


Ranah Research:
Journal of Multidisciplinary Research and Development

082170743613 ranahresearch@gmail.com <https://jurnal.ranahresearch.com>

DOI: <https://doi.org/10.38035/rrj.v7i4>
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Utilization of in House Training Programs and Principal Academic Supervision to Improve Elementary School Teacher Competence in Meukek District, South Aceh Regency

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Abstract: This study aims to analyze the utilization of In House Training program and principal academic supervision towards improving the competence of elementary school teachers in Meukek District, South Aceh Regency. The research approach that will be used is a quantitative approach. The samples as data sources in this study are Elementary School Supervisors, Elementary School Principals, and teachers representing each elementary school in Meukek District, South Aceh. The sampling technique used in this study is non-probability sampling combined with purposive sampling technique. Data collection techniques in this study are observation, questionnaires, and documentation studies. Data are processed systematically starting from observation, interviews, editing, classifying, reducing, then data presentation activities and concluding the data. Based on the results of data analysis, there is a significant positive influence from the utilization of in house training program towards improving the competence of elementary school teachers in Meukek District, South Aceh Regency; there is a significant positive influence from academic supervision activities by principals towards improving the competence of elementary school teachers in Meukek District, South Aceh Regency; There is a significant positive influence from the use of in-house training programs and academic supervision activities by school principals on improving the competence of elementary school teachers in Meukek District, South Aceh Regency.

Keywords: In House Training, Academic Supervision, Teacher Competence

INTRODUCTION

Education is a form of conscious effort carried out by humans which aims to shape personality which is qualified, high quality and has integrity. Education can be interpreted as a form of guidance given intentionally by someone to improve the competence possessed by a group of people in maturing or achieving a higher standard of living. Referring to Law Number 20 of 2003, it states that the goal of national education is to develop the potential possessed by students so that they are expected to become people who believe and pious to God

Almighty, have noble character, be healthy, knowledgeable, capable, creative, independent and become a citizen democratic and responsibility.

Through this law the government mandate education to formal, informal and non-formal education to realize the goals and ideals of education nationally. Therefore, to realize All of that requires full support from the government, educational institutions and all elements of society consciously to help the education process run well and measurably, so that training for teachers is very necessary and also monitoring or supervision of education to evaluate the teaching and learning process can help improve the competence and performance of existing teachers at each schools.

According to Law Number 14 of 2015 concerning Teachers and Lecturers, in Article 10 paragraph (1), teachers must have four competencies including pedagogical competency, personality competency, social competency, and professional competency. Professional competency is related to the teacher's expertise in planning, implementing, and evaluating learning. The success of the learning and evaluation process is determined by the quality of the learning planning that is prepared. (Nuruningsih & Palupi, 2021). In order to realize the ideals of the law, teachers need to be given training in an effort to improve teacher competence before the performance of the teacher is supervised both internally and externally.

Training is part of education. Education is more philosophical and theoretical. However, education and training have the same goal, which is learning. In learning there is an implicit understanding. Through understanding, teachers are enabled to become innovators, initiative takers, creative problem solvers, and make teachers effective and efficient in doing their jobs. Training is a systematic effort to master skills, regulations, concepts or ways of behaving that have an impact on increasing competence in order to improve performance. Training is the biggest factor influencing teacher professionalism, both subject teachers and class teachers in elementary schools.

The types of training can be divided into two, namely internal and external training. Internal training includes: in-house training, internship program training, school partnership training, distance learning training, tiered training and short course training LPTK while external training includes: skills training, retraining, cross functional training, team training, and creativity training (Andriani et al., 2022).

In house training is a training program or training organized by an educational institution using its own training venue, its own equipment, determining the participants and bringing in its own trainers (Tatik, 2023). This understanding is in line with Corinorita's opinion (Hariadi, 2021) which states that in-house training is training that is carried out internally by a working group of teachers, schools or other places that are designated as the organizers of training that is carried out based on the idea that as an ability to improve teacher competence and career, it does not have to be done externally, but can be done internally by teachers as trainers who have competence that other teachers do not yet have.

