International Journal of Education, Vocational and Social Science
https://e-journal.citakonsulindo.or.id/index.php/IJEVSS
E-ISSN : 2963 4954
IJEVSS

The Role Of The Principal In Guiding Teacher Learning Administration (Case Study At Raharja Elementary School, Purwakarta Regency And Cimanggu Elementary School, Subang Regency)

Ade Tutty R Rosa
Universitas Islam Nusantara (UNINUS)

Email: adetuttyrosa@uninus.ac.id

Abstract

This study aims to analyze the role of school principals in fostering teachers' learning administration at SDN Raharja, Purwakarta Regency, and SDN Cimanggu, Subang Regency. The study employed a qualitative approach with a case study method. Data were collected through observations, in-depth interviews, and documentation studies involving principals and teachers as research informants. The findings reveal that school principals play significant roles as leaders, administrators, supervisors, and motivators in developing teachers' learning administration. The coaching process was carried out through academic supervision, monitoring of instructional documents, mentoring activities, as well as regular motivation and evaluation. These activities contributed to improving teachers' abilities in preparing more complete and appropriate learning administration documents in accordance with educational regulations. Although several challenges were identified, including limited time, changes in educational policies, and varying levels of technological competence among teachers, principals attempted to address these issues through continuous guidance and professional support programs. The study concludes that the principal's role is a crucial factor in improving the quality of teachers' learning administration and supporting the effectiveness of the teaching and learning process in schools.

Keywords: principal, teacher development, learning administration, academic supervision, teacher.

INTRODUCTION

Learning administration is a crucial aspect supporting the success of the educational

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

process in elementary schools. Through effective learning administration, teachers can plan, implement, and evaluate teaching and learning activities in a more focused manner, in line with established educational goals (Mustari, 2022). Learning administration is not only related to the preparation of teaching materials, but also includes the management of learning documents, assessments, and reporting of student learning outcomes (Khotimah, 2023)The quality of a teacher's instructional administration will impact the effectiveness of classroom learning and student learning outcomes. Therefore, fostering instructional administration is a necessity that requires serious attention from schools, especially the principal as the educational leader (Subhaktiyasa et al., 2024).

The principal plays a strategic role in guiding and developing teachers to optimally carry out their professional duties. As an educational leader, the principal is responsible for creating a work environment that supports teacher competency development through various coaching and mentoring programs (Megawati et al., 2021)This guidance can be carried out through academic supervision, training, work group discussions, and monitoring the completeness of teacher learning administration (Warman & Lorensius, 2024)The active presence of the principal in the coaching process can help teachers understand the administrative standards that must be met and raise awareness of the importance of learning planning. Thus, the principal plays a key role in improving the quality of learning administration at the school (Setiyadi & Rosalina, 2021).

In practice, teachers still face various obstacles in developing learning administration. Some teachers have difficulty adapting learning materials to changes in education policy, including the implementation of the Independent Curriculum, which requires adjustments to learning documents and strategies (Daud, 2023; Rosyada et al., 2024). Furthermore, the high workload often results in learning administration not being structured optimally and sustainably. This situation can result in a lack of direction in the learning process and a decline in the quality of educational services provided to students. Therefore, a more active role for school principals is needed in providing guidance, mentoring, and solutions to various administrative problems faced by teachers (Darmansah, 2022; Itje et al., 2023).

Administrative development of learning cannot be separated from the implementation of academic supervision carried out by the principal. Academic supervision is an activity aimed at helping teachers improve the quality of learning through systematic guidance, monitoring, and evaluation.(Soro et al., 2023)Through supervision, principals can identify teachers' strengths and weaknesses in developing learning administration and then provide constructive feedback. Supervision activities also serve as a means of professional communication between principals

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

and teachers to discuss various competency development needs.(Sahirah et al., 2024)With continuous supervision, the quality of teacher learning administration is expected to improve significantly (Rawis et al., 2024).

In addition to serving as a supervisor, the principal also serves as an administrator responsible for managing all educational activities within the school. In this role, the principal must ensure that each teacher has complete, organized, and compliant learning administration (Darma & Julkifli, 2021)The principal also needs to develop a planned coaching program so that teachers receive clear direction in developing learning materials.(Rahim et al., 2022)Good administrative support from the principal will help create a disciplined and professional work culture within the school. This ultimately contributes to improving the quality of learning and overall teacher performance (David, 2023).

