International Journal of Technology and Education Research

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E-ISSN: 2986-0733

A Needs Analysis for Developing an Academic Supervision Model for School Principals Grounded in Local Wisdom

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Abstract

This study aims to analyze the need for the development of a school principal's academic supervision model as an effort to improve the quality of learning through teacher coaching. The background of this research is based on the phenomenon that the implementation of academic supervision in schools still faces various obstacles, such as limited suitability with teachers' needs, lack of openness, lack of feedback, and approaches that are not fully relevant to teacher characteristics. This study uses a descriptive approach by combining quantitative and qualitative analysis. The subjects of the study were teachers and principals who were selected using the purposive sampling technique. Data were collected through observation, questionnaires, interviews, and documentation studies, then analyzed using descriptive statistics for quantitative data and thematic analysis for qualitative data. The results of the study show that most teachers consider that the academic supervision carried out by school principals is still not in accordance with the real needs in the field. In terms of openness and transparency, more than half of the respondents assessed that supervision had not been fully implemented openly. In terms of feedback, even though some teachers have received constructive input, there are still teachers who feel that they are lacking or do not get feedback after supervision. Other findings show that the supervision approach that teachers are most interested in is based on local wisdom, followed by peer approaches and the use of technology. The conclusion of this study emphasizes the need to develop a more adaptive, participatory, and needs-based academic supervision model.

Keyword: Academic Supervision, Principals, Teacher Needs, Feedback, and Local Wisdom

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INTRODUCTION

Academic supervision is one of the important instruments in efforts to improve the quality of education, especially in supporting teacher performance in the learning process (Asdhiani et al., 2020). Teachers as the spearhead of the implementation of education in schools are required to continue to develop in pedagogic, professional, social, and personality competencies. However, these developments will not be optimal without guidance, mentoring, and structured evaluation through academic supervision (Suwardi et al., 2020). Therefore, the implementation of academic supervision that is relevant to the needs of teachers is a necessity in order to answer the challenge of improving the quality of learning in schools (Lorensius et al., 2022).

On the other hand, the practice of academic supervision in schools often still experiences obstacles, both in terms of approach, transparency, and effectiveness of implementation. Not a few teachers feel that supervision emphasizes more on the administrative aspect than on the development of professionalism(Wiyono et al., 2022). This gives the impression that supervision is only limited to formality activities, not as a means of constructive coaching. Therefore, this study is important to assess the extent to which existing academic supervision is in accordance with teachers' needs, transparent in its implementation, and able to provide feedback that supports improving teacher performance (Farida & Kenedi, 2021).

The suitability of academic supervision with the needs of teachers is one of the main indicators of supervision succe(Wiyono et al., 2022). Teachers who receive supervision according to real conditions in the classroom will feel helped in improving learning strategies and overcoming obstacles faced (Nurhadi et al., 2023). On the other hand, irrelevant supervision can cause resistance and reduce teachers' motivation to carry out improvements. Therefore, this study seeks to explore the extent to which academic supervision in schools is able to accommodate the real needs of teachers in the field.

In addition, transparency in the implementation of supervision is also an important factor. Supervision that is carried out openly will foster teachers' trust in the supervisor or principal (Winarno et al., 2021). Thus, teachers do not feel supervised unilaterally, but instead feel supported in developing their potential (Herlinawati et al., 2021). Transparency can also prevent assessment bias that only benefits certain parties. This study seeks to understand how the practice of openness in supervision is implemented and the extent to which teachers feel the benefits (Lopes et al., 2020). Furthermore, the effectiveness of academic supervision in providing constructive feedback is crucial for enhancing teacher performance and, consequently, improving learning quality (Firdaus & Sutarasih, 2020).

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No less important is the feedback provided after academic supervision is carried out. Constructive feedback will be a guideline for teachers in improving the quality of learning. Teachers will feel appreciated when input is given objectively and accompanied by applicable solutions. Therefore, this study tries to examine how the quality of feedback provided in academic supervision and its effect on improving teacher performance. This includes exploring how academic supervision influences teacher performance, especially in online learning environments, and the overall quality of education (Azizah, 2021) (Rawati et al., 2022).

