school guards (Interview: AM, School Supervisor, 2024).

The above statement explains that the coaching is routinely carried out, both for principal teachers, TU, and school guards, which are coached are those who are related to each other's work, the results are for improving the quality of education. There is, what is trained is the learning process that is implemented directly which results in changes in attitude. Then also conveyed by the school supervisor (Initials WQ) as follows:

Yes, what is being coached is specifically learning according to existing instructions for the principal to manage education, has never provided coaching to the school committee because they rarely meet except on big days, for parents of students there is a word of advice on the distribution of report cards, the result is working together. Holding training is often carried out both in KKG, and core schools, involving all school employees, the material trained is, if the teacher is in accordance with the teacher's needs, or vice versa the principal with the principal's needs, also TU and school guards, the results can be seen from their daily work (Interview: WQ, School Supervisor, 2024).

Based on the research findings above, it is clear that the performance in terms of coaching carried out by supervisors in improving the quality of education in West Aceh Regency has been implemented, which is coached by the principal, teachers, and school guards, while parents of students in the future will be attempted, the implementation is face to face, for parents of students on religious holidays, for principals, teachers and school guards what is coached is discipline and work spirit for principals how to manage teachers, TU and school guards, for teachers how to teach well to make a book of children's achievement notes and report to parents, the obstacle is what is discussed is not necessarily implemented, never get tired of being advised. KKG training has been implemented.

Performance Reporting of Supervisors in Improving the Quality of Education in West Aceh District to Principals and Teachers

Reporting is reporting the development and results of supervision to the Head of Education of the Regency/City, Province and/or National, reporting the development and results of supervision to the schools under their supervision, the School Committee and other Stakeholders; determining alternative follow-up steps for the next supervision program. To carry out the above tasks, the supervisor of the education unit must first prepare a supervisory work program for the annual program and each semester program at the school under their supervision.

From the findings regarding the implementation of reporting carried out by elementary school supervisors in West Aceh in order to improve the quality of education, the researcher conducted an interview with one of the school supervisors (initials SL) which stated the following:

Once reported, what was reported was academic and managerial supervision, the obstacles were not understanding how to use computers, the implementation was by filling in existing forms, and rarely typed on a computer (Interview: SL, School Supervisor, 2024).

This is in line with what was conveyed by the school supervisor (initials AM), namely as follows:

So far, there have been reports of both academic and managerial supervision, which have been made to the relevant parties, there are no obstacles, but sometimes our reports have not been followed up by the authorities (Interview: AM, School Supervisor, 2024).

This was also conveyed by another school supervisor (initials WQ) as follows:

For reporting ever made done in groups, reports only for superiors only for principals, teachers, TU, school guards none, only made in the school guest book for superiors reported to the supervisor only, the results are for the supervisor himself and the school in improving the quality of education. For reporting ever made done in groups, reports only for superiors only for principals, teachers, TU, school guards none, only made in the school guest book for superiors reported to the supervisor only, the results are for the supervisor himself and the school in improving the quality of education (Interview: WQ, School Supervisor, 2024).

Based on the research findings above, it is clear that the reporting carried out by supervisors in improving the quality of education in West Aceh Regency is sometimes reported, what is reported is academic and managerial supervision, the obstacles are not understanding how to use computers, the implementation is by filling in existing forms, and rarely typed on a computer.

Obstacles of Elementary School Supervisors in Improving the Quality of Education in West Aceh District

Although school supervisors have made various efforts to improve the quality of elementary school education in West Aceh Regency, there are still various obstacles or barriers in its realization. According to a statement from one of the school supervisors in West Aceh:

So far, in improving the quality of basic education in West Aceh, I have often been constrained in carrying out the function of academic supervision, where one of them is that supervisors act as partners of teachers in improving the quality of the learning process and results and guidance in my fostered schools, but here some teachers sometimes still seem less aware of the importance of supervision, even one or two teachers are less harmonious with the supervising teacher. In fact, if teachers understand well, a harmonious relationship will be created between teachers and school supervisors (Interview: RA, School Supervisor, 2024).

The above explanation explains that the main obstacle for school supervisors in improving the quality of education in elementary schools in West Aceh Regency is that some

teachers are less aware of the importance of following up on what the supervisors do. This means that what is obtained from school supervisors is sometimes only done for a few times and is not sustainable.

Another thing that hinders the implementation of supervision in improving the quality of education in elementary schools in West Aceh Regency is that not all teachers have an open nature. In this case, one of the elementary school principals in West Aceh stated the following:

So far, I have seen that the obstacle to the supervision of the quality of education attempted by school supervisors is that some teachers during supervision are not all of them have an open nature, meaning that there are still some who are embarrassed to ask questions (Interview: ML, Principal, 2024).