Various studies have shown that the role of the principal is closely related to improving teacher competence and performance. Principals who are able to effectively carry out leadership functions tend to be successful in encouraging teachers to continuously develop their pedagogical, professional, social, and personal competencies (Zachary & Fathoni, 2024)Continuous coaching will help teachers understand their duties and responsibilities, including aspects of learning administration. Furthermore, the principal's support can also increase teacher motivation and satisfaction in carrying out educational tasks. Therefore, the success of learning administration coaching is greatly influenced by the quality of the principal's leadership within the educational unit (Itje et al., 2023; Syafitri et al., 2023).

Raharja Elementary School in Purwakarta Regency and Cimanggu Elementary School in Subang Regency are two elementary schools with interesting characteristics and educational management conditions to study. Both schools face the same demands of improving the quality of learning by strengthening teacher learning administration as part of the effort to improve the quality of education. In implementing these efforts, principals have various strategies and approaches to providing guidance to teachers. Differences in school conditions, human resources, and organizational culture allow for the emergence of diverse and interesting administrative guidance practices to be analyzed. This study of the principal's role in these two schools is expected to provide a more comprehensive picture of teacher learning administration guidance practices in elementary schools.

Based on the description above, this study aims to gain a deeper understanding of the principal's role in fostering teacher learning administration in an elementary school context. This research focuses not only on the type of coaching provided but also examines the supporting

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

factors and obstacles encountered in the coaching process. The results are expected to contribute to the development of educational management practices, particularly in improving the quality of teacher learning administration.

METHOD

This research uses a qualitative approach with a case study method. The qualitative approach was chosen because the research aims to understand in-depth the role of the principal in fostering teacher learning administration based on real conditions that occur in the field. The case study focused on two research locations, namely SDN Raharja, Purwakarta Regency and SDN Cimanggu, Subang Regency, so that researchers can obtain a comprehensive picture of the practice of fostering learning administration carried out by the principals. The research informants consisted of principals and teachers who were selected purposively based on their involvement in learning administration fostering activities. Data collection was carried out through observation, in-depth interviews, and documentation studies of various learning administration tools used by teachers.

Data analysis was conducted in stages through data reduction, data presentation, and conclusion drawing in accordance with the interactive analysis model of Miles, Huberman, and Saldaña. Data obtained from interviews, observations, and documentation were first classified based on themes related to the role of the principal, forms of instructional administration coaching, supporting factors, and obstacles encountered. To ensure data validity, the study applied source triangulation and technical triangulation techniques by comparing information obtained from various informants and data collection methods. Next, the analysis results were interpreted to gain a deeper understanding of the principal's strategies in fostering teacher instructional administration at the two schools used as research locations. The research findings were then presented descriptively to provide a clear picture of the instructional administration coaching practices taking place at SDN Raharja, Purwakarta Regency, and SDN Cimanggu, Subang Regency.

RESULTS

Research result

Based on observations and interviews conducted at Raharja Elementary School in Purwakarta Regency and Cimanggu Elementary School in Subang Regency, it was found that the principals play a fairly active role in developing teachers' learning administration. This

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

development is carried out in a planned manner through supervision, monitoring of learning materials, evaluation meetings, and individual mentoring for teachers. Observations indicate that the principals routinely check the completeness of learning administration, including teaching modules, semester programs, annual programs, assessments, learning journals, and other supporting documents. These checks are conducted periodically at the beginning of the semester and throughout the learning process. The principals also provide guidance to teachers if deficiencies are found in the preparation of learning administration.

Interviews with the principal of SDN Raharja revealed that instructional administration development is one of the school's priority programs. The principal explained that sound instructional administration is fundamental to effective and focused learning. Therefore, every teacher is required to develop learning materials before the start of the school year. The principal also holds discussions and mentoring sessions to help teachers understand changes in education policy, particularly those related to the implementation of the Independent Curriculum. According to the principal, the development is not only aimed at meeting administrative requirements but also at improving the quality of classroom learning.

Similar findings were obtained at Cimanggu Elementary School, Subang Regency. Based on observations, the principal actively conducts academic supervision to ensure that teacher learning administration is structured according to regulations. Supervision is carried out through reviewing learning documents and visiting classrooms to ensure alignment between planning and implementation. Furthermore, the principal provides direct feedback to teachers on areas for improvement. Teachers experiencing difficulties are given the opportunity to consult and receive further guidance. This demonstrates that development of learning administration is carried out continuously and is not merely a formality.

Interviews with several teachers at both schools revealed that the principal's guidance significantly improved their ability to organize learning administration. Teachers felt they had a better understanding of the administrative components that needed to be prepared and how to organize them according to learning needs. Several teachers acknowledged that they had previously struggled to develop learning materials that aligned with the current curriculum. However, through the principal's guidance and direction, they gained more confidence in organizing learning administration independently. Teachers also found the sample formats and the regular evaluations provided helpful.