Based on this understanding, it can be seen that in-house training is very necessary to be carried out in every institution, especially educational institutions or schools because this training is very efficient and effective, so that the presence and involvement of teachers in training is maximized because the training is carried out within the institution itself. (Kamiludin, 2021). In addition to providing various training, both external and internal, to evaluate teacher performance, academic supervision measures need to be carried out, both internal supervision by the principal and external supervision by the school supervisor.

Academic supervision is a planned coaching activity by providing technical assistance to teachers and other staff in implementing the learning process, or supporting the learning process which aims to improve the professional abilities of teachers and improve the quality of learning effectively so that teacher performance can be measured according to standards.

Teacher performance is the result that can be achieved by a teacher in an educational institution or madrasah in accordance with his duties and responsibilities in achieving

educational goals.(Ashlan & Akmaluddin, 2021).(Husni et al., 2023)adding that teacher performance is a teacher's ability to carry out learning tasks at school and be responsible for students under guidance by improving student learning achievement. Therefore, the success of teacher performance can be seen from the achievement of teacher performance standard indicators, as conveyed by Supardi(Amrullah et al., 2024)that the indicators of teacher performance standards are (1) knowledge, skills, and disposition standards, (2) unit assessment and evaluation systems, field experience, and clinical practice, (3) differentiation, (4) qualifications, faculty development performance, (5) unit governance and resources.

Supervision is an inseparable part of the entire educational administration process which is aimed primarily at developing the effectiveness of the performance of school personnel related to the main tasks of education. In other words, supervision is seen as a subsystem of the school administration system. As a subsystem, supervision is inseparable from the administration system which also involves non-teaching staff, including principals, teachers and administrative officers. Educational supervision is intended to improve the professional and technical abilities of teachers, principals and personnel other schools so that the educational process in schools is of higher quality. And the main thing is that educational supervision is carried out on the basis of cooperation, participation, and collaboration, not on the basis of coercion and obedience, so that in the end it can raise awareness, initiative, and creativity of school personnel. As a teacher of teachers, supervisors must prepare a plan to be able to strengthen the implementation of the four teacher competencies, namely pedagogical competence, personality competence, social competence and professional competence.

In Meukek District, South Aceh Regency, there are 21 Elementary Schools, consisting of 19 Public Elementary Schools and 2 Private Elementary Schools, according to the researcher's initial observations, several schools are in great demand by parents and the surrounding community to be used as elementary schools for their children, especially private schools. Of course, these schools meet the Minimum Service Standards (SPM), even meeting the eight National Education Standards (SNP). Therefore, it is appropriate for Elementary Schools (SD), especially Public Elementary Schools, to have adequate learning facilities and infrastructure, professional teaching staff, adequate financial support, and professional school leaders..

METHOD

The research approach that will be used is a quantitative approach. According to(Sugiyono, 2019)quantitative research methods are often referred to as traditional methods, because this method has been used for a long time in research. This quantitative method can be interpreted as a scientific method because it has met scientific principles, namely concrete/empirical, objective, measurable, rational, and systematic. This method is called quantitative because the research data is in the form of numbers and analysis using statistics then drawing conclusions from the results of the research.

Thus, to determine the influence of the use of the In House Training program and academic supervision on improving teacher competence in elementary school units in Meukek District, South Aceh, research stages are required as explained.(Oktiani, 2017)as follows, namely "there are seven steps in quantitative research, namely: problem identification, problem limitation, determination of problem focus, implementation of research, data processing and interpretation, theory emergence, and reporting of research results using quantitative methods.

This study focuses on the utilization of the In House Training program in an effort to improve teacher competence. To obtain data in this study, principals and teachers became the main population as sources in elementary school education units in Meukek District, South Aceh. The samples as data sources in this study were Elementary School Supervisors, Elementary School Principals, and teachers representing each elementary school in Meukek District, South Aceh.

Table 1. Research Respondents

| No | Respondents | Amount |
|--------------------------|-------------|------------------|
| 1 | Headmaster | 20 People |
| 2 | Teacher | 21 People |
| Total Respondents | | 41 People |

Source: processed by researchers 2024

The sampling technique used in this study is non-probability sampling combined with purposive sampling technique. Data collection techniques in this study are observation, questionnaires, and documentation studies. In qualitative research, data analysis is carried out from the beginning of the research and during the research process. The data obtained is then collected to be processed systematically starting from observation, interviews, editing, classifying, reducing, then data presentation activities and concluding the data.