The statement above clearly illustrates that the main obstacle for school supervisors in improving the quality of basic education in West Aceh comes from teachers, in addition to being less active in communicating and interacting with supervisors, the competence of some teachers in elementary schools in West Aceh is not in the field of education, as stated by one of the class teachers below:

If you pay attention to friends from teachers, there are still many teachers who do not have a bachelor's degree or have a bachelor's degree but are not majoring in education. Another obstacle is the many activities that pile up because in making a school's work program there are too many activities, so that when it is time for the education supervisor to supervise, many are still busy taking care of activities. Some teachers are not yet able to make their own learning devices and need to be given their own coaching. In addition, the perception of teachers who consider school supervisors as someone who must be watched out for, the arrival of school supervisors to supervise the work of teachers. Of course, with this problem, it must greatly affect the work of supervisors (Interview: YL, Class Teacher, 2024).

Based on the explanation above, it is clear that the obstacles faced by school supervisors in improving the quality of education in elementary schools in West Aceh Regency are also due to the fact that some teachers still believe that school supervisors must be watched out for, so that teacher preparations in carrying out learning activities in schools are often only maximized when there is supervision from supervisors.

In addition to the constraints in educational staff/teachers, the efforts of school supervisors in improving the quality of basic education in West Aceh Regency are the limited facilities and infrastructure to support the implementation of education in elementary schools, as stated by the class teacher below:

In the school where I teach, there are still limited facilities and infrastructure that are not adequate for the learning needs of students and teachers, due to limited funds, especially in private institutions. Teachers must make their own efforts, such as some media that are relevant to learning materials because they are not available at school (Interview: PK, Class Teacher, 2024).

With the limitations of school supervisors in carrying out their duties, several impacts have emerged, namely that many school supervisors do not have an image of independence. As a result, they feel alienated from their world. This condition makes it difficult to actualize themselves in their duties and over time will obscure their identity, as acknowledged by one of the school supervisors as follows:

Some supervisors are reluctant to expand their horizons. As a result, many of them are narrow-minded towards reality. Every step and policy taken is always drowned in thoughts that are far from wisdom. The information conveyed is always the same. Boring, because there is nothing new. Apart from that, many of them do not busy themselves with their main task of coaching teachers and principals. But instead, they often look for loopholes. So, every time they go to school, all they do is get angry. As a

result, their presence, which should be missed, becomes frightening (Interview: CD, School Supervisor, 2024).

The existence of these obstacles also makes most supervisors do not have a differentiating power advantage. As a result, the touches made are unable to create significant changes in teachers and principals in particular and institutions in general. From here the jargon exists. supervisors and no supervisors are the same. Schools still exist and learning continues smoothly without supervisors. Another obstacle experienced by supervisors in improving the quality of basic education in West Aceh was also expressed by one of the elementary school principals, namely as follows:

I see the constraints of the bureaucratic system supervisors who do not provide opportunities for supervisors to develop their potential. The structure within the Education Office organization does not provide positive appreciation for the existence of supervisors. Their existence seems to be unrecognized. It is common knowledge that supervisors are viewed by many as people who are "boxed in" or just waiting to retire. As a result, a number of supervisors are often found taking steps that tend to be static, not dynamic (Interview: TP, Principal, 2024).

The constraints from within the supervisors themselves, as expressed by several informants above, were also acknowledged by one of the school supervisors in West Aceh who stated that:

The obstacle for fellow supervisors is mentality, namely a situation where someone becomes a supervisor not because of a calling of conscience. They become supervisors because they are forced to or have reached a saturation point as a principal. Becoming a teacher again is considered a degradation of position. While the closest job is none other than being a supervisor. This type of supervisor is usually rarely willing to go down to schools. They prefer to sit behind a desk. However, when they meet the principal, they always say, "Sorry, I couldn't come to school yesterday. How, there's no problem, everything is going smoothly, right?" (Interview: BJ, School Supervisor, 2024).

From the several obstacles above, it can be concluded that the success of the implementation of supervision cannot be separated from the ability and skills of school supervisors. Therefore, school supervisors must develop their own expertise and innovate so that they are able to change problems into solutions in helping to improve the performance of education personnel towards better changes.

DISCUSSION

Based on the results of the analysis that has been carried out, the following is an explanation:

Performance of elementary school supervisors in improving the quality of education in West Aceh District

Supervision in education must be considered carefully, because it can affect the improvement of the quality of education. However, in reality, in the world of education, the existence of a school supervisor is still a separate discussion, because there are still many school supervisors who still have limitations or obstacles in carrying out their duties. School supervisors are expected to play a role in the learning process regularly, so that teaching and learning activities can run effectively and with quality (Ngindana et al., 2022).