The research also shows that principals play a motivating role in fostering instructional administration. Principals not only supervise but also provide encouragement and appreciation to

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

teachers who successfully complete instructional administration. This appreciation includes awards at school meetings, opportunities to participate in training, and trust to serve as resource persons in internal school activities. This approach creates a more positive work environment and encourages teachers to continuously improve the quality of their instructional administration.

However, this study also identified several obstacles in implementing instructional administration guidance. One frequently encountered obstacle is teachers' limited time due to the need to perform various additional tasks outside of teaching. Furthermore, rapid changes in education policy require teachers to continually adapt the format and content of instructional administration. Some teachers also stated that the use of technology in preparing instructional administration remains a challenge for some educators who are unfamiliar with digital applications. To address these challenges, school principals strive to provide more intensive mentoring and facilitate training activities relevant to teachers' needs.

Overall, the results of observations and interviews indicate that the principal's role in fostering teacher learning administration at SDN Raharja in Purwakarta Regency and SDN Cimanggu in Subang Regency has been running well. The principal acts as a leader, supervisor, administrator, and motivator in supporting the improvement of teachers' abilities in developing learning administration. Through various ongoing development programs, the quality of teacher learning administration has improved, as seen in the increasingly complete learning tools available to teachers and the teachers' increased understanding of the importance of learning administration in supporting the success of the teaching and learning process.

DISCUSSION

The research results show that school principals play a very important role in fostering teacher learning administration. This finding aligns with research (Kurnianingsih 2018). which states that the principal is the primary actor in improving teacher competency through various forms of coaching and supervision. The principal serves not only as the leader of the school organization but also as a mentor, helping teachers develop their professional skills. In this study, coaching was carried out through supervision, administrative monitoring, and ongoing mentoring. This situation indicates that the success of administrative learning development is greatly influenced by the quality of the principal's leadership.

The research findings also show that academic supervision is the primary strategy used by school principals to improve the quality of teacher learning administration. These results support the research (Sahirah et al, 2024) which explains that academic supervision plays a vital role in

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

improving teacher quality through a systematic guidance and evaluation process. (Warman & (Lorensius, 2024) emphasized that planned academic supervision can help teachers understand the learning standards that must be achieved. In this study, supervision not only focused on document review but also included providing feedback and guidance to correct any identified deficiencies.

The principal's role as an administrator is also clearly evident in the research findings. The principal ensures that all teachers have complete learning administration tools and comply with applicable regulations. This finding aligns with research (David, 2023) which states that the principal has the responsibility to manage various aspects of educational administration to support the effectiveness of learning. Research results (Darma & Julkifli, 2021) also shows that the administrative function of the principal greatly determines the regularity of the implementation of teacher duties at school.

This study also found that motivation and rewards provided by the principal were able to increase teacher enthusiasm in developing learning administration. These findings support the research. (Syafitri et al, 2023) which explains that principal leadership influences teacher job satisfaction and motivation. Teachers who receive support and appreciation tend to have a higher commitment to carrying out their professional duties. Therefore, fostering instructional administration requires not only supervision but also a motivational approach.

The existence of constraints in the form of limited time, changes in education policies, and varying technological capabilities among teachers is also in line with the findings.Rosyada et al (2024)which revealed that the implementation of the Independent Curriculum resulted in increased administrative demands for teachers. Therefore, principals are required to be more adaptive in providing guidance and support to teachers. Overall, the results of this study reinforce various previous studies that emphasize that principals play a central role in improving the quality of learning administration and teacher professionalism through effective leadership, supervision, administration, and motivation.

CONCLUSION

Based on the research results, it can be concluded that the principals of SDN Raharja in Purwakarta Regency and SDN Cimanggu in Subang Regency play a very important role in developing teachers' learning administration. This role is realized through their functions as leaders, administrators, supervisors, and motivators, which are carried out continuously through academic supervision, monitoring learning devices, mentoring, and providing motivation to

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

teachers. The mentoring provided has been proven to help improve teachers' understanding and ability to compile more comprehensive learning administration in accordance with applicable regulations. Although several obstacles remain, such as time constraints, changes in educational policies, and varying technological capabilities, the principals have attempted to provide solutions through mentoring and training. Thus, the role of the principal is a crucial factor in supporting the improvement of the quality of learning administration and the effectiveness of the learning process in schools.

It is recommended that school principals continue to improve their instructional administration development programs in a planned, sustainable manner, tailored to teacher needs. Academic supervision activities should not only focus on document verification but also on mentoring and developing teacher competencies in designing effective learning. Teachers are also expected to be more proactive in improving their instructional administration skills through training, professional discussions, and the use of educational technology.