Finally, the implementation of academic supervision that teachers are interested in is also an indicator of the effectiveness of the supervision program. Supervision that is carried out with a dialogical, participatory, and solutive approach will be more accepted by teachers than supervision that is authoritative. Thus, this study is important to explore teachers' perceptions of the supervision they undergo, whether the supervision is interesting, relevant, and supports their professional development. The results of this study are expected to be recommendations for schools and supervisors to improve academic supervision strategies that are more effective, transparent, and according to the needs of teachers.

METHOD

This study uses a descriptive approach with quantitative and qualitative analysis focused on analyzing the needs for the development of academic supervision models for school principals. Needs analysis is carried out to identify the gap between the existing academic supervision conditions and the needs of teachers, both in terms of the suitability of supervision implementation, openness and transparency, providing feedback, and supervising approaches that are considered appropriate.

The subjects of the study are the principal and teachers at the educational level where the research is located. The selection of respondents was carried out by purposive sampling technique, namely teachers who are directly involved in academic supervision activities. The respondents of this study consisted of a number of teachers who were asked to provide an assessment of the implementation of academic supervision that they experienced.

Data collection was carried out through observation, dissemination of questionnaires, interviews, and documentation studies. Observations were carried out to obtain a real picture of academic supervision practices, especially regarding openness, transparency, and feedback. A questionnaire with a Likert scale was used to collect quantitative data on teachers' perceptions of the suitability of supervision with needs, openness of implementation, providing feedback, and the supervision approach they expected. In-depth interviews were conducted with the

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principal and some teachers to further explore their views on the weaknesses and advantages of academic supervision that has been running. In addition, the documentation study includes the analysis of the supervision program documents, the report on the results of the supervision, and the supervision instruments used.

The research instruments consisted of observation sheets, interview guidelines, closed questionnaires with a Likert scale of 1–5, and document analysis formats. The validity of the instrument was checked through expert tests, while the reliability of the questionnaire was obtained through internal consistency tests.

The collected data was analyzed using two approaches. Quantitative data from the questionnaire was analyzed using descriptive statistical techniques in the form of percentages, averages, and frequency distributions to map teacher perceptions. Meanwhile, qualitative data from observations, interviews, and documentation were analyzed using thematic analysis techniques through the stages of data reduction, data presentation, and conclusion drawn. The results of the analysis are then used to formulate the need for the development of an academic supervision model that is in accordance with the school context, teacher characteristics, and demands to improve the quality of learning.

RESULTS AND DISCUSSION

The results of the research obtained through observation, questionnaires, interviews, and documentation provide a comprehensive picture of the conditions of academic supervision by school principals. The data collected not only shows the extent to which academic supervision has been carried out, but also how teachers perceive and need the process. Thus, the discussion of the results of this research is directed to examine four main aspects that are the focus of the analysis of the needs for the development of academic supervision models.

Analisis Kesesuaian Supervisi Akademik dengan Kebutuhan Guru

Data on the suitability of academic supervision with teachers' needs was obtained through teacher response questionnaires. The data from the questionnaire results related to teachers' perceptions of the suitability of academic supervision with teachers' needs can be seen in Figure 1.

