

Impact of Academic Supervision on Improving Performance of Early Childhood Education Teachers in Early Age Learning

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Abstract: *This research aims to understand and describe the implementation of academic supervision by school principals; assess the performance of Early Childhood Education (PAUD) teachers; determine the influence of academic supervision on PAUD teacher performance; and identify the impact of academic supervision implementation on PAUD teacher performance. This study employed an ex-post facto correlational research design. The population consisted of 594 respondents from various PAUD institutions, with a sample size of 44 respondents selected using Stratified Random Sampling based on the accreditation status of the PAUD institutions. Data were collected through non-test methods, including questionnaires validated using Likert scales and Cronbach's Alpha reliability test, interviews, observations, and documentation. Instrument content validity was $0.89 < 0.75$, and reliability was $0.815 < 0.6$. Data analysis involved parametric statistical analysis and Spearman correlation tests.*

The findings revealed: 1) Academic supervision by school principals in Manggarai Raya was implemented with a percentage of 40% for accreditation A, indicating excellent performance. However, when viewed comprehensively, it was considered low or unsatisfactory due to being below 50%; 2) PAUD teacher performance in Manggarai Raya, assessed using all indicators, fell into the very good category with a percentage of 20%. Yet, when viewed holistically, it was deemed inadequate/poor as it was below 50%; 3) There was a positive influence of academic supervision by school principals on PAUD teacher performance in Manggarai Raya, with a Cohen's value of 0.99, indicating that 99% of the variance in teacher performance was influenced by academic supervision by school principals; 4) The contribution of academic supervision to PAUD teacher performance in Manggarai Raya, assessed using an R² coefficient, was 0.27% or 27%; and 5) There was an impact of academic supervision on PAUD teacher performance.

Keywords: *academic supervision, PAUD teacher performance*

INTRODUCTION

In the field of education, supervision implementation is one of the educational activities used to explore the potential of an educational institution. The quality of education can be assessed through planned, structured, and continuous supervision activities, allowing the identification of strengths and weaknesses in the educational quality of the institution (Azian, 2022). Supervision serves as a tool that helps and supports teachers in developing their knowledge, skills, creativity in teaching, as well as commitment and motivation as educators. The success of education within an educational institution is also determined by the school principal's ability to manage all resources within the school.

According to Suradi (in Mania et al., 2019), the school principal is a key component in enhancing the quality of education. It is evident that the success of a school depends on the school principal's ability to perform their duties. The primary task of a school principal as a school leader is to create a conducive learning environment, enabling teachers and students to conduct effective learning activities within the school (Saputro & Darim, 2022). Supervision in educational institutions is the responsibility of the school principal to provide guidance to teachers for improving teaching practices (Kamilah, 2022). Supervision acts as a bridge connecting the relationship between the school principal and teachers, and teachers and students in the learning process. The ultimate goal of supervision activities is to enhance students' learning outcomes. In this context, the school principal, as a supervisor, organizes and conducts supervision activities, offering assistance, guidance, and support to teachers in fulfilling their duties and addressing challenges faced during the teaching process.

Research conducted by Novebri (2022) indicates that supervision conducted by school principals can enhance the performance of PAUD teachers in planning, implementation, and evaluation of the teaching process (Novebri & Lubis, 2022). Another study by Sari and Najah (2021) demonstrates that educational supervision has a positive effect in achieving learning objectives and generates positive responses from teachers (Sari & Najah, 2021). This study aims to examine whether the intensity of supervision can improve the performance of PAUD teachers.

The performance of a PAUD teacher can be evaluated based on the achievements in carrying out tasks assigned to them, which are rooted in their capabilities, experience, dedication, and time (Ali & Hasanah, 2021). Additionally, the performance of PAUD teachers can be observed during their interactions with students in the classroom, including their preparation in the form of programs and teaching evaluations (Simbolon, 2022).

Early Childhood Education (PAUD) is an educational effort aimed at children from birth to six years old, providing educational stimulation to aid physical and spiritual growth, preparing children for further education (Mukti, 2017). PAUD aims to develop all the potential children have from an early age to prepare them for life and adapt to their environment (Romadhoni, 2021). PAUD focuses on laying the foundation for growth and development according to the appropriate stages of a child's age. In PAUD learning, educators need to consider all aspects of early childhood development, including cognitive skills, emotional maturity, communication, language, general knowledge, and arts (Buahana et al., 2023). Given the crucial role of teachers in educating young children, teachers must have adequate competence to deliver quality education. To maintain and enhance the quality of learning, care, and protection for students, teachers need supervision and monitoring by the school principal (Musa et al., 2022).

Academic supervision by school principals significantly influences teacher

performance, with high interpretations influenced by several demographic factors among teachers (Siska et al., 2022). The higher the academic supervision by the school principal, the higher the teacher performance. This means that the role of the school principal can improve teacher performance by enhancing the planning of supervision programs, supervision implementation, and follow-up actions (Rosmayati et al., 2021). The influence of school principal supervision on teacher performance means that the higher the school principal's supervision, the higher the teacher performance, and the higher the work discipline (Musyarapah & Wulan, 2023). By observing the improvement in teacher performance in early childhood learning due to continuous academic supervision by the school principal, there is a likelihood of enhancing teacher performance in early childhood education.

Based on the description of supervision, teacher performance, early childhood learning, and information related to the implementation of academic supervision based on the accreditation status of PAUD institutions, it is found that the supervision conducted by the school principal towards teachers is not optimal, leading to an impact on teacher performance in early childhood learning.

RESEARCH METHODS

This research employs an ex-post facto correlational research design. The study population consists of 594 respondents from various Early Childhood Education (PAUD) institutions, and a sample size of 44 respondents was selected using the Stratified Random Sampling technique based on the accreditation status of the PAUD institutions. Data collection techniques included non-test methods such as questionnaires validated using Likert scales, Cronbach's Alpha reliability tests, interviews, observations, and documentation. The content validity of the instrument was $0.89 < 0.75$, while the reliability test yielded a value of $0.815 < 0.6$. Data analysis involved parametric statistical analysis, specifically using Spearman correlation tests.

RESULTS AND DISCUSSION

This research was conducted in accredited and non-accredited Early Childhood Education (PAUD) institutions. The study was conducted in 44 PAUD institutions, focusing on the impact of academic supervision on the improvement of PAUD teachers' performance. The research employed a quantitative approach with parametric statistical analysis.

- 1. Implementation of Academic Supervision in PAUD Institutions:** The implementation of academic supervision in this study refers to planned, structured, and continuous educational activities involving monitoring, guidance, and evaluation of teachers' performance by a school principal. The study revealed that the implementation of academic supervision by school principals was found to be suboptimal. Measurement involved 14 indicators using Likert scale-based questionnaires. The results varied based on the accreditation status of the institutions: Accreditation A: 40%, Accreditation B: 7.6%, Accreditation C: 14%, and Non-accredited: 16%.
- 2. Performance of PAUD Teachers:** The performance of PAUD teachers was evaluated based on seven indicators outlined in the standards for educators and educational personnel. Overall, the performance percentages differed based on accreditation status: Accreditation A: 20%, Accreditation B: 7.69%, Accreditation C: 14%, and Non-accredited: 16.66%. While Accreditation A institutions showed a good performance percentage of 20%, when considered overall, this percentage was

deemed insufficient.

3. **Impact of Academic Supervision on PAUD Teacher Performance:** The research findings demonstrated a significant positive relationship between academic supervision and the improvement of PAUD teacher performance. The correlation coefficient was 0.03, indicating a moderate relationship. This correlation implies that without academic supervision, teachers' performance would not advance. The study also confirmed that academic supervision significantly influences teacher performance (p -value < 0.005) with a Cohen's value of 0.99, indicating a substantial effect.
4. **Contribution of Academic Supervision to Teacher Performance:** Academic supervision was found to have a positive and significant contribution to the improvement of teacher performance, explaining 27% of the variance in 44 PAUD institutions. This contribution emphasizes the importance of consistent and systematic academic supervision. The findings align with previous research highlighting the positive correlation between school principal supervision and teacher performance.
5. **Impact of Academic Supervision Implementation on PAUD Teacher Performance:** Observations, statistical analyses, and interviews underscored the critical role of academic supervision in enhancing teachers' professionalism. Optimal academic supervision positively impacted teacher performance. However, inadequate supervision adversely affected PAUD teacher performance. Academic supervision is crucial in aiding teachers in planning, preparing, implementing, and evaluating their teaching tasks effectively.
Understanding the impact and significance of academic supervision on PAUD teacher performance can guide school leaders and policymakers in ensuring the continuous improvement of educational quality in PAUD institutions.

CONCLUSION

Based on the data obtained from the analysis and discussion, it can be concluded that: **Overall Academic Supervision Implementation in 44 PAUD Institutions by Accreditation Status:** The implementation of academic supervision across 44 PAUD institutions, when considered overall, was very low. However, when focusing on PAUD institutions accredited with A status, the implementation of academic supervision was exceptionally high (40%). This high level of supervision significantly influenced the performance of PAUD teachers in institutions accredited with A status, resulting in a performance percentage of 20%. This indicates that institutions with Accreditation A have executed academic supervision effectively, leading to improved teacher performance and producing competent educators.

Significance of Academic Supervision and Teacher Performance: Academic supervision is a crucial activity in education conducted by school principals to enhance teacher performance. There is a strong correlation between academic supervision and teacher performance. School principals need to regularly perform academic supervision according to annual plans. Despite the 27% contribution found in this study, it is crucial to understand that without regular academic supervision, the quality of teacher performance might decline. However, when academic supervision is conducted periodically as planned, the quality of teacher performance increases significantly. Therefore, it can be concluded that academic supervision makes a substantial contribution to teacher performance. The close relationship between academic supervision and teacher performance significantly impacts the quality of education in

PAUD institutions.

In summary, the effective implementation of academic supervision, especially in institutions with Accreditation A status, plays a vital role in enhancing teacher performance and, consequently, the overall educational quality of PAUD institutions. Regular and well-planned academic supervision is essential for sustaining and further improving the competence and professionalism of PAUD educators.

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