REFERENCE

Darma, H., & Julkifli, J. (2021). Kepala sekolah sebagai administrator dan supervisor di lingkungan Sekolah. *Jurnal Serunai Administrasi Pendidikan*, *10*(2), 38–45.

Darmansah, T. (2022). Peran pengawas pendidikan dan kepala sekolah dalam meningkatkan profesionalisme guru. *MUDABBIR Journal Research and Education Studies*, *2*(1), 11–21.

Daud, Y. M. (2023). Peran kepala sekolah dalam pengelolaan manajerial sekolah. *Intelektualita: Journal of Education Sciences and Teacher Training*, *12*(1).

Itje, T., Makaheming, F., Hohakay, K. O., Molle, M., & May, O. J. S. (2023). Analisis peran kepala sekolah terhadap kompetensi pedagogik guru. *Jurnal Ilmiah Pendidikan Citra Bakti*, *10*(1), 70–83.

Khotimah, H. Hu. (2023). Administrasi Guru dan Proses Belajar Mengajar di Sekolah Dasar. *Jurnal Rinjani Pendidikan Guru Sekolah Dasar (JR-PGSD)*, *1*(1), 22–27.

Kurnianingsih, E. (2018). Peran kepala sekolah dalam meningkatkan kompetensi guru. *Indonesian Journal of Education Management & Administration Review*, *1*(1), 11–18.

Megawati, M., Syamsir, S., & Firdaus, F. (2021). Peran Kepala Sekolah Dalam Pengembangan Kompetensi Guru. *Jurnal Al-Ilmi Jurnal Riset Pendidikan Islam*, *1*(2), 31–45.

Mustari, M. (2022). *Administrasi dan manajemen pendidikan sekolah*. Prodi S2 Studi Agama-Agama UIN Sunan Gunung Djati Bandung.

Rahim, R., Nadifah, N. I., Tamara, T., Maizah, S., & Apriliani, S. (2022). Peran Kepemimpinan Kepala

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

Sekolah Dalam Administrasi Pendidikan Guru Di Mi Hajar Abyadl Sangatta Utara. *Jurnal Ilmu Pendidikan Muhammadiyah Kramat Jati*, *3*(2), 34–46.

Rawis, J. A. M., Kambu, K., Qowi, M., Sauyai, S., Namsa, Y., & Dondokambey, C. (2024). Konsep Dasar Supervisi Pendidikan. *Penerbit Tahta Media*.

Rosyada, A., Syahada, P., & Chanifudin, C. (2024). Kurikulum merdeka: Dampak peningkatan beban administrasi guru terhadap efektivitas pembelajaran. *Jurnal Inovasi, Evaluasi Dan Pengembangan Pembelajaran (JIEPP)*, *4*(2), 238–244.

Sahirah, N. N., Suryana, A., Sutarsih, C., & Nurdin, D. (2024). Peran Kepala Sekolah dalam Implementasi Supervisi Pembelajaran untuk Mengingkatkan Kualitas Guru di Abad 21. *JAMP: Jurnal Administrasi Dan Manajemen Pendidikan*, *7*(1), 89–99.

Setiyadi, B., & Rosalina, V. (2021). Kepemimpinan kepala sekolah dalam meningkatkan kinerja guru. *Edunesia: Jurnal Ilmiah Pendidikan*, *2*(1), 75–84.

Soro, S. H., Rhamdani, N., Defauzi, P., & Erawan, R. D. T. (2023). *Supervisi Pendidikan Implementasi Supervisi di Satuan-Satuan Pendidikan*. Penerbit P4I.

Subhaktiyasa, P. G., Mustari, M., Lede, Y. U., Santika, T., Arifin, A., Nurjanah, N., Sunarsih, S., Hamadi, H. H., & Rusli, R. (2024). *Buku Ajar Manajemen Pendidikan*. PT. Sonpedia Publishing Indonesia.

Syafitri, A., Sesmiarni, Z., & Devi, I. (2023). Peran Kepala Sekolah Dalam Meningkatkan Kepuasan Kerja Guru Di Smpn 2 Tigo Nagari Kabupaten Pasaman. *Innovative: Journal Of Social Science Research*, *3*(2), 11401–11410.

Warman, W., & Lorensius, L. (2024). *Supervisi akademik: Guru profesional, kepala sekolah sukses*. Nomaden Institute.

Zachary, M. E., & Fathoni, A. (2024). Peran Kepala Sekolah Dalam Meningkatkan Kinerja Guru Di Madrasah Ibtidaiyah. *Ideguru: Jurnal Karya Ilmiah Guru*, *9*(3), 1619–1627.

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License