RESULTS AND DISCUSSION

This discussion includes data analysis, interpretation of results, and the relevance of findings to previously reviewed theories or literature. This section will explain the findings during the research, research data collected through observation, interviews, questionnaires and documentation. The description will be carried out systematically, starting from general points to details, in accordance with the research framework or predetermined concept. Through this approach, the discussion is expected to be able to provide comprehensive and relevant answers to the objectives of the research or study being conducted.

This study uses informants that have been determined in the previous chapter, namely, the principal, and teachers, with the distribution of information to different schools. The schools used as research sites are all Elementary Schools in Meukek District, South Aceh Regency.

To facilitate understanding of the research results that have been conducted, the data is described according to the order of the research variables. The research description starts from the In House Training variable (X1), Principal Academic Supervision (X2), and Elementary School Teacher Performance Improvement (Y).

The described research data consists of data from the research questionnaire scores given to informants. The description of the data presented relates to the maximum score, minimum score, mode, median, average value (mean) and standard deviation. Overall, the description of the values can be seen in table 2 below,

Table 2. Summary of Research Variable Data Description

| No | Statistical Values | X1 | X2 | Y |
|----|--------------------|---------|---------|---------|
| 1 | Amount | 1825.00 | 1877.00 | 1851.00 |
| 2 | Maximum Score | 50.00 | 50.00 | 50.00 |
| 3 | Minimum Score | 36.00 | 38.00 | 37.00 |
| 4 | Mode | 46.00 | 50.00 | 48.00 |
| 5 | Median | 45.00 | 47.00 | 46.00 |
| 6 | Average (Mean) | 44.51 | 45.78 | 45.15 |
| 7 | Standard Deviation | 3.65 | 4.02 | 3.84 |

Source: processed by researchers, 2024

Description: The Y variable is calculated based on the linear relationship equation using the arithmetic mean of both variables between X1 and X2 using the formula $(X1+X2)/2$. This formula is used to describe the average influence of both variables on the Y value. With this approach, the Y value reflects the balanced contribution of variables X1 and X2 to the final result.

Based on table 2. above, it can be interpreted that variables X1 and X2 have a significant influence on Y. The results of data processing from various information obtained by the author are presented in the form of a description as follows.

In House Training (IHT)

In house training(IHT) is a training program organized by an educational institution using its own training venue, its own equipment, determining participants and bringing in its own trainers. The following are the results of the utilization analysis *In house training*(IHT) regarding improving teacher competence according to the questionnaire filled out by the principal as shown in Table 3 below;

Table 3. Results of In-House Training Analysis according to the Principal

| No | Question | Average | Percentage % | Category |
|----------------|--|-------------|--------------|------------------|
| 1 | I know and understand what is meant by In House Training | 4.55 | 91.00 | Very high |
| 2 | At the school where I work, In House Training has been implemented | 4.65 | 93.00 | Very high |
| 3 | At the school where I work, In House Training is carried out regularly | 4.70 | 94.00 | Very high |
| 4 | I am convinced that implementing In House Training can improve teacher competence. | 4.60 | 92.00 | Very high |
| 5 | I feel that the material provided through In House Training is in accordance with the teacher's expertise. | 4.55 | 91.00 | Very high |
| 6 | I believe I can improve teacher skills after participating in In House Training | 4.95 | 99.00 | Very high |
| 7 | I hold In House Training because it suits the work needs of teachers. | 4.40 | 88.00 | Very high |
| 8 | In House Training has increased teacher knowledge and insight | 4.55 | 91.00 | Very high |
| 9 | In House Training is very useful for teacher career development | 4.60 | 92.00 | Very high |
| 10 | In House Training must be carried out periodically to support teacher competence. | 4.50 | 90.00 | Very high |
| Average | | 4.61 | 92.10 | Very high |

Source: processed by researchers 2024

While the analysis of utilization *In house training*(IHT) towards increasing teacher competency based on data questionnaires filled out by elementary school teachers in Kuta Buloh can be seen as presented in Table 4 below,