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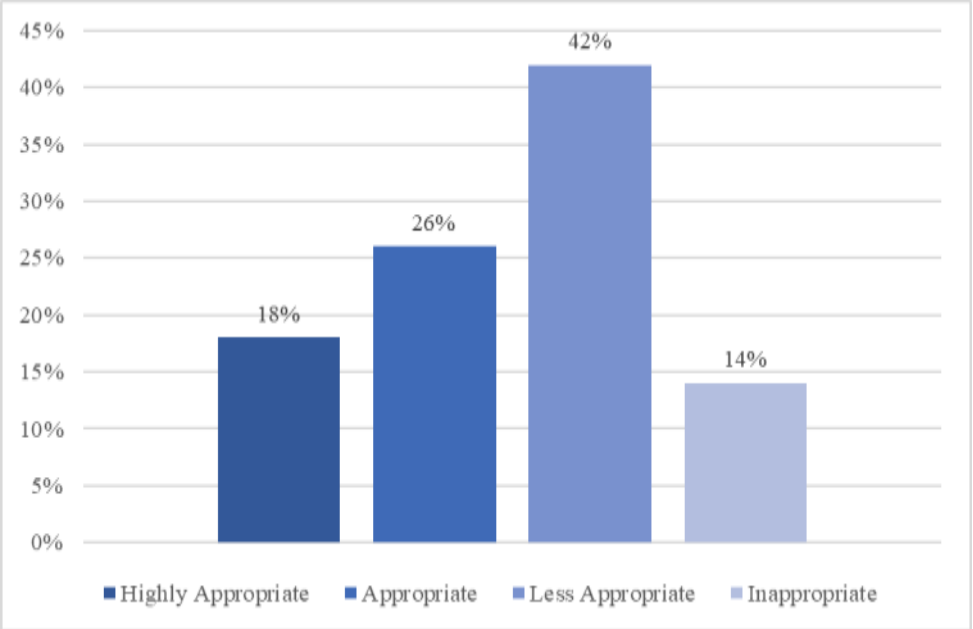


Figure 1. Suitability of Academic Supervision with Teachers' Needs

Based on the results of the observations shown in Figure 1 regarding the suitability of academic supervision with the needs of teachers, it can be seen that most teachers consider that the academic supervision carried out is still not in accordance with their needs. This is shown by 42% of respondents who stated that academic supervision is in the category of inappropriate. Meanwhile, 26% of teachers assessed that the supervision carried out was in accordance with their needs, and only 18% stated that academic supervision was very appropriate. Interestingly, there are 14% of teachers who consider that the academic supervision they receive is not at all in accordance with their needs.

These findings indicate that the academic supervision carried out by school principals has not been fully able to answer the real needs of teachers in improving the quality of learning. The high percentage in the category of inappropriate and inappropriate shows that there is a gap between the implementation of supervision and teachers' expectations. Thus, efforts are needed to develop a more adaptive, participatory, and needs-based academic supervision model so that its implementation can have a more optimal impact on improving teachers' professional competence.

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Implementation of Academic Supervision in an Open and Transparent manner

Data on the completion of the implementation of academic supervision in an open and transparent manner was obtained through teacher response questionnaires. The data from the questionnaire results related to teachers' perception of the implementation of academic supervision in an open and transparent manner can be seen in Figure 2.