The results of the analysis of research findings related to the performance of elementary school supervisors in improving the quality of education in West Aceh Regency were carried out in several forms, including monitoring performance carried out in two ways, namely directly by visiting the school directly such as the principal, education staff and teachers and indirectly through training programs. The supervision performance carried out by supervisors

at the beginning of the semester or in the middle of the semester with the stages of pre-observation, class observation, RPP review, and reflection.

(Hoerudin, 2023) mentions that school supervisors are an important part of the system and quality of accountability delegated by the education guarantee framework. In the process of learning activities in schools, supervision is an inseparable part or a part that is interrelated with each other in an effort to improve the quality of education.

According to Piet A. Suhertian, educational supervision or monitoring is nothing other than an effort to provide services to educational stakeholders, especially to teachers, both individually and in groups in an effort to improve the quality of the learning process and results (Fitriyani et al., 2024). Meanwhile, related to the performance of the evaluation/assessment carried out at the end of the year by providing instruments for assessing the review of the RPP and the way teachers teach. While the performance of the coaching field is carried out in groups and individually. Where group coaching does not have a special schedule. This group coaching is carried out in the teacher's room during break time, while individual coaching is carried out after the implementation of supervision and this coaching is not long.

Meanwhile, in terms of performance, this reporting field is made as physical evidence of work or accountability for the results of the supervisor's work carried out at the end of the school year. The various supervisors' performances are also supported by research (Hoerudin, 2023) which states that the implementation of the duties of the school supervisor of the State Elementary School education unit in Bataguh District, Kapuas Regency has been carried out well. This is done by first planning and preparing supervisory devices before conducting supervision with the existence of annual programs, monthly programs and assessment instruments.

(Hamdani et al., 2024) also mentioned that in terms of implementing the supervision program in the fostered schools by identifying schools and teachers who will be supervised through a checklist and formulating factors that influence the smoothness of supervision through the formulation of the supervision program; the supervision techniques used are more individual in nature; and follow-up of supervision results in the form of quantitative and qualitative assessments and reports.

The role of school supervisors in improving the quality of education at Public Elementary Schools in Bataguh District, Kapuas Regency, includes: the role of school supervisors in supervising/inspecting; as advising providing advice/motivation; as monitors/monitoring; as reporting (making reports); coordinating/coordinating; and performing leadership/leading and implementing (Russiana & Irawanto, 2019).

Obstacles for elementary school supervisors in improving the quality of education in West Aceh District

Every activity of elementary school supervisors in improving the quality of education in West Aceh Regency certainly experiences its own obstacles. Internally, among others, supervisors are still unable to control their time well and supervisors lack teacher data to conduct evaluations and reports. This is in line with research findings (Russiana & Irawanto, 2019) which shows that the suboptimal role of supervisors in improving the quality of education in schools is caused by several limiting factors experienced by the school supervisors themselves. One factor that is often encountered and can be a fairly big problem in the supervision process is the lack of communication between teachers and school supervisors. This is because teachers do not want to be open with supervisors in learning problems, therefore school supervisors do not know what problems teachers are facing, so teachers tend to keep problems in their own learning process to themselves, and do not need help from school supervisors.

The obstacles are not only internal from the supervisor, but also external obstacles experienced by the supervisor come from teachers who do not want to bring a laptop when the

supervisor asks the teacher to bring it as a coaching medium. This is supported by research (Russiana & Irawanto, 2019) which also mentions inhibiting factors including geographical location; road access; IT skills; and lack of human resources for school supervisors with a large number of schools under their supervision.

CONCLUSION

Based on the results of the research and discussion above, it can be concluded that the performance of elementary school supervisors in improving the quality of education in West Aceh Regency is carried out in several forms, including (1) monitoring performance carried out in two ways, namely directly by visiting the school directly such as the principal, education staff and teachers and indirectly through training programs, (2) supervision performance carried out by supervisors at the beginning of the semester or in the middle of the semester with the stages of pre-observation, class observation, RPP review, and reflection, (3) evaluation/assessment performance carried out at the end of the year by providing instruments for assessing RPP reviews and teacher teaching methods, (4) performance in the field of coaching carried out in groups and individually. Where group coaching does not have a special schedule. This group coaching is carried out in the teacher's room during break time, while individual coaching is carried out after the implementation of supervision and this coaching is not long, and (5) performance in this reporting field is made as physical evidence of work or accountability for the results of the supervisor's work carried out at the end of the school year.

The obstacles faced by elementary school supervisors in improving the quality of education in West Aceh Regency internally include supervisors still not being able to manage their time well and supervisors lacking teacher data to conduct evaluations and reporting. While external obstacles experienced by supervisors come from teachers who do not want to bring laptops when supervisors ask teachers to bring them as a coaching medium.

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