Table 4. Results of In-House Training Analysis according to Teachers

| No | Question | Average | Percentage % | Category |
|----------------|---|-------------|--------------|------------------|
| 1 | I know and understand what is meant by In House Training | 4.48 | 89.53 | Very high |
| 2 | At the school where I work, In House Training has been implemented | 4.53 | 90.48 | Very high |
| 3 | At the school where I work, In House Training is carried out regularly | 4.05 | 80.96 | Very high |
| 4 | I got information about how to teach from In House Training | 4.38 | 87.61 | Very high |
| 5 | I feel that the material provided through In House Training suits my expertise. | 4.38 | 87.61 | Very high |
| 6 | I can add skills after attending In House Training | 4.62 | 92.38 | Very high |
| 7 | I took In House Training because it suited my work needs. | 4.43 | 88.57 | Very high |
| 8 | <i>In House Training</i> has increased my knowledge and insight | 4.57 | 91.42 | Very high |
| 9 | <i>In House Training</i> very useful in my career development | 4.43 | 88.57 | Very high |
| 10 | <i>In House Training</i> must be implemented periodically to support teacher competence | 4.43 | 88.57 | Very high |
| Average | | 4.43 | 88.57 | Very high |

Source: processed by researchers 2024

Based on the description in tables 3. and 4. it can be seen that the percentage of utilization of in-house training (IHT) in efforts to improve the competence of elementary school teachers in Meukeuk District, South Aceh Regency is very high, both in terms of the principal's opinion, which is 92.10% and the teacher's own opinion, which is 88.57%. This is in line with Hartutik's opinion (in Desniwita, 2019:30), which states that the implementation of training (in-house training) is directed to be able to equip, improve, and develop teacher competence in order to improve the productivity of performance and the welfare of its employees continuously and sustainably.

Principal's Academic Supervision

Academic supervision is a planned coaching activity by providing technical assistance to teachers and other staff in implementing the learning process, or supporting the learning process that aims to improve the professional abilities of teachers and improve the quality of learning effectively so that teacher performance can be measured according to its standards. Academic supervision can be carried out by supervisors and principals. The following is an analysis of the use of academic supervision by principals to improve the competence of elementary school teachers in Meukeuk District, South Aceh Regency as shown in table 5. below,

Table 5. Results of Academic Supervision Analysis by the Principal

| No | Question | Average | Percentage % | Category |
|----------------|--|-------------|--------------|------------------|
| 1 | At the school where I work, I have carried out academic supervision. | 4.60 | 92.00 | Very high |
| 2 | At the school where I work, I have carried out regular academic supervision. | 4.60 | 92.00 | Very high |
| 3 | Academic supervision by the principal is very good for evaluating teacher performance. | 4.70 | 94.00 | Very high |
| 4 | Academic supervision by the principal greatly increases teachers' insight. | 4.80 | 96.00 | Very high |
| 5 | Academic supervision by the principal greatly enhances teachers' skills. | 4.60 | 92.00 | Very high |
| 6 | Academic supervision by the principal greatly increases teacher discipline. | 4.60 | 92.00 | Very high |
| 7 | Academic supervision by the principal is very good for improving teacher performance | 4.65 | 93.00 | Very high |
| 8 | Academic supervision by the principal is very good in supporting teacher competence | 4.55 | 91.00 | Very high |
| 9 | Regular academic supervision by the principal is very good in supporting teacher competence. | 4.50 | 91.00 | Very high |
| 10 | Academic supervision by the principal is very good in supporting teacher careers. | 4.35 | 87.00 | Very high |
| Average | | 4.60 | 92.00 | Very high |

Source: processed by researchers 2024

Meanwhile, the analysis of the use of academic supervision by the principal to improve teacher competence according to the questionnaire filled out by the teachers is as shown in Table 6 below:

Table 6. Results of Academic Supervision Analysis by Teachers

| No | Question | Average | Percentage % | Category |
|----------------|--|-------------|--------------|-----------------|
| 1 | At the school where I work, academic supervision has been carried out by the principal. | 4.57 | 91.42 | Very high |
| 2 | The principal where I work carries out regular academic supervision. | 4.43 | 88.57 | Very high |
| 3 | Academic supervision by the principal is very good for evaluating teacher performance. | 4.67 | 93.33 | Very high |
| 4 | Academic supervision by the principal greatly increases teachers' insight. | 4.71 | 94.28 | Very high |
| 5 | Academic supervision by the principal greatly enhances teachers' skills. | 4.48 | 89.53 | Very high |
| 6 | Academic supervision by the principal greatly increases teacher discipline. | 4.48 | 89.53 | Very high |
| 7 | Academic supervision by the principal is very good for improving teacher performance | 4.62 | 92.38 | Very high |
| 8 | Academic supervision by the principal is very good in supporting teacher competence | 4.53 | 90.48 | Very high |
| 9 | Regular academic supervision by the principal is very good in supporting teacher competence. | 4.53 | 90.48 | Very high |
| 10 | Academic supervision by the principal is very good in supporting teacher careers. | 4.57 | 91.42 | Very high |
| Average | | 4.56 | 91.14 | VeryTall |

Source: processed by researchers 2024

Based on the analytical description of the data in tables 5 and 6, it can be seen that the percentage of academic supervision activities by the principal in an effort to improve the competence of elementary school teachers in Meukeuk District, South Aceh Regency is very high, both in terms of the principal's opinion, namely 92.00% and the teacher's own opinion, namely 91.14%.. The same results were also obtained that the principal's supervision had a positive and significant implementation on teacher performance at school.(Pujianto et al., 2020).

DISCUSSION

After processing and analyzing data on the principal questionnaire and teacher questionnaire, the results obtained were thatThe utilization of In House Training (IHT) and academic supervision activities by elementary school principals in an effort to improve teacher competence in Meukeuk District, South Aceh Regency is very high.

Utilization of In House Training (IHT)

After processing and analyzing the data on the principal and teacher questionnaire data, the final data analysis results were obtained as shown in table 7 below,

Table 7. Results of In House Training (IHT) Questionnaire Data Analysis

| Evaluation | Principal Questionnaire Data | Teacher Questionnaire Data |
|--------------|------------------------------|----------------------------|
| Average | 4.61 | 4.43 |
| Percentage % | 92.10 | 88.57 |
| Category | Very high | Very high |

Source: processed by researchers 2024

Based on the results of the questionnaire data analysis in table 4.5 above, it can be seen that the utilization of In House Training (IHT) in an effort to improve teacher competence in Meukeuk District, South Aceh Regency is very high, with a principal questionnaire data analysis value of 4.61 or equivalent to 92.10% while the teacher questionnaire data analysis value is 4.43 or equal to 88.57%. This is in line with the objectives of in-house training

according to Hartutik in Deswinita, 2019, namely; Improving unsatisfactory teacher performance due to lack of skills. Although it cannot solve all the problems of effective performance, a healthy training program can minimize these problems; Updating teachers' skills in line with technological advances. Through training, training ensures that teachers can apply new technologies effectively. As jobs are constantly changing, teachers' skills and abilities must be updated through training, so that technological advances can be integrated into the organization; Reducing learning time for new teachers to be competent in the job. A new teacher often does not master the skills and abilities needed to be job competent, namely achieving the expected output and quality standards; Helping solve operational problems. Managers must achieve their goals with scarcity and abundance of resources, scarcity of financial resources and human technological resources, and abundance of financial, human, and technological problems.

Preparing teachers for promotion. One way to attract, retain, and motivate teachers is through a systematic career development program. The development of teachers' professional abilities must be consistent with the existing human resource policies. Training is a key element in a career development system. By developing and promoting human resources through training, managers can enjoy a workforce that is qualified, motivated, and satisfied; Orienting teachers to the organization. For this reason, some orientation programs make a concerted effort to orient new teachers to the organization and work properly; Fulfilling personal growth needs. For example, most managers are achievement-oriented and need new challenges, so training can play a dual role by providing activities that produce organizational effectiveness and enhance personal growth for all teachers.

Based on the description in the table above, the first problem formulation in this study is; "Is there an influence of the in-house training (IHT) program in improving teacher competence in elementary school education units in Meukek District, South Aceh?"

Based on the research results, the questions in the first problem formulation were answered, namely that there was an influence of the in-house training (IHT) program in improving teacher competence in elementary school education units in Meukek District, South Aceh Regency with a very high category, both according to the principal, namely with an average questionnaire data value of 4.61 or equivalent to 92.10% while according to the teacher questionnaire data, the average questionnaire data value was 4.43 or equal to 88.57%.

The description of the steps and methods for implementing In House Training in schools is as follows,

Identifying and Determining Training Needs

Need *Training* determined based on an evaluation of school needs, including the results of an analysis of teacher capabilities, curriculum achievement, and challenges faced in learning.

Creating Training Plans and Topics

Training topics are arranged according to identified needs, such as mastery of learning technology, competency-based curriculum development, or improvement of pedagogical skills. Training schedules, formats, and methods are also designed to ensure the effectiveness of the program.

Conducting Training

Training activities are carried out in interactive sessions, such as lectures, group discussions, workshops, or hands-on practice. Participants, in this case teachers, are encouraged to actively participate, share experiences, and apply the results of the training in the context of everyday work.

Conduct Evaluation and Follow-up

After the training, an evaluation is conducted to measure the effectiveness of the program, both in terms of participant understanding and implementation in the classroom. The evaluation results are used to design a sustainable follow-up program.

Principal's Academic Supervision

The principal is required to have managerial skills or competencies that have a very important role and influence the performance and governance of an organization. Therefore, the role of the principal is very important in determining the achievement of the goals to be achieved. (Husni et al., 2023) As a school leader, the principal has the right and obligation to evaluate and monitor the performance of teachers under his leadership. An effective principal should know, realize and understand three things: (1) why quality education is needed in schools, (2) what must be done to improve the quality and productivity of schools, (3) how to manage schools effectively to achieve high performance. One of the efforts that can be made by the principal is to carry out academic supervision. As for the competencies that must be possessed by the principal are the following supervisory competencies: a) planning academic supervision programs in order to improve teacher performance, b) implementing academic supervision of teacher performance using appropriate supervision approaches and techniques, and c) following up on the results of academic supervision of teachers in order to improve teacher performance (Minister of Education and Culture Regulation Number 13 of 2007). The results of this study indicate that the use of academic supervision by the principal in an effort to improve teacher competence is as stated in table 8 below,

Table 8. Results of Academic Supervision Questionnaire Data Analysis

| Evaluation | Principal Questionnaire Data | Teacher Questionnaire Data |
|-------------------|-------------------------------------|-----------------------------------|
| Average | 4.60 | 4.56 |
| Percentage % | 92.00 | 91.14 |
| Category | Very high | Very high |

Source: processed by researchers 2024

Based on the results of the questionnaire data analysis in table 8. above, it can be seen that the academic supervision activities by elementary school principals in an effort to improve teacher competence in Meukeuk District, South Aceh Regency are very high, with a principal questionnaire data analysis value of 4.60 or equivalent to 92% while the teacher questionnaire data analysis value is 4.56 or equal to 91.14%. This is in accordance with the objectives of academic supervision according to Rifai, 2002, namely; Assisting teachers in developing their competencies, namely pedagogical, personality, social and professional; Assisting teachers in developing curriculum, namely syllabus, Learning Implementation Plan (RPP), core activities, methods/strategies, learning tools/media, assessments and others; Assisting teachers in guiding classroom action research to improve the quality/quality of learning; Assisting teachers in improving their performance skills in front of the class, in class management; Assisting teachers in finding learning difficulties of their students and will plan corrective actions.

Helping teachers to better understand and realize the goals of the school, and the function of the school in achieving educational goals; To help implement effective leadership in a democratic manner in order to improve professional activities in the school, and cooperative staff relationships to jointly be able to advance education in their respective schools; Avoiding demands on teachers that are beyond the limits or unreasonable, whether those demands come from within the school or from outside the school.

Based on these objectives, it can be concluded that supervision has an important role in improving the learning process professionally, so that the scope of supervision starts from the principal, staff, teachers and school residents. Thus the formulation of the second problem in this study,

"Is there an influence of the principal's supervision activities on improving teacher competence in elementary school education units in Meukek District, South Aceh?"

Referring to the results of this study, the formulation of the problem above is answered, namely: There is a significant positive influence with a high category of principal supervision activities on improving teacher competence in elementary school education units in Meukek District, South Aceh.

The stages of implementing Academic Supervision by the Principal are as follows:

Planning Supervision

In this case, the principal prepares academic supervision planning based on teacher needs analysis and learning quality improvement objectives. Planning includes determining the supervision schedule, preparing supervision instruments, and the criteria and indicators to be assessed.

Implementation of Supervision

Academic supervision is carried out by direct observation of learning activities in the classroom or indirectly through analysis of learning devices prepared by teachers. The principal pays attention to several aspects, such as:

1. Learning planning (RPP or syllabus).
2. Implementation of learning (strategies, methods, use of media, interaction with students).
3. Evaluation of learning (giving assignments, tests, or feedback).

Implementation of Supervision

After conducting the observation, the principal provides constructive feedback to the teacher, both in writing and through discussion. This feedback includes reinforcement of the teacher's strengths as well as suggestions for addressing weaknesses and deficiencies found during the observation.

Follow-up Steps

In this case, the Principal designs follow-up in the form of professional development programs, such as training, mentoring, or workshops, to help teachers improve the required competencies. This follow-up is carried out in a planned and sustainable manner.

Based on the description above, it can be seen that academic supervision by the principal is an evaluation activity that provides an assessment in the context of coaching that is focused on improving teacher competence so that they can work optimally.

Hypothesis Test Analysis Results

Based on the description in CHAPTER III previously, a hypothesis has been proposed in this study where $H_0: P$ and $H_1: P$, which means; reject H_0 if the correlation value is positive and the calculated probability < the calculated probability value set of 0.05 (sig 2-tailed < $\alpha 0.05$); Accept H_0 if the correlation value is negative and or probability calculated > the probability value set at 0.05 (sig 2 –tailed > $\alpha 0.05$).

After calculations were carried out using the validity test formula Juliandi, Irfan, & Manurung, (2015)

$$r_{xy} = \frac{n \sum X_i Y_i - (\sum X_i)(\sum Y_i)}{\sqrt{\{n \sum X_i^2 - (\sum X_i)^2\} \{n \sum Y_i^2 - (\sum Y_i)^2\}}}$$

The results of the variable test were as follows:

Relationship between In House Training (X1) and Increasing Teacher Competence (Y)

$$\sum x_1 = 1825$$

$$\sum y_i = 1851$$

$$\sum x_1^2 = 81769$$

$$\sum y_i^2 = 84096$$

$$\sum x_1 y_i = 82894.5$$

$$\text{Pearson correlation coefficient } (r_{xy}) = 0.944$$

Based on these results, a correlation value was obtained. $r_{xy} 0.944$ between In House Training (X1) and Teacher Competency Improvement Variable (Y) is very high. This means that In House Training has a very significant effect on improving the competence of elementary school teachers in Meukeuk District, South Aceh Regency. From the results of this analysis,

H0 in the first hypothesis submission is accepted and Ha in the first hypothesis submission is rejected.

The Relationship between Academic Supervision (X1) and Improving Teacher Competence (Y)

$$\sum x^2 = 1877$$

$$\sum y_i = 1851$$

$$\sum x^2 = 86575$$

$$\sum y_i^2 = 84096$$

$$\sum x y_i = 85297.5$$

Pearson correlation coefficient (r_{xy}) = 0.954

Based on these results, a correlation value was obtained. r_{xy} 0.954 between the Principal's Academic Supervision (X2) and the Teacher Competency Improvement Variable (Y) is very high. This means that the Principal's Academic Supervision has a very significant effect on improving the competence of elementary school teachers in Meukeuk District, South Aceh Regency. From the results of this analysis, H0 in the second hypothesis submission is accepted and Ha in the second hypothesis submission is rejected.

CONCLUSION

Based on the results of data analysis and discussion in this study, conclusions can be drawn and at the same time answer the formulation of the problems in this study. The conclusions of this study are; there is a significant positive influence from the use of in-house training programs on improving the competence of elementary school teachers in Meukeuk District, South Aceh Regency; there is a significant positive influence from academic supervision activities by the principal on improving the competence of elementary school teachers in Meukeuk District, South Aceh Regency; there is a significant positive influence from the use of in-house training programs and academic supervision activities by the principal on improving the competence of elementary school teachers in Meukeuk District, South Aceh Regency.

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