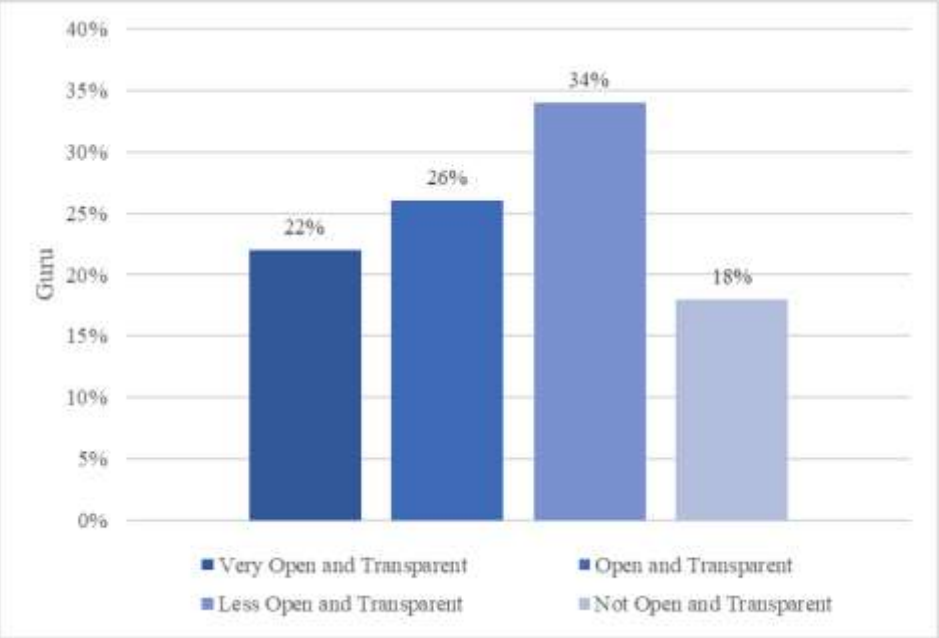


Figure 2. Implementation of Academic Supervision in an Open and Transparent manner

Based on the results of observations in Figure 2 regarding the implementation of academic supervision in an open and transparent manner, it was found that the majority of teachers considered the supervision carried out to be still not open and transparent. As many as 34% of respondents stated that academic supervision was in the category of less open and transparent, while 18% of teachers considered the supervision carried out to be not open and transparent at all.

On the other hand, there are 26% of teachers who consider the academic supervision they experience to be open and transparent, and only 22% who state that the implementation is very open and transparent. These results show that although some teachers have felt openness in the implementation of supervision, there is still a significant gap because more than

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half of teachers view that supervision has not been implemented with adequate transparency principles.

This condition indicates the need for improvements in academic supervision patterns so that school principals can create a more open, communicative atmosphere, and uphold transparency at every stage. Transparency in supervision is essential for teachers to feel valued, have the opportunity to express their views, and receive honest and constructive feedback. Thus, the development of a more open and transparent academic supervision model is an urgent need to increase the effectiveness and acceptance of supervision among teachers.

Implementation of Academic Supervision and Providing Feedback on Teacher Performance Improvement

Data on the implementation of academic supervision provides feedback for teacher performance obtained through teacher response questionnaires. The data from the questionnaire results related to the implementation of academic supervision providing feedback for teacher performance can be seen in Figure 3.

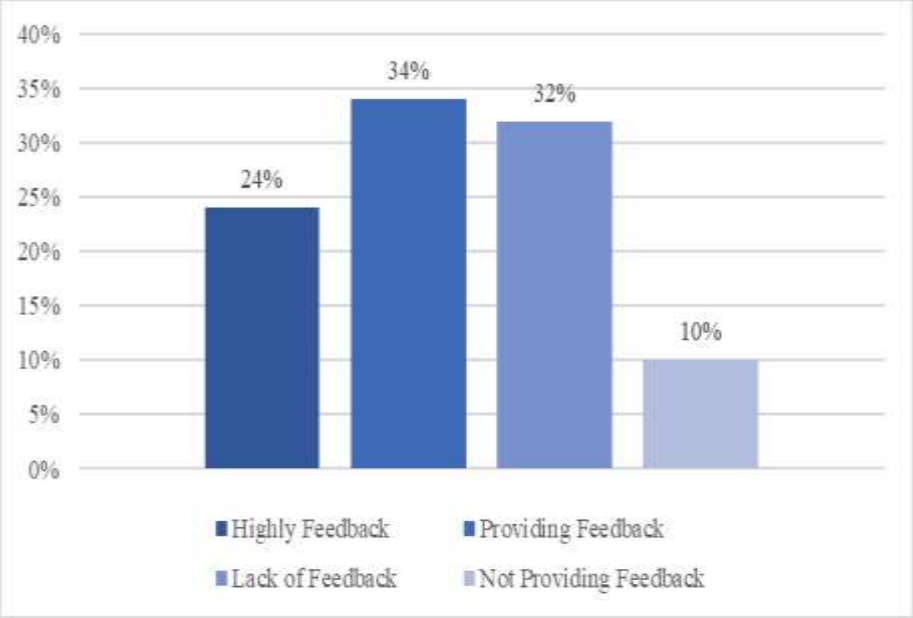


Figure 3. Implementation of Academic Supervision and Providing Feedback on Teacher Performance Improvement

