A THESIS

ENGLISH TEACHERS' PERCEPTIONS OF SCHOOL PRINCIPAL ACADEMIC SUPERVISION AT SENIOR HIGH SCHOOLS OF KOTA WARINGIN BARAT

Submitteed as Partial Fulfillment of the Requirements of the Master of Education Degree at S2 – English Education Program



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MASTER PROGRAM IN ENGLIS EDUCATION

UNIVERSITAS TERBUKA

JAKARTA

2023

ENGLISH EDUCATION PROGRAM
SCHOOL OF POSTGRADUATES STUDIES
UNIVERSITAS TERBUKA

2023

Abstract

English Teachers' Perceptions of School Principal Academic Supervision at Senior High Schools of Kotawaringin Barat; N. Suciati MW; 530042476; 2023; 150 pages; Graduate Program in English Education; Universitas Terbuka

The study aims to understand the English teachers' understanding of the school principal academic supervision, their perception of the current supervisory practices, and their perspectives on the issues, challenges, and ideal model of an academic supervision. Data were collected through face-to-face interviews with ten certified English teachers who have been working in state schools for at least ten years. The findings reveal that teachers perceive academic supervision as a coaching activity that supports their professional growth, provides feedback, support, and guidance, and leads to reflection, improvement, and continuous evaluation of the learning process. Academic supervision is seen as a leadership function that focuses on instructional guidance and overall educational improvement. Principals apply principles such as scientific objectivity, democratic engagement, cooperation, effective communication, openness, sustainability, and constructive feedback. Various approaches and techniques, including observation, interviews, document review, and online methods, are used by principals to evaluate and support teaching practices. Teachers have a positive perception of academic supervision, appreciating constructive feedback and viewing it as an opportunity to enhance their teaching practices. However, challenges such as infrastructure constraints, scheduling conflicts, and communication gaps exist, which were exacerbated by the COVID-19 pandemic. Recommendations for further research include exploring the impact of academic supervision on student outcomes, investigating the role of technology in supervision, examining experiences of teachers in different subject areas, and assessing the effectiveness of the transformational teacher program. The study acknowledges limitations related to the sample size and recommends the inclusion of other perspectives in future research.

Keywords: School Principal, Academic Supervision, Teachers' Perceptions.

Abstrak

Persepsi Guru Bahasa Inggris Terhadap Supervisi Akademik Kepala Sekolah di SMA Kabupaten Kotawaringin Barat; N. Suciati MW; 530042476; 2023; 150 halaman; Program Pascasarjana Pendidikan Bahasa Inggris; UniversitasTerbuka

Studi ini bertujuan untuk mendalami pemahaman guru bahasa Inggris tentang supervisi akademik kepala sekolah, persepsi mereka tentang praktik supervisi saat ini, dan perspektif mereka tentang isu, tantangan, dan model supervisi akademik yang ideal. Data dalam penelitian ini dikumpulkan melalui wawancara tatap muka dengan sepuluh guru bahasa Inggris tersertifikasi yang telah bekerja lebih dari sepuluh tahun. Hasil penelitian ini menemukan bahwa guru memahami supervisi akademik sebagai kegiatan pembinaan yang mendukung peningkatan profesional mereka, memberikan umpan balik, dukungan, dan bimbingan, serta mengarahkan mereka untuk melakukan refleksi, perbaikan, dan evaluasi berkelanjutan dari proses pembelajaran yang berlangsung. Para guru memandang supervisi akademik memiliki fungsi kepemimpinan yang berfokus pada bimbingan instruksional dan peningkatan pendidikan secara keseluruhan. Dalam menerapkan kegiatan supervise akademik, kepala sekolah telah menerapkan prinsip-prinsip seperti objektivitas, ilmiah, demokratis, kerja sama, komunikasi yang efektif, keterbukaan, keberlanjutan, dan umpan balik yang konstruktif. Berbagai pendekatan dan teknik, termasuk observasi, wawancara, telaah dokumen, dan metode online juga digunakan kepala sekolah untuk mengevaluasi dan mendukung praktik pengajaran. Guru memiliki persepsi positif tentang supervisi akademik, menghargai umpan balik yang konstruktif dan melihatnya sebagai kesempatan untuk meningkatkan praktik pengajaran mereka. Namun, dari hasil penelitian ini juga ditemukan beberapa tantangan seperti kendala infrastruktur, konflik penjadwalan, dan kesenjangan komunikasi, yang diperparah oleh pandemi COVID-19. Rekomendasi untuk penelitian lebih lanjut antara lain mengeksplorasi dampak supervisi akademik terhadap hasil belajar siswa, menyelidiki peran teknologi dalam supervisi, mendalami persepdi dan pengalaman guru dalam bidang studi yang berbeda, dan menilai efektivitas program guru transformasional. Studi ini mengakui keterbatasan terkait dengan ukuran sampel dan merekomendasikan dimasukkannya perspektif lain dalam penelitian di masa yang akan datang.

Kata Kunci: Supervisi Akademik, Kepala Sekolah, Persepsi Guru.

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APPROVAL FORM

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Day/Date : Friday/18th August 2023
Time : 08.30-10.00 WIB

and has been awarded with a PASSED / ~~NOT PASSED~~ grading.

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I, the undersigned, hereby declare that this thesis entitled "English Teachers' Perceptions of School Principal Academic Supervision at Senior High Schools of Kotawaringin Barat" represents my original work and that I have used no other sources except as noted by citation. All data, tables, figures, and text citations which have been reproduced from any other source, including the internet, have been explicitly acknowledged as such in the References. No part of this thesis was previously submitted for another degree or diploma at this or any other institution.

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JOURNAL ARTICLE APPROVAL FORM

Thesis Title	: Teachers' Perspectives on the Challenges and Areas of Improvement of School Principal Supervisory Practices
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Study Program	: Master of English Education
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ACKNOWLEDGEMENT

The writer would like to thank Allah SWT, the almighty for the mercy and blessing to the writer so that the writer is able to finish the thesis entitled "English Teachers' Perceptions of School Principal Academic Supervision at Senior High Schools of Kotawaringin Barat".

The writer also would like to thank to:

1. Prof. Ojat Darojat, M.Bus., Ph.D. as Rector of Universitas Terbuka;
2. Dr. Paken Pandiangan, S.Si., M.Si. as Director of School of Postgraduate Studies Universitas Terbuka;
3. Hariyadi, S.P, M.P, as Director of Regional Office of UT Palangkaraya;
4. Dr. Juhana, M.Pd, as Head of Master of English Education;
5. Prof. Dr. Wahyuningsih Usadiati, M.Pd as the first supervisor;
6. Dr. Juhana, M.Pd as the second supervisor;
7. My mother, Siti Hafsah and my late father, Abu Sujak;
8. My husband, Suhendra, and my lovely son, Adzkia Shafa Al Gifari;
9. All lecturers of Master of English Education;
10. All of the writer's friends in the Master of English Education in 2020/2021 academic year.

I will accept any criticism and suggestion from all sides for the perfection of this thesis.

Kotawaringin Barat, August 2023

The writer

TABLE OF CONTENTS

COVER PAGE ..... **i**
ABSTRACT ..... **ii**
ABSTRAK ..... **iii**
APPROVAL FORM AFTER THESIS ORAL DEFENSE ..... **iv**
LEGALIZATION OF THESIS ORAL DEFENSE RESULT ..... **v**
DECLARATION OF ORIGINALITY ..... **vi**
JOURNAL ARTICLE APPROVAL FORM ..... **vii**
APPROVAL FORM ..... **viii**
DEDICATION ..... **ix**
TABLE OF CONTENTS ..... **x**
LIST OF TABLES ..... **xii**
LIST OF FIGURES ..... **xiii**

CHAPTER I: INTRODUCTION

A. Background of the Study 1
B. Research Questions 7
C. The Purpose of the Study 8
D. The Significance of the Study 8

CHAPTER II: LITERATURE REVIEW

A. Theoretical Review 10
B. Previous Research 30
C. Theoretical Framework 35

CHAPTER III: RESEARCH METHOD

A. Research Design 38
B. Research location 39
C. Source of Information and Selections of Informants 39
C. Procedure of Collecting Data 41
D. Data Analysis 44

CHAPTER IV. RESEARCH FINDINGS AND DISCUSSION

A. Description of the Research Object 48
B. Respondent Characteristics 49
C. Research Findings 51
   1. Teachers' Understanding of the School Principal Academic Supervision 51
   2. The Teachers' Perceptions on the Implementation of the School Principal Academic Supervision 65
   3. Teachers' Perspectives on the issues, challenges, and ideal model of an academic supervision 103
D. Discussion 123

CHAPTER V. CONCLUSION

A. Conclusion 150
B. Suggestion 151

REFERENCES

APPENDICES

Appendix 1. Surat Permohonan Kesediaan
Appendix 2. Panduan Wawancara (Interview Guidelines)
Appendix 3. Samples of Observation Check-List
Appendix 4. Document Checklist
Appendix 5. Instrumen Pengamatan Pelakasanaan Pembelajaran
Appendix 6 Instrumen Telaah Rencana Pelaksanaan Pembelajaran
Appendix 7. Supervisi Administrasi Perencanaan Pembelajaran
Appendix 8. Supervisi Adminsitrasi Penilaian Pembelajaran
Appendix 9. Sample of Interview Transcript in Bahasa Indonesia
Appendix 10. Sample of Data Codification
Appendix 11. Documentation of Interview Process and Classroom Observation

LIST OF TABLES

Table 4.1 Characteristics of Informants.....53

LIST OF FIGURES

Figure 3.1 Components of Data Analysis: Interactive Model 47