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The results of observations in Figure 3 regarding the implementation of academic supervision and the provision of feedback on improving teacher performance show that most teachers assess that the principal has given feedback, although the quality and consistency still vary. As many as 34% of respondents stated that the principal gave feedback, and 24% considered that the feedback given was very good. However, there are still 32% of teachers who consider that the principal only does not give feedback, even 10% stated that they never received feedback from the results of academic supervision.

These findings show that although the majority of teachers have received feedback in the academic supervision process, the number of teachers who feel that they are lacking or even not getting it is still quite significant. In fact, providing feedback is an important component of supervision because it functions as a means of reflection, motivation, and continuous improvement of teacher performance.

Thus, these results indicate the need to improve the quality of academic supervision, especially in the feedback aspect. The principal is expected not only to provide evaluations, but also to convey feedback that is constructive, specific, and encourages teachers to improve their professionalism. This is important so that academic supervision is not only seen as a formality, but really becomes an instrument for teacher performance development.

Implementation of Academic Supervision That Teachers Are Interested in

Data on the implementation of academic supervision that teachers are interested in is obtained through teacher response questionnaires. The data from the questionnaire results related to the implementation of academic supervision that is of interest to teachers can be seen in Figure 4.



Figure 4. Implementation of Academic Supervision That Teachers Are Interested in

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Based on the results of observations regarding the academic supervision approach that is considered in accordance with the needs of teachers, it can be seen that most teachers prefer an approach based on local wisdom. As many as 46% of respondents stated that an academic supervision approach that integrates the values of local wisdom is more relevant and effective in supporting their performance improvement. This shows that the cultural context and local values are still important factors in creating a more familiar, meaningful, and acceptable supervision atmosphere for teachers.

Meanwhile, 24% of respondents chose the peer approach as the appropriate model, reflecting the need for teachers to learn collaboratively through the practice of sharing experiences. As many as 22% of teachers consider that technology-based approaches can be an alternative in the implementation of supervision, although the number is still relatively low compared to the local wisdom approach. Only 8% of teachers consider the engineering approach to be a relevant form of supervision.

These findings show that the development of academic supervision models needs to consider the cultural context of the school and the social environment in which teachers are located. By prioritizing a local wisdom approach combined with a technological approach and peer collaboration, it is hoped that academic supervision can be carried out more effectively, adaptively, and has a real impact on improving teacher professionalism.

CONCLUSION

Based on the results of the study, it can be concluded that the implementation of academic supervision by school principals is not fully in accordance with the needs of teachers. The majority of teachers consider that the supervision carried out is still not relevant to the real conditions in the field, so its effectiveness in supporting improving the quality of learning is not optimal.

In addition, the aspect of openness and transparency of supervision is also still an obstacle. Although some teachers have felt openness in supervision, more than half of the respondents considered that the implementation of supervision still tends to be closed and less transparent. This condition shows the need to strengthen two-way communication and information disclosure in every stage of supervision.

The feedback aspect provided by the principal also showed varied results. Some teachers have received constructive feedback, but there are still many teachers who feel that they lack or even do not get feedback from the results of supervision. In fact, feedback is an important component in building reflection and improving teacher performance.

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Other findings show that teachers prefer academic supervision based on local wisdom, followed by peer approaches and the use of technology. This shows that the academic supervision model to be developed needs to consider the cultural context, characteristics of teachers, and integrate collaborative and innovative approaches.

In general, this study emphasizes that academic supervision needs to be developed in a more adaptive, participatory, and need-based direction for teachers. The relevant academic supervision model is one that is able to bridge the gap between the implementation of existing supervision and teachers' expectations, so that it can truly function as an instrument of professional development and improvement of the quality of learning in